Executive Summary

In October 2018 a Member Officer Working Group was established to oversee a comprehensive review of policy, practice and provision in North Lanarkshire Council in meeting the Additional Support Needs of children and young people.

This involved a programme of significant stakeholder engagement. It looked at the deployment of resources, including staffing and finance. It considered the suitability and condition of the ASN estate, which is to be upgraded within the new Community Investment Fund, prior to developing a new model of service delivery linked to the future development of community hub proposals.

A twelve point plan to improve ASN Systems has been developed, under three headings:

- Improving Practice
- Empowering staff
- Managing Resources

This plan is a blueprint for a revised set of services and will create significant improvements in how we meet young people’s needs. It is based on most recent legislation and national guidance in relation to GIRFEC. It is designed to be coherent with emerging lessons from the national ASN Review.

The key recommendations and implementation plan is embedded in the Summary Report on the ASN Review (Appendix One).

Recommendations

It is recommended that Education and Families Committee:

1. Note the contents of the report on the Review of ASN provision in North Lanarkshire
2. Approve the twelve recommendations for implementation
3. Note the agreed polity upgrades agreed at the Joint Negotiating Committee for Teachers.
4. Note that a report on progress will be submitted to the Education and Families Committee in April/May 2020.
5. Acknowledge and recognise the work of the Improving Relationships Task Group, the outcomes of which will be now incorporated within the remit of the Education and Families Committee.
Background

1. North Lanarkshire Council has over 8000 children and young people registered with additional support needs. Some of these young people are educated in mainstream settings. However, over 1000 are educated in our thirteen ASN schools or in our sixteen ASN Units. It should be noted that such provision is not replicated in many other authorities. Most authorities have either none or very few specialist provision establishments which cater for complex and medical needs.

2. The ASN estate is in the main inherited from Strathclyde Region (1996) and is in need of significant investment to upgrade its suitability and condition. A decision to progress this was taken by North Lanarkshire Council both through short term investment in existing facilities as part of the budget proposals for 2019/20 and as part of its new Community Investment Fund through detailed proposals which will come forward as part of the integrated community hub programme as it develops.

3. The ASN systems in North Lanarkshire Council are informed by national legislation and guidance in GIRFEC policy and practice. They have been well established over many years. However, there is consensus among stakeholders that policy and practice needs to be modernised to reflect a number of national and local drivers.

4. One driver is the national Empowering Schools agenda, which encourages local authorities to devolve as much ownership of systems, resources and responsibility for outcomes to schools as is possible.

5. Another driver is the Developing Scotland’s Young Workforce strategy (December 2014). This strategy is designed to ensure that conditions are created to ensure all young people leave school with a positive destination, which can be sustained.

6. Lastly, the National Improvement Framework, with its focus on ‘delivering Excellence and Equity’ has become an important driver of outcomes focused planning for individuals and groups. Since young people with additional needs often experience multiple barriers to success, it is important that planning reflects this.

7. It should be understood that from the Education Scotland (2004) Act, Additional Support for Learning, behaviour has been considered an additional need. There are a number of specialist establishments in North Lanarkshire which are devoted to meeting the Social, Emotional and Behavioural Needs of Children (SEBN).

8. Whilst there are many strengths to specialist ASN provisions in North Lanarkshire, negatively, it leads to a lot of young people being educated out with their community. It can also lead to a disconnect between specialist and mainstream sectors. The ASN Review highlighted clearly the need to strengthen the ‘presumption of mainstream' and to create a more fluid interplay between mainstream and specialist provision.
1.9 As part of the planning for We Aspire, Education and Families, was a new Directorate construct for Education, Children’s Services and Criminal Justice that has created a context for reconfiguration of ASN arrangements.

2. **Report**

2.1 **Qualitative Data**

2.1.1 While our research, through involvement in the Realigning Children’s Services (RCS) national programme (2017) indicates that most children and young people living in North Lanarkshire appear happy, consider themselves healthy, like the areas they live in and have good relationships with family, peers and teachers, wellbeing, mental health and resilience difficulties are seen to affect a small but significant number of young people across all backgrounds. There is increased prevalence within particular groups of young people with additional support needs, for example, young people with a disability or life limiting illness and looked after children are more likely to be affected by poor mental health. A significant percentage of secondary age pupils, primarily girls and in particular those in S3 and S4 had poorer mental health and emotional wellbeing as indicated by their Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS) scores.

2.1.2 Feedback from parents showed that while many were positive about the support young people with Additional Support Needs receive in North Lanarkshire schools, there were a number who felt that supports, systems and curricular provision could be improved. This was true across a range of issues, including how allocations processes work, how support needs are met and the curriculum experienced by children and young people.

2.2 **Quantitative Data**

2.2.1 Data on the pupils in North Lanarkshire shows that there is a marked increase in young people receiving support for Social, Emotional and Behavioural Needs in S1 – S4.

2.2.2 Data analysis of the 2017 unemployed group showed that 36% of unemployed school leavers had an Additional Support Need, with over half of these relating to SEBN. Half of the unemployed group came from SIMD groups 1 – 2 with their attendance and attainment less than peers. This highlights the recognised relationship that can often occur between poverty, additional need and disengagement from education.

2.3 **Direct Engagement with Stakeholders**

2.3.1 The Member Officer Group staged a significant programme of stakeholder engagement, including with Teaching and Single Status Trade Unions, parents, practitioners, key partners involved in meeting young people’s needs.

2.3.2 The group also visited a range of ASN establishments as part of the review, so as to see the provision at first hand and meet young people in the ASN setting in which they receive support.
2.3.3 The Executive Director and Education Officer (ASN) held a series of four engagement workshops for staff to discuss emerging thinking from the review.

2.3.4 An Improving Relationships Group was established to ensure that a wide range of stakeholders could influence the review and develop thinking to feed into the final report, recommendations and implementation planning.

2.4 Key Findings and Recommendations

2.4.1 There are twelve key recommendations built into the report under three key headings. Taken together, they form the basis of the Implementation Plan.

2.4.2 Improving Practice in Managing Additional Support Needs

1. Key policies should be updated to reflect currently legislation and national guidance, as well as to enable more effective practice and to provide a context for training and development activities.

2. There will be a coordinated Communications Plan for ASN to reflect the importance of building the status of the sector and recruiting high quality staff to meet the needs of pupils. The plan will also seek to address the concerns of parents and pupils going forward.

3. ASN Head Teachers, Teachers and Support Staff should be systematically included in the programme of head teacher engagement, school improvement and cluster planning.

4. The practice in how children’s additional support needs are assessed, planned for and met should be strengthened, with a revised and simplified GIRFEC Pathway established for use by all practitioners.

2.4.3 Empowering Staff to Meet Needs Effectively

5. The Health and Wellbeing Map of Integrated Policy and Practice will be implemented across North Lanarkshire Education and Families and used as a basis of engagement with wider partners. This includes a clear GIRFEC wellbeing pathway.

6. A self-evaluation toolkit will be implemented from January 2020 to ensure that staff at all levels engage in reflection regarding priorities relating to meeting the additional support needs of pupils. This will extend to ensuring the wellbeing of young people is attended to, as well as to provide an appropriate curriculum.

7. A programme of training and development will be established and delivered throughout the course of January 2020 – August 2021 and beyond with formal evaluation and linked redevelopment.
8. Partnership working will be strengthened in a revised Support Around the School model, which will enable greater empowerment of staff to meet the needs of young people and enable a greater connection between needs and the partnership response to them. A more holistic approach to supporting families will underpin this.

2.4.4 Management of Resources in Future

9. Cluster based ASN hubs will be created under the control of head teachers with staffing and financial resources aligned to them as part of a managed process that is contiguous with future budget setting. This will ensure that there is appropriate resource deployed to meet needs.

10. There will be a transparent, formula driven allocations process, which provides a cache of resource to be deployed locally. Implementation of the new GIRFEC wellbeing pathway will ensure that the allocation of resources and placements are directed towards the most vulnerable children and young people.

11. A clear plan for the future of the ASN estate, which creates Cluster ASN Hubs and specialist provision around the envisaged campus model of the future will be established as part of the Community Investment Fund and developed as part of the ongoing work to prioritise community hub investment proposals.

12. Given the extent of change that will be required emerging from the ASN Review, there is a recommendation that a stakeholder sounding board of pupils and parents be convened biannually to allow officers and practitioners to test ideas and gain feedback on potential developments.

2.5 Implementation Planning

2.5.1 An Implementation Plan focusing on delivering each of these recommendations has been developed for approval. The plan sets a timescale for full implementation over the course of 2019 – 2022. This is to support wider a cultural change and a number of changes to key systems.

2.5.2 However, it is acknowledged that the full impact of this work will not be fully delivered until the renovation, integration and alignment of our ASN Estate is achieved within the future campus model, currently being fast-tracked as part of the councils wider Economic Regeneration Delivery Plan funded via the new Community Investment Model. Asset proposals will be developed fully in partnership with Enterprise and Communities to ensure full alignment within the overall strategic capital programme.

2.5.3 The implementation plan is seen in Appendix 2.
2.6 Finance and Resources

2.6.1 The Member Officer Working Group were presented with financial information which identified a pattern of increasing demand led expenditure within the ASN sector in recent years. This analysis also highlighted that whilst there had been uplifts in ASN budget provision allocated through the corporate budget process and internal Service realignments, significant budget overspends were still being reported. The table below describes the outturn position for financial year 2018/19 across ASN budget heads.

<table>
<thead>
<tr>
<th>ASN Category</th>
<th>2018/19 Budget £</th>
<th>2018/19 Outturn £</th>
<th>2018/19 Variance £</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Schools</td>
<td>17,482,689</td>
<td>17,226,495</td>
<td>256,194</td>
</tr>
<tr>
<td>Mainstream Units</td>
<td>5,036,875</td>
<td>5,447,294</td>
<td>(410,419)</td>
</tr>
<tr>
<td>ASNA Hours</td>
<td>9,979,021</td>
<td>12,455,075</td>
<td>(2,476,054)</td>
</tr>
<tr>
<td>External Placements</td>
<td>6,363,502</td>
<td>6,218,540</td>
<td>144,962</td>
</tr>
<tr>
<td>Contractual Payments</td>
<td>1,001,181</td>
<td>942,083</td>
<td>59,098</td>
</tr>
<tr>
<td>ASN Transport</td>
<td>5,907,348</td>
<td>7,031,515</td>
<td>(1,124,167)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45,770,616</strong></td>
<td><strong>49,321,002</strong></td>
<td><strong>(3,550,386)</strong></td>
</tr>
</tbody>
</table>

2.6.2 Projections for the current financial year indicate there will be similar pressures on ASN budgets. To date ASN overspends have been offset within the overall Service budget by taking management action and realigning resources in other areas of activity. However given the general financial outlook and limited flexibility within the Education & Families budget this position is not sustainable going forward.

2.6.3 To mitigate these financial pressures and building on the recommendations in 2.4.4 above, the Service has taken action in a number of areas and will continue to develop further options with the aim of delivering a more efficient ASN service which continues to fully support and address the needs of pupils. These actions are described in Section 13 of the ASN Review Report.

2.6.4 The financial implications linked to proposed changes to the existing ASN operating model will be considered and reviewed as part of the Council’s budget process for financial year 2020/21 onwards. During the current financial year members will also be updated on the ongoing ASN budgetary position through presentation of the periodic revenue budget monitoring reports.

2.7 The Improving Relationships Task Group

2.7.1 The Improving Relationships Task Group has been in existence since February 2019. It corporates a wide range of stakeholders and partners, including Trade Unions. It has overseen developments in Policy and Practice. It has developed its work in four areas:
- Recruitment and Retention
- Allocation of Resources to Meet Needs
- Flexible Curriculum
- Policies Supporting ASN provision
2.7.2 The group’s membership is included in Appendix 3. It is important to recognise the significant engagement of members of this group and the extent to which they have co-created policy and guidance for future practice. There is a clear consensus regarding the approaches that are required and the broad strategy to devolve resource and enable local ownership of systems.

2.7.3 The work of the Member Officer Working Group and the Improving Relationships Group has been essential in researching and identifying the recommendations arising from the review under the true spirit of partnership.

2.7.4 The council has prioritised spend in older existing ASN establishments during 2019/20 to improve the current condition and suitability of these buildings in advance of planned future investment through the new community hub proposals and integration of ASN facilities within the hub model.

2.7.5 It should be noted that a number of policies have been updated as part of the review (Appendices 5-9) and are presented here for committee to note.

3. Equality and Diversity

3.1 Fairer Scotland Duty

This policy has been developed in line with Fairer Scotland duty guidelines. The policy is about addressing disadvantage and barriers to success and ensuring that structures, systems and processes align effectively to improve outcomes for children and young people facing such barriers.

3.2 Equality Impact Assessment

An Equality Impact Assessment has been started and will be reviewed dependent on developments within the pilot process.

4. Implications

4.1 Financial Impact

Detailed financial information describing efficiencies derived from the enhancements to systems, policies and practice will be provided and used within future budget setting processes.

4.2 HR/Policy/Legislative Impact

The Council’s Workforce Development Strategy will apply to any future workforce changes which are planned based on pilot activity. This policy has also been developed to adhere to updated and emerging national guidance on ASN.
4.3 Environmental Impact

This policy will contribute to making North Lanarkshire a better place to live and learn in.

4.4 Risk Impact

The risk impact of this policy will be managed through pilot phases and through the implementation planning process.

5. Measures of success

5.1 Improved attendance of young people with additional support needs.

5.2 Improved confidence of pupils and parents in the extent to which their needs are met effectively.

5.3 Improved attainment of young people with additional support needs.

5.4 Improved positive school leavers’ destinations figures for young people with additional support needs.

6. Supporting documents

Appendix 1 Summary Report on the ASN Review
Appendix 2 ASN Implementation Plan 2019-2022
Appendix 3 Member of the Improving Relationships Group
Appendix 4 Members of the ASN Member Officer Working Group
Appendix 5 Policy – A Positive Approach to Managing Attendance
Appendix 6 Policy – Preventing and Managing Exclusions Policy
Appendix 7 Policy – Anti Bullying
Appendix 8 Policy – Anti Weapons and Knife Crime Policy
Appendix 9 Policy – De-escalation and Physical Intervention Policy
Appendix 10 Allocation Processes
Appendix 11 GIRFEC Pathways
Appendix 12 List of Schools/Staffing
Appendix 13 Comments from Parents
Appendix 14 Comments from Trade Union Meeting with Elected Members
Appendix 15 ASN Parental Questionnaire – Summary
Appendix 16 Summary of Recommendations
Appendix 17 Policy and Practice Map

Derek Brown
Executive Director – Education and Families
Draft Report on the Review of Additional Support Needs Provision in North Lanarkshire
Education and Families Directorate
Draft Report on the Review of Additional Support Needs Provision in North Lanarkshire

1. Introduction

1.1 The Review of Additional Support Needs was established to look critically at ASN policy, practice and provision in North Lanarkshire Council. It was also to look at how resources were deployed. This was based on the fact that North Lanarkshire spends a significant amount of money every session on ASN provision.

1.2 The review was a Member led process, which looked at all aspects of ASN policy provision and practice. It led to the development of twelve recommendations for future action, which in turn have been translated into an Implementation Plan.

1.3 These recommendations, taken as a whole, amount to a system redesign, overhauling current practice and charting a future course that enables change. This change is most definitely about improving the experiences of learners and ensuring more responsiveness to families. It is also about improving the contexts in which young people experience learning. It is therefore, also, about how North Lanarkshire Council deploys its resources in support of learners.

1.4 In addition, there is a specific focus in the review on ensuring that staff are properly equipped to deal with the needs of learners. This is in response to the escalating numbers of young people with complex needs and the

2. The Context of the ASN Review

2.1 The following legislation and national guidelines create the context in which additional support needs are expected to be met in Scotland.

2.2 The Standards in Scotland’s Schools etc. Act 2000 established the right of all children and young people to be educated in their mainstream school, other than in exceptional circumstances.

2.3 The Education (Additional Support for Learning) (Scotland) Act 2004, as amended provides the legal framework which underpins the system for identifying and addressing the additional support needs of child and young people who face a barrier, or barriers to their learning.

2.4 The 2005 and 2009 Codes of Practice relating to the 2004 Act, explain the duties on education authorities and other agencies to support children’s and young people’s learning and provide guidance on the provisions LA’s must take account of when assessing and meeting learners’ needs.

2.5 The Children and Young People (Scotland) 2014 Act placed additional duties on LA’s: for corporate parenting; enhancing the statutory entitlement to statutory Early Learning and Childcare services; the national approach for improving outcomes and supporting wellbeing (GIRFEC).
2.6 The recent national guidelines on Empowering Schools has furthermore clarified that the Head Teacher Charter will support elements of the existing legislative frameworks such as the duties on local authorities through Getting it right for Every Child.

2.7 Locally, the review has been conducted in the context of the recent establishment of the new Education and Families Directorate, which has brought a new opportunity to look at practice across the whole of the Directorate in supporting vulnerable children and young people, including those with additional needs. This review has incorporated the views of Social Work colleagues from Children’s and Adult Services, as well as colleagues from Health.

2.8 Importantly, modelling was done as part of the review on the outcomes for young people with Additional Support Needs, based on Leavers’ Destinations in 2017. It was found that of all 281 leavers who left school and became unemployed:

- Two-thirds were male
- Over half came from SIMD groups 1 – 2
- 36% (100) had an additional support need
- Almost half of these had an additional need in relation to SEBN
- They attended school on average one day per week fewer than peers achieving positive destinations
- They attained fewer qualifications than peers.

This shows the multiple barriers faced by young people with additional needs and the disproportionately negative outcomes for these young people, especially in the context of around 15% of young people at that time recorded with additional needs. More than twice as many ASN pupils are likely to become unemployed under current arrangements.

2.9 Our research, through involvement in the Realigning Children’s Services (RCS) national programme, indicates that most children and young people living in North Lanarkshire appear happy, consider themselves healthy, like the areas they live in and have good relationships with family, peers and teachers.

2.10 However wellbeing, mental health and resilience difficulties are seen to affect a small but significant number of young people across all backgrounds. There is increased prevalence within particular groups of young people with additional support needs, for example, young people with a disability or life limiting illness and looked after children are more likely to be affected by poor mental health.

2.11 Our RCS data indicates that a significant percentage of secondary age pupils, primarily girls and in particular those in S3 and S4 had poorer mental health and emotional wellbeing as indicated by their Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS) scores.

2.12 Children living in least deprived areas in North Lanarkshire tended to be more positive about their local area. For example 84% of children in least deprived areas said they felt safe in their local area compared with 71% of children living in more deprived areas.

3. The Review Process

3.1 In November 2018 a Member Officer Working Group was established to oversee the Review of ASN. The group was specifically established to:
• review the practice of physical intervention in North Lanarkshire
• consider measures which contribute to improving the experience of learners and reducing the need for physical intervention.
• the additional support needs of children and young people in mainstream.
• issues within specialist provision establishments in North Lanarkshire Council.

3.2 This group met monthly throughout the duration of the review on the following dates:
6/11/18
18/12/18
21/01/19
11/02/19
11/03/19
15/04/19
13/05/19
10/06/19
16/08/19

3.3 Membership of this group is provided in Appendix 4.

3.4 The Member Officer Group reviewed the following during the course of the review:
• Statutory responsibilities of North Lanarkshire Council in relation to ASN
• Policy and Practice in ASN in North Lanarkshire
• The Finance and Staffing of ASN provision in North Lanarkshire Council
• The ASN Estate
• Quantitative evidence gathered on the ASN picture in North Lanarkshire
• Qualitative evidence gathered (the views of staff and stakeholders)
• Evolving a revised strategic approach to Getting it Right for Every Child

3.5 An **Implementation Plan for Revised GIRFEC Systems** to support young people with additional needs have been developed based on the twelve recommendations for future action (Appendix 2). The implementation plan will overhaul existing provision.

3.6 In January 2019, in agreement with Trade Unions, an **Improving Relationships Task Group** was established as a strategic group to drive forward new thinking in relation to “providing adequate and efficient provision” for children and young people with additional support needs in North Lanarkshire. This group oversaw a comprehensive review of policy and practice. Its members undertook work in relation to a number of work streams.

3.7 The group met on the following dates:
15/01/19
04/02/19
05/03/19
26/03/19
23/04/19
06/05/19
22/05/19
11/06/19
20/08/19

3.8 In February 2019 an interim report was presented to the Education and Families Committee, outlining progress up to that point. At that point the committee approved the four work streams that the group undertook:
• Processes for resource allocation in order to enable clear pathways to allocate and adjust support for children and young people
• A review of policies and practice to ensure such arrangements are updated and enable improvements in practice effectively (for instance in de-escalation and promoting resilience)
• Recruitment and training in the ASN Sector so as to find ways of recruiting and retaining teaching and support staff in the sector. This includes comprehensive training relating to priorities
• Development of opportunities through a more flexible, broad curriculum to provide advice and guidance that empowers Head Teachers in both mainstream and special provisions to create curricular packages and offers for children and young people with additional support needs.

3.9 In June the Joint Negotiating Committee for Teachers and the Joint Negotiating Committee for Single Status staff both approved a number of key policies pertaining to the context in which ASN is delivered:

• Promoting Positive Behaviour: A Positive Approach to Managing Attendance (Appendix 5)
• Promoting Positive Behaviour: Preventing and Managing Exclusions (Appendix 6)
• Promoting Positive Behaviour: Respect for All, Anti-bullying (Appendix 7)
• Promoting Positive Behaviour: Anti-Weapons and Knife Crime (Appendix 8)
• Promoting Positive Behaviour: De-escalation / Physical Intervention (Appendix 9)
• Allocation Processes (Appendix 10)
• GIRFEC Pathways (Appendix 11)

3.10 In June the Member Officer Group agreed to task officers to produce a final report to come to the MOWG in August, which would:

• Incorporate the evidence base gathered in the review
• Chart lessons learned through the process
• Describe future systems and establish a clear timeline for implementation
• Set the parameters for an implementation plan and process

4. **Summary Recommendations**

4.1 As a result of the review a number of recommendations have been made, which will underpin a twelve point plan for ASN policy, practice and provision in future. The recommendations are included in more detail in a later section but are summarised here for ease of reference.

4.2 **Improving Practice in Managing Additional Support Needs**

4.2.1 **Recommendation One: Upgrading Key Policies**

Key policies should be updated to reflect currently legislation and national guidance, as well as to enable more effective practice and to provide a context for training and development activities.
4.2.2 **Recommendation Two: Communicating Expectations**
There will be a coordinated Communications Plan for ASN to reflect the importance of building the status of the sector and recruiting high quality staff to meet the needs of pupils. The plan will also seek to address the concerns of parents and pupils going forward.

4.2.3 **Recommendation Three: Oversight of Improvement**
ASN Head Teachers, Teachers and Support Staff should be systematically included in the programme of head teacher engagement, school improvement and cluster planning.

4.2.4 **Recommendation Four: Strengthening the GIRFEC Pathway**
The practice in how children’s additional support needs are assessed, planned for and met should be strengthened by a revised and simplified GIRFEC Pathway established for use by all practitioners.

4.3 **Empowering Staff to Meet Needs Effectively**

4.3.1 **Recommendation Five: Health and Wellbeing Policy and Practice Map**
The Health and Wellbeing Map of Integrated Policy and Practice will be implemented across North Lanarkshire Education and Families and used as a basis of engagement with wider partners. This includes a clear GIRFEC wellbeing pathway.

4.3.2 **Recommendation Six: Self-Evaluation Processes**
A self-evaluation toolkit will be implemented from January 2020 to ensure that staff at all levels engage in reflection regarding priorities relating to meeting the additional support needs of pupils. This will extend to ensuring the wellbeing of young people is attended to, as well as to provide an appropriate curriculum.

4.3.3 **Recommendation Seven: Staff Training and Development**
A programme of training and development will be established and delivered throughout the course of January 2020 – August 2021 and beyond with formal evaluation and linked redevelopment.

4.3.4 **Recommendation Eight: Strengthen Partnership Working**
Partnership working will be strengthened in a revised Support Around the School model, which will enable greater empowerment of staff to meet the needs of young people and enable a greater connection between needs and the partnership response to them. A more holistic approach to supporting families will underpin this.
4.4 Management of Resources

4.4.1 Recommendation Nine: Strengthening Mainstream: Improving Local Provision
Cluster based ASN hubs will be created under the control of head teachers with staffing and financial resources aligned to them as part of a managed process that is contiguous with future budget setting. This will ensure that there is appropriate resource deployed to meet needs.

4.4.2 Recommendation Ten: Improving Allocations Processes
There will be a transparent, formula driven allocations process, which provides a cache of resource to be deployed locally. Implementation of the new GIRFEC wellbeing pathway will ensure that the allocation of resources and placements are directed towards the most vulnerable children and young people.

4.4.3 Recommendation Eleven: The Future ASN Estate
A clear plan for the future of the ASN estate, which creates Cluster ASN Hubs and specialist provision around the envisaged campus model of the future will be established as part of the Community Investment Fund and developed as part of the ongoing work to prioritise community hub investment proposals.

4.4.4 Recommendation Twelve: Stakeholder Sounding Board
Given the extent of change that will be required emerging from the ASN Review, there is a recommendation that a stakeholder sounding board of pupils and parents be convened biannually to allow officers and practitioners to test ideas and gain feedback on potential developments.

5. Key Information about ASN provision in North Lanarkshire
The following information gives a picture of current provision for children and young people in North Lanarkshire who have additional support needs and about how such young people are supported in the local authority.

6. Current Provision
6.1 There are 8821 young people with registered Additional Support Needs in North Lanarkshire Council, equivalent to roughly 20% of the pupil population. This number has risen in recent years, although it is acknowledged that historically there was under-recording of additional needs.

6.2 There are currently 13 ASN schools in North Lanarkshire, with a total number of 233 of FTE teaching staff and 234.88 FTE support staff.

6.3 There are currently 14 (including sensory provision) ASN support units in North Lanarkshire, with a total number of 75.8 of FTE teaching staff and 96.14 FTE support staff.
6.4 There are currently 55.2 FTE peripatetic Support for Learning teaching staff and 546.3 FTE support staff working to support the additional needs of pupils in the mainstream sector.

6.5 In June 2019 there was a vacancy shortage of 9.5 FTE teaching staff, 4.3 peripatetic Support for Learning teaching staff and 16.35 FTE support staff in the sector.

6.6 Breakdown of this provision is provided in Appendix 12.

7. **Current Financial Position**

7.1 Annual budget for dedicated ASN activities is £45.7: Additional Support Needs Schools, Units, allocation of ASNAs, external school placements, ASN transport and partner (NHS) payments.

7.2 Significant pressures have, over a period of time, built up in two particular areas namely allocation of ASNAs and transport:

7.3 For 2018/19 full year position for ASNAs was £9.79m with a full year cost of £12.445m

7.4 The budget for ASN Transport was £5.9m with full year costs of £7m.

7.5 To date financial pressures have been managed within the overall service budget. However, this is not sustainable.

7.6 Financial projections highlight the need for a change to the current operating, allocations and funding model within the sector.

7.7 The financial report is included within the Committee Paper.

8. **School Estate**

8.1 **Current Issues**

8.1.1 The ASN estate of thirteen ASN schools is mainly inherited from Strathclyde Region. This reflects a legislative and policy context that predates most current legislation and includes a set of criteria for classifying schools which is out-dated. For example, there are schools for Mild-Moderate Learning Difficulties. In addition there are issues in the condition and suitability of ASN Units which require attention.

8.1.2 The estate of ASN schools itself is of varying quality and condition, with three of the existing facilities integrated within SC21 new builds. As part of the budget commitment, a significant refurbishment programme of Capital Works has been undertaken in the past year in advance of the longer term plans being developed as part of the Community hub proposals.
### School Development

<table>
<thead>
<tr>
<th>School</th>
<th>Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bothwell Park</td>
<td>Calm room developed</td>
</tr>
<tr>
<td>Clydeview</td>
<td>Decoration; Nursery re-fit</td>
</tr>
<tr>
<td>Glencryan</td>
<td>Additional classroom created from former ICT room to improve capacity pressures; Modular Units ordered to enhance vocational curriculum spaces</td>
</tr>
<tr>
<td>Mavisbank</td>
<td>Decoration and maintenance</td>
</tr>
<tr>
<td>Willowbank</td>
<td>New facilities created within St. Margaret’s High school; (consultation process prepared)</td>
</tr>
<tr>
<td>Redburn</td>
<td>Decoration and maintenance</td>
</tr>
<tr>
<td>Pentland School</td>
<td>Soft play, sensory room and nurture space developed, replacing seclusion rooms</td>
</tr>
<tr>
<td>Fallside School</td>
<td>Toilets upgraded</td>
</tr>
<tr>
<td>Firpark Secondary</td>
<td>Swimming pool upgraded</td>
</tr>
</tbody>
</table>

### 9. Future

9.1 There are plans being developed currently regarding the campuses of the future as part of the Community Investment Fund. This work will be based on the principles outlined below which featured in the Education and Families work plan bridging report of February 2019. It also reflects a decision of North Lanarkshire Council to upgrade its ASN Estate as part of its Community Investment Fund programme:

- A focus on improving outcomes for children and families, as part of the wider planning to improve outcomes as part of We Aspire
- Increased focus on improving levels of empowerment placed upon on teachers and head teachers
- An emphasis on creating leaders who oversee integrated services, including multidisciplinary teams
- An expectation that digitisation will drive future improvements in efficiency and effectiveness
- An approach to ensuring budgets are more closely aligned to meet local priorities
- A focus on early intervention and prevention to provide for young people within their communities.

9.2 In this new world the following provision will be required around mainstream schools in the form of Cluster ASN Hubs which can:

- Provide support for a range of young people
- Realignment of staffing resources on a more local basis
- Enable ownership by Head Teachers
- Improve consistency of support by key officers (as highlighted by the SAC Report on North Lanarkshire Council by Education Scotland, 2018)

9.3 Such provision will build on recent cluster based developments within Education and Families and will incorporate Social Work activity.
In addition, to add value, the following will be required for ASN specialist provision which can provide on-going education for young people but which can also help mainstream provisions to support young people in such contexts:

- Autism and Communication Centre for In-reach / Outreach
- Social and Emotional Needs Centre for In-reach / Outreach
- Skills Academies to enable vocational pathways for vulnerable young people disengaging from education
- Complex Learning and Medical Needs

10. The Views of Stakeholders

10.1 The Member Officer group held a series of meetings with stakeholders throughout the duration of the review. The dates for these events were as follows:

- 19 August 2019 meeting with parents / carers
- 21 August 2019 meeting with Head Teachers
- 22 August 2019 meeting with External Agencies

10.2 Appendix 13 summarises points from meetings

10.3 In addition, in May – June 2019, the Executive Director and Education Officer held three engagement sessions as part of the Learning Festival to allow practitioners to feed into the review process and contribute to emerging thinking

10.4 There were a number of key consistently expressed views from teaching and support staff which were expressed in these meetings, including:

- A broad concern that current arrangements to support the presumption of mainstream were not working as well as they could
- A need for clear expectations as regards what was expected of staff in general
- A particular concern that support staff needed clarity regarding the most effective use of their time
- A general concern that staff training and development needed to be a high priority
- A general sense that all staff needed to be supported with refreshed GIRFEC systems.

10.5 The Member Officer Working Group met with trade unions in March 2019 so as to hear their concerns about ASN provision. The notes on the feedback from trade unions is provided in Appendix 14. However, the key points are as follows:

- The ASN allocation process and system is very rigid
- There is a high turnover of staff which has resulted in a lot of temporary staff being used many of whom lack the specific skills and training required for working with children with ASN
- Staff feel that they are not supported as well as they might be
- Buildings not always fit for purpose
- There are excellent training opportunities for staff but not enough time or capacity to implement what has been learnt
10.6 In addition, the views of parents were sought on a range of issues relating to the report. 164 parents of young people with additional support needs responded to a survey conducted between April and August 2019. The overview of this feedback is provided in Appendix 15. Broadly, the feedback supports a number of recommendations in this report:

- Some high level messages that can be inferred from the feedback are:
  - 82% of parents believed the needs of their children were being met
  - 65% of parents believed their children experienced a suitable curriculum (23% did not respond to the question)
  - 66% of parents believed their children had sufficient access to after school clubs
  - 76% of parents believed the allocations process was straightforward and/or kept them informed

11. The Improving Relationships Task Group

11.1 In February 2019 the Improving Relationships Group was established with the support of trade unions. This group was designed to incorporate the views of practitioners and to enable effective developments in policy and practice, as well as to help design future provision in the ASN arena.

11.2 The group’s membership is shown in Appendix 3. It can be seen from this list that there are the following groups of staff represented:

- Teaching and Single Status trade unions
- Family Learning Centre Heads of Establishment
- ASN Head Teachers
- Primary Head Teachers
- Secondary Head Teachers
- Additional Support Services Managers
- Senior Central Education staff
- Senior Social Work staff
- HR Employee Relations staff
- Central Communications staff
- Psychologist staff

11.3 The capacity of this group to influence the system and future planning for improvement is the main reason for its constitution. One of the reasons for the powerful recommendations emerging from the review is the quality of the staff involved in this group. Many of these staff have engaged with the Member Officer Group.

12. Progress in Work Streams

12.1 Processes for resource allocation in order to enable clear pathways to allocate and adjust support for children and young people

There was a systematic consideration of issues involved in allocating resources to meet the needs of young people. This reflects a perception of parents that the current allocations process is not as responsive to their requirements as it might be. This means that there is an element of inconsistency in the allocations process, with a perception that there are winners and losers as a result. The evidence of ASNA allocations to schools shows inconsistency in how these staff are allocated, with
some schools receiving disproportionately large allocations and other less than would be expected.

The current system is nominally demand led, but is overseen by central officers who have little knowledge of the individual pupils to whom they make decisions about the allocation of resource. Future systems will be more child centred, or needs driven. Current arrangements disproportionately reward those who are able to advocate for support. Lastly, it creates a referral culture, hence the increase in requests for ASN specialist provision.

There is evidence that the current systems have failed to meet the requirements of staff, as is evidenced by submissions to the Member Officer Group. These requirements were mainly in relation to support by line managers and training and development. The view of the trade unions is that ‘presumption of mainstream’ needs strengthened. This raises questions regarding current working arrangements.

Lastly, the burgeoning costs of ASN provision and the lack of effective controls of resource allocations means that there is demonstrable evidence that the current systems are not working effectively, or efficiently. The solution to this must be in more local ownership of the process. In social services there is an emerging evidence base that controls of budget by those most able to influence supports is more likely to improve outcomes and drive out costs (Three Conversations; Family Group Decision Making). This logic should be applied across Education and Families in future, including the use of resources to support those with additional needs.

The following suggested amendments to practice have been made in response to this set of circumstances. In particular, there should be:

- Local controls in schools and clusters of the allocations processes, governed by clear frameworks and overseen by senior central staff
- A clear formula for putting resource across to schools and clusters based on roll and deprivation, but which also creates contingency to manage additional needs which emerge in unexpected fashions (pupils moving between schools through no fault of their own)
- Clear governance arrangements for the allocation of resources
- Pilot arrangements put in place to test the efficacy of these arrangements
- Arrangements in place based on a best value approach and should reflect the budget envelope available for this service
- Arrangements in place based on intervening early, preventing escalation and strengthening mainstream provision.

12.2 A review of policies and practice to ensure such arrangements are updated and enable improvements in practice effectively (for instance in de-escalation and promoting resilience)

There was significant policy development undertaken under the compass of this work stream and in response to the views of the group. As a result, a number of key policies have been updated and agreed through the formal trade union negotiating machinery.

The following policies have been updated:
- Promoting Positive Behaviour: A Positive Approach to Managing Attendance (Appendix 5)
- Promoting Positive Behaviour: Preventing and Managing Exclusions (Appendix 6)
Promoting Positive Behaviour: Respect for All, Anti-bullying (Appendix 7)
Promoting Positive Behaviour: Anti-Weapons and Knife Crime (Appendix 8)
Promoting Positive Behaviour: De-escalation and Physical Intervention (Appendix 9)
Allocations Process (Appendix 10)
Refreshed GIRFEC Pathways (Appendix 11)
A number of other policies will be updated through the JNCT process in due course.

It should not be underestimated how much work went into the policy revision process. In particular, it would be important to thank our trade union colleagues for their efforts in co-drafting these policies. The efforts made in this process demonstrate clear evidence of collegiate working between North Lanarkshire Council’s Education and Families Directorate and its workforce, through the agency of their representatives.

While not all of these policies are exclusively about ASN as such, it is nonetheless understood that each of them, to a greater or lesser degree has some bearing on the world of ASN and how children and young people with additional needs are supported.

It is worth pointing out that since the main driver for the review and the Member Officer Working Group was the need to review practice in physical intervention, it is of particular significance that there is an updated policy governing this area. Importantly, this policy was heavily influenced by practice in Children’s Services Social Work, especially in Children’s Houses. The updated policy will apply across Education and Families and will bring the worlds of education and social care into close alignment.

12.3 Recruitment and training in the ASN Sector so as to find ways of recruiting and retaining teaching and support staff in the sector. This includes comprehensive training relating to priorities

A number of key ideas for changing the way we work were brought forward by the members of this work stream group have been made which will be actioned in future. These include suggested amendments to practice, to the effect that:

- For promoted posts, a key interview question should seek to ascertain how candidates have demonstrated support for young people with additional needs
- There should be a recruitment campaign to highlight the positive opportunities that exist in the ASN sector
- The Job description is to be adjusted to reflect the needs of the post in mainstream and ASNA schools
- A structure is to be put into practice that allows opportunities for the secondment of teachers from mainstream into the ASN sector
- A robust training programme will be implemented for all staff and continuous learning opportunities that are concurrent with a career pathway
- The Probationer programme is to include awareness and experience of the ASN sector
- Mentors are to be in place to support those staff new to working in the ASN sector
- Training and development will be brought forward in relation to the Health and Wellbeing Map and will require significant attention in the future planning of the Directorate, so as to enable the effective progression of staff in terms of building their skills and knowledge.
12.4 Development of opportunities through a more flexible, broad curriculum to provide advice and guidance that empowers Head Teachers in both mainstream and special provisions to create curricular packages and offers for children and young people with additional support needs

Members of this work stream group have made a number of key suggested amendments to practice which are due to be actioned in future. These include:

- Planning for learner journeys be programmed into the GIRFMe planning process for all young people with additional needs
- The best practice in the ASN sector should be shared so that all schools can benefit from the rigorous approaches to curriculum planning available in some schools
- A structured approach to supporting staff to understand learner centred curriculum planning should underpin future training programmes
- The future employability pathways of young people with additional needs should be programmed into the planning for young people’s learning
- There should be a pedagogy team established to share the best practice in the sector and support all colleagues in raising the expectations and achievements of pupils
- There should be a consistently high standard of support provided through Coordinated Support Plans

It is fair to say that the curriculum was seen as the main focus of future activity by members of the Improving Relationships Group. This incorporates the pathways followed by pupils and the journeys they lead to, the approaches to learning and teaching that enrich this experience and appropriate opportunities to engage with employers.

13. Financial Strategy

13.1 In session 2018 – 2019 North Lanarkshire Council spent £45.7 million on ASN provision, including ASN schools and units, staff (both teaching and single status) transportation and out of authority placements in ASN provision, for a number of young people who were not able to be catered for within the existing, extensive provision in North Lanarkshire Council.

13.2 It should be noted that North Lanarkshire is one of only a few local authorities which retains ASN schools. The fact North Lanarkshire retains thirteen such establishments is unusual.

13.3 In a recent review activity, undertaken by Education and Families, an expert team from other local authorities under the Association of Directors of Education Scotland (ADES) came to provide support and challenge to senior officials. There was surprise from these colleagues at the extent of the provision offered and of the totality of the resource spent. It should be noted that the following recommended actions, as part of a financial strategy, are based on some of the feedback received from these colleagues.

13.4 The following recommended actions are designed to accompany the twelve recommendations of the review:
• The current financial pressures within ASN sector are to be raised with head teachers and service managers (the £2.5 million overspend in ASNAs and the £1.1 million overspend in transportation).
• These ASN funding pressures are to be expressed within the Council’s financial strategy (CSPs) and mitigating actions deployed (the devolution of controls to a more local level)
• During 2019/20 financial year steps should be taken through pilot activity to minimise controllable ASN costs, and take management action within wider Service to help offset ASN overspends.
• Officers are tasked to develop a more formula based approach to ASN funding on a school school/locality basis. This exercise will be incorporated into the formal School DSM review. (Re-the Scottish Government guidance the DSM review has to be completed by April 2021)
• Consideration and review of alternate ASN transport procurement routes will be undertaken (including scoping alternative procurement approaches and the possibility of an in-house solution)
• Consideration will be given to the integration of ASN resource requirements across future Service/Council policies, with a review of workforce implications.

14. Conclusion

14.1 The ASN Member Officer Working Group Review into Additional Support Needs Policy, Practice and Provision has developed a suite of recommendations that, taken as a group, amount to a redesign of our ASN systems. It is a fundamental overhaul of current practice and should ensure more effective support for pupils and planned pathways to success in future.

14.2 The recommendations will ensure that more effective policy and practice supports ASN provision in future. This will underpin the future operating model of Education and Families as new Directorate.

14.3 There is a clear commitment to building the capacity of practitioners to support the needs of young people and their families more effectively. This will be based on rigorous self-evaluation against national standards and a training programme which is established in response to the resultant ask from practitioners.

14.4 There is a determination to move the ownership of resource more locally, under the control of head teachers (named persons), so as to enable a greater degree of responsiveness to figure in the decisions taken as regards the allocation of resource, as well as a greater degree of accountability for the resource by those who deploy it. This will also help to ensure that there is appropriate resourcing of support.

14.5 There will be a strengthened GIRFEC pathway, ensuring assessment of young people, the planned responses of practitioners and partnership working will be more effective.

15. Lastly, under the Community Investment Fund, it is noted that in March 2019, North Lanarkshire Council committed to overhaul the ASN estate, within its planned development of future Community Hubs, in response to the current suitability and condition of the estate.
<table>
<thead>
<tr>
<th>Theme / Strand</th>
<th>Timescale / Process</th>
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</thead>
<tbody>
<tr>
<td><strong>Empowering Staff to Meet Needs Effectively</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 1. Upgrading Key Policies | - Policies agreed at the JNCT (June 2019)  
- Policies noted by the Member Officer Working Group (August 2019)  
- Policies approved by Policy and Strategy (December 2019) |
| 2. Communicating Expectations | - Communications agreed for Health and Wellbeing Policy and Practice Map for Staff (September 2019)  
- Communications drafted for Parents and Carers on the Implementation Plan (January 2020)  
- Head Teacher Meetings used to clarify plans (September 2019) |
| 3. Oversight of Improvement | - Structured advice and guidance on curricular planning provided as part of a structured approach to sharing best practice (August 2019)  
- ASN Heads integrated into Area Meetings and Cluster Meetings structures (August 2019)  
- ASN Improvement Meetings scheduled (August 2019)  
- ASN Improvement Dashboard developed and shared with schools (October 2019) |
| 4. Strengthen GIRFEC Pathway | - GIRFEC Pathway Revised and agreed by partnership (September 2019)  
- GIRFEC Pathway launched for schools and partners (October 2019)  
- Review of GIRFEC Practice in schools (January 2019) |
| **Improving Practice in Managing Additional Support Needs** | |
- Suite of training and development materials developed (August 2019)  
- A Delivery Plan for Family Learning will be brought forward to coordinate with the implementation of 1140 hours of ELC Expansion (August 2020) |
| 6. Self-Evaluation Processes | - Self-evaluation activities undertaken by schools relating to HWB Policy and Practice and curriculum (December 2020)  
- Schools to factor these results into 2020 – 2021 Improvement Plans and Cluster Improvement Plans (June 2021) |
| 7. Staff Training and Development | - Responses collated and expressed as a Training and Development Plan (February 2020)  
- Training and development programme rolled out for schools and clusters (March 2020 – June 2022) |
- Implement revised MAST and HART Processes (School and Cluster) (October 2019) |
| **Management of Resources in Future** | |
| 9. Strengthen Mainstream: Improving Local Provision | - Redesignation of Support Assistant post (December 2020)  
- Management review (restructuring of primary, secondary and ASN establishments) (June 2020)  
- Implementation of new management arrangements (June 2020 – June 2022)  
- Realignment of teaching and support staff within ASN Cluster Hubs (June 2020 – 2022) |
| 10. Revise Allocations Processes | - Formula for allocations developed with head teachers (December 2020)  
- Pilot arrangements for Cluster Ownership of Allocations Process – St Andrew’s HS, Coatbridge HS, Our Lady’s HS, Mothenwell, Kilsyth Ac., Cumbernauld Ac. (October 2019 – June 2020)  
- Roll Out of Arrangements Across system (June 2022) |
- Programme of remedial works to existing estate completed (August 2019)  
- Transportation Plan for ASN pupils developed (December 2019)  
- A plan for future Community Hubs, as part of the Community Investment Fund, will be published (December 2019) |
| 12. Stakeholder Sounding Board | - Biannual meetings cycle begins for stakeholder group (January 2019) |
Improving Relationships Group

1. Derek Brown Executive Director
2. Gerard McLaughlin Head of Education (Central)
3. Judi Pollock Education Officer
4. Abdul Aziz Ahmed Continuous Improvement Officer
5. Jill Woodward Continuous Improvement Officer
6. Aileen Hart Depute HT, Coatbridge High School
7. Sheena Campbell Service Manager, Corporate Parenting
8. Catherine Cruickshank Depute Principal Psychologist
9. Mark Cairns Head Teacher, Cumbernauld Academy
10. Morag Dendy Interim Head of Planning, Performance & Quality Assurance
11. Nancy Ferguson Principal Psychologist
12. John Morley Head Teacher, Firpark High School
13. Ian Scott LA Secretary, EIS
14. Gregg Orrock Head Teacher, Kilsyth Academy
15. Heather Liddle Employee Relations Manager
16. Lorraine Hunter NL President, EIS
17. Iain Macaulay Service Manager Young People
18. Lyndsay Malley Additional Support Manager
19. Marie Quigley Unison
20. Anna McKinney Scottish Attainment Challenge – Health & Wellbeing
21. Helen Delaney Head Teacher, Redburn School
22. Peter Holmes Head Teacher, St Andrew’s High School
23. Marie Love Head Teacher, St Margaret of Scotland Primary School
24. Fiona Swift Manager Children & Families
Elected Members
Councillor Robert Burrows (Chair)
Councillor Jordan Linden (Vice Chair)
Councillor Claire Barclay
Councillor Olivia Carson
Councillor Tom Castles
Councillor Meghan Gallacher
Councillor Agnes Magowan
Councillor Robert McKendrick

Officers

NLC
Derek Brown – Executive Director (Education and Families)
Judi Pollock – Education Officer
Anne Reid - Principal Officer
John Morley - Head Teacher, Firpark Secondary School
Lyndsey Malley - Additional Support Manager
Dr. Nancy Ferguson - Principal Educational Psychologist
Iain Macaulay - Service Manager Young People

NHS Lanarkshire
Dr Philip McMenemy – Associate Medical Director
North Lanarkshire Council

Report

Joint Negotiating Committee for Teachers

☐ approval ☐ noting Ref DB / JP Date 30/05/2019

Promoting Positive Relationships: A Positive Approach to Managing Attendance

From Derek Brown

Email pollockjud@northlan.gov.uk Telephone 01698 812291

Executive Summary

This report provides the Education and Families committee with a paper outlining the policy and guidelines for schools and establishments to promote positive attendance at school. This policy and guidance is based on Included, Engaged and Involved Part 1: Attendance in Scottish Schools originally published in 2007 and updated 2019. It draws together advice on good practice, working in partnership with pupils, parents/carers and partner agencies and establishes requirements regarding classifying and recording attendance and absence.

In addition to the classification of attendance and absence, this guidance seeks to explore and address wider issues around the promotion and management of good attendance and the prevention and reduction of absence. This guidance seeks to make stronger links between good attendance, positive relationships, prevention and early intervention.

Education authorities and school leaders have a responsibility to ensure all staff are aware of this guidance.

This policy replaces Management Circular B1 – Pupil Attendance and Absence.

Recommendations

- Note the contents of the report
- Approve this policy for adoption from August 2019 subject to ratification by JNCT

Supporting Documents

Included, Engaged and Involved Part 1: A positive approach to the Promotion and Management of Attendance in Scottish Schools

The National Child Protection Guidance 2014
1. **Background**

1.1 In line with the Children and Young People (Scotland) Act 2014, North Lanarkshire Education and Families recognises that children and young people do best within a context that is underpinned by shared values of respect, inclusion, fairness, community engagement and partnership, supported by their parents and carers, family and communities. This relies on staff at all levels developing good quality relationship based practice, linked closely to Getting it Right for Every Child - the national approach to improve outcomes and support the wellbeing of children and young people.

2. **Report**

2.1 **Rationale**

2.1.1 Promoting positive social and emotional development alongside working in partnership with families and communities is important in ensuring children and young people are positively engaged with their learning.

2.1.2 Adopting a whole school nurturing approach provides a context for children and young people to form positive relationships and helps them settle to learn.

2.1.3 Along with this, promoting resilience is important in supporting all children and young people as they make their way through early years and school, including those who may have experienced adverse childhood events in their life. Establishing a safe nurturing environment is the foundation for building resilient children and young people.

2.1.4 These approaches are particularly important when promoting good attendance. Absence, for whatever reason, leads to disrupted learning for children and young people and can result in poorer outcomes. Ensuring schools and establishments provide a rich and supportive context for learning for all children and young people, including those who are looked after / care experienced or have additional support needs, is crucial in promoting good attendance.

2.2 **Policy Context and Legislation**

2.2.1 Scottish Policy and the legislative landscape has changed and continues to increasingly emphasise the importance of wellbeing and relationships in shaping positive outcomes for children and young people. There is also an increasing emphasis on the promotion of children’s rights in accordance with the United Nations Convention on the Rights of the Child (UNCRC). The following policy and guidance supports establishments, children, young people and their families and partners to implement practices that will encourage good attendance.

2.2.2 ‘Included, Engaged and Involved Part 1: A positive approach to the Promotion and Management of Attendance in Scottish Schools (Amended 2019) and the Children & Young People (Scotland) Act 2014 seeks to improve the way services work together to support
children, young people and their families. Getting it Right for Every Child (GIRFEC) is the national approach to improving outcomes for children and young people and takes a holistic approach to the wellbeing of the child or young person. GIRFEC 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 approach supports children and young people’s rights and involves children and young people in any decision that affect them in line with the core principles of UNCRC.

2.2.3 The National Child Protection Guidance 2014 indicates that all agencies that work with children and their families have a shared responsibility for protecting children and young people 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 non-attendance can indicate a child or young person is at risk.

2.2.4 Curriculum for Excellence promotes flexibility in the curriculum and allows schools to personalise learner journeys to meet the needs of all children and young people. Developing the Young Workforce: Scotland’s Youth Employment Strategy aims to ensure that there is an enriched curriculum that promotes the development of skills for work, skills for life and skills for learning and provides relevant work related experiences.

2.2.5 The National Improvement Framework (NIF) for Scottish Education aims to deliver excellence and equity and drive improvements in learning for individual children. As well as a focus on literacy and numeracy, it will also bring together greater focus to improvements in the health and wellbeing of children and young people. One of the key priorities within NIF is the closing of the poverty related attainment gap which is supported through the Scottish Attainment Challenge.

2.2.6 As a corporate parent, local authorities have a statutory responsibility to ensure that children and young people receive education which is directed towards achieving their full potential. NLC Education and Families has prioritised supporting vulnerable children and families. A focus on children and young people who are care experienced will be maintained as will a focus on children and young people living in areas of socio economic disadvantage.

2.2.7 Section 40 of the Standards in Scotland’s Schools etc. Act 2000, amended section 14 of the Education (Scotland) Act 1980 states that Education Authorities are under a duty in relation to pupils unable to attend a suitable educational establishment as a result of their prolonged ill-health. In such circumstances an education authority must make special arrangements for the child or young person to receive education elsewhere other than at an educational establishment.

2.2.8 The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended) Code of Practice (Third Edition) requires education authorities and other agencies to make provision for all children and young people who require additional support to overcome barriers to their learning. Additional support may be required to overcome needs arising from their learning environment; disability or health; family circumstances or social and emotional factors. Under the Act, every Looked After Child and young person is considered to have an additional support need, unless they are assessed otherwise.

2.2.9 A Co-ordinated Support Plan (CSP) may be required when a child or young person requires significant long-term additional support from an education authority as well as from another agency, such as health or social work services. The CSP sets out the educational objectives to be achieved, together with the additional support that requires to be co-ordinated to enable the child or young person to achieve these.
2.2.10 Guidance on planning to meet additional support needs is available from the Supporting Children’s Learning Code of Practice (Third Edition).


2.2.11 The Education (Scotland) Act 1980 allows for and Education authority to require a parent to provide an explanation for non-attendance, if it believes that there is not a reasonable excuse for non-attendance. In such circumstances the local authority may use measures for compulsory compliance. Measures for compulsion are expensive processes which are time consuming and can lead to further unnecessary interventions into family life. There is no evidence to suggest that compulsory measures have any impact on improving attendance.

2.3 Definition of Attendance

2.3.1 Attendance is defined as participation in a programme of educational activities arranged and agreed by the school, including:

- Learning out with the school provided by a college or other learning provider while still on the roll of the school
- Educational visits, day and residential visits to outdoor centres
- Interviews and visits relating to further and higher education or careers events
- Debates, sports, musical or drama activities in conjunction with the school
- Study leave for young people participating in national exams, if arranged by the school during the period of the national examination timetable
- Receiving tuition via hospital or outreach teaching services
- Work experience can be considered in a variety of formats and activities for example volunteering within the school community, participation in events that develop skills for life, skills for work and skills for learning.

2.3.2 Non-attendance at nursery level can be one of the earliest indicators that a family is experiencing challenges. Staff in early learning and childcare (ELC) settings may also find this guidance useful as an indicator of good practice in the promotion of attendance and the prevention and reduction of absence. They should use staged intervention to support children and families at this stage.

2.4 Every School Day Counts

2.4.1 Attendance percentage needs to be considered along with other information. Clear communication with parents/carers is essential. It is important to recognise and celebrate improvements in attendance where there have been issues. The chart below can be used to highlight the impact of non-attendance with regards to days missed as opposed to communication through the use of excellent, good, satisfactory and not satisfactory.

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Days missed</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% Attendance</td>
<td>0 Days missed</td>
<td>Gives your child the best chance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>of success and ensuring their full potential is achieved</td>
</tr>
<tr>
<td>95% Attendance</td>
<td>9 Days of Absence</td>
<td>Makes it harder to achieve full potential and secure the best possible outcomes</td>
</tr>
<tr>
<td></td>
<td>1 week and 4 days learning missed</td>
<td></td>
</tr>
<tr>
<td>90% Attendance</td>
<td>19 days of Absence</td>
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</tbody>
</table>

100 % Attendance 0 Days missed Gives your child the best chance of success and ensuring their full potential is achieved
95% Attendance 9 Days of Absence 1 week and 4 days learning missed Makes it harder to achieve full potential and secure the best possible outcomes
90% Attendance 19 days of Absence
<table>
<thead>
<tr>
<th>Attendance</th>
<th>Days of Absence</th>
<th>Days of Learning Missed</th>
<th>Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>85%</td>
<td>27</td>
<td>5 weeks and 3 days</td>
<td>Impacts significantly on learning and progress which can lead to poorer outcomes in achievement, wellbeing and social and emotional development.</td>
</tr>
<tr>
<td>80%</td>
<td>36</td>
<td>7 weeks and 3 days</td>
<td></td>
</tr>
<tr>
<td>75%</td>
<td>45</td>
<td>9 weeks and 1 day</td>
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If a child has 90% attendance, they will have the equivalent of:

- ½ a day off per week
- 18 days off per year
- 247 days off over their school career of 12 academic years, equivalent to over 1 year of lost education.

2.5 Parents / Carers

2.5.1 Parents/carers have a legal responsibility to ensure their child attends school until he or she reaches school leaving age (section 30, Education (Scotland) Act 1980). However, there is no clear evidence that legal sanctions improve school attendance. Working in partnership with schools and partner agencies is vital to ensure positive relationships are in place, promoting the benefits of regular attendance and reduce any barriers.

2.5.2 It is important that parents/carers liaise and communicate with the school when there is an indication that attendance at school is becoming an issue. This will allow any issues to be dealt with promptly and to allow the right support at the right time and to remove barriers to non-attendance as quickly as possible. Parents/carers should provide guidance and motivation to assist a child or young person to attend school and should encourage wider participation in whole school life and the wider community. Parents/carers should inform the school of absences on the first day and indicate when their child or young person is likely to return to school.

2.6 Children’s Reporter

2.6.1 In keeping with the no order principle in the Children Scotland Act 1995, the Children’s Hearings System are likely to concentrate on children or young people referred to it who have serious welfare or offending concerns. It will not be appropriate for children or young people to be referred to the hearings system solely on the grounds of failing to attend school. However, non-attendance rarely sits as an isolated factor for non-engagement at school and should be considered alongside other grounds for referral where there are a range of concerns about the child or young person.

2.7 Family Holidays during the Term Time

2.7.1 Absence from school, whatever the cause, disrupts learning. It is important that parent/carers encourage their children or young people to attend school and arrange family holidays during the holiday period. Family holidays should not be recorded as authorised absence, except in exceptional domestic circumstances, where a family needs time together to recover from distress, or where a parent/carers employment is of a nature where school-holiday leave
cannot be accommodated (e.g. armed services or emergency services). It is for education authorities and schools to assess when these circumstances apply and authorise absence accordingly.

2.7.2 The categorisation of most term-time holidays as unauthorised absence is an on-going contentious issue due to the higher cost of holidays during school holiday periods. Some initial studies have indicated that missing as little as 10% of schooling over the course of a year can impact on attainment. Our main focus is therefore to encourage parents/carers and children and young people to recognise the value of learning and the impact of disrupting learning for the child or young person, the rest of the class and the teacher.

2.7.3 A positive culture and ethos are key determinants in promoting good attendance for all. Further information can be found here: Developing a positive whole-school ethos and culture – Relationships, Learning and Behaviour

2.7.4 The development of an anti-bullying approach based on the national approach to anti-bullying ‘Respect for All: The National Approach to Anti-Bullying for Scotland’s Children and Young People’ is also a helpful factor in preventing non-attendance as it has been found that some children and young people are likely to become school refusers or truant due to issues related to bullying (Havick et al, 2015).

2.7.5 Information for parents/carers on school attendance and absence is available on https://education.gov.scot/parentzone

2.8 Role of the Local Authority

(1) Monitor levels of attendance at schools through engagement and dialogue with Additional Support Managers, Continuous Improvement Officers, Education Officers and Heads of Service. The Additional Support Manager can provide guidance and support on staged intervention and integrated planning.

(2) Ensure schools have policies and procedures in place regarding the tracking, monitoring and management of children and young people’s attendance.

(3) Ensure that alternative arrangements to support the learning of children and young people with prolonged ill health are in place.

(4) Ensure that children and young people with additional support needs have adequate and efficient support to meet their needs in line with Education (Additional Support for Learning) (Scotland) Act 2004 (as amended).

(5) Provide the Scottish Government with information on attendance and absence levels in schools on an annual basis.

(6) Support schools in using staged intervention and integrated planning approached to affect a positive change in attendance.

(7) Provide guidance and advice to schools on the use and impact of compulsory measures e.g. attendance orders to improve attendance. Further advice and guidance should be sought from the Intervention and Inclusion service.

2.9 Partner Agencies

2.9.1 Education and Families is committed to ensuring that all children and young people receive an education that maximises the opportunity to thrive, improve the best possible outcomes in all aspects of their learning and wellbeing. It is recognised that poor attendance may be an indicator of a wide range of issues or difficulties a child or young person is experiencing. Partner agencies will contribute to assessment, planning and intervention at additional and intensive levels as part of the team around the child, in line with GIRFEC processes and as part of an early intervention approach. It is important that partner agencies work together to support schools when there is active non-compliance from parents/carers.
2.10 Staged Intervention Framework

2.10.1 In line with GIRFEC principles, NLC operates a framework for staged intervention in order to assess children and young peoples' needs. This framework provides a solution-focused approach to meeting needs at the earliest opportunity and with the least intrusive level of intervention. The process involves the child or young person, parents/carers, school staff and, at some levels, other professionals, working in partnership to get it right for every child or young person.

2.10.2 Universal Level

The climate and ethos of a school can have a significant impact on social and emotional wellbeing and children and young people's mental health. Whole school initiatives can impact positively on attainment and attendance. School attendance issues cannot easily be separated from the relationships, behaviours and wellbeing of the children and young people and wider school community and it is important that schools recognise the impact that early adversity and trauma (including ACES) can have on children and young people and their families and have adopted a whole school approach to the Principles of Nurture.

2.10.3 A rights based approach which takes account of the UNCRC and encourages children and young people’s participation in their learning is also likely to ensure children are included, engaged and involved in their school and community, and therefore more likely to be motivated to attend.

2.10.4 Schools are adapting their approaches to offer more nurturing and trauma informed supports which can help children and young people feel more included within their school.

2.10.5 Getting it Right for Me Plan (Part I) (education)

If enhanced planning is needed to support the wellbeing and learning within the class then a GIRFME plan is required. This should outline personalised strategies to support teaching and learning, adaptations to the classroom environment to ensure children and young people are able to achieve and be fully included, engaged and involved in their learning.

2.10.6 Getting it Right for Me Plan (Part II) (education)

This outlines targeted literacy, numeracy and health and wellbeing outcomes in line with the curricular benchmarks and Experiences and Outcomes.

2.10.7 Home School Partnership Officer (HSPO), Community Learning and Development

Where a child or young person’s attendance is causing a concern or there is prolonged non-attendance, the HSPO plays a vital role in liaising between the home and school in offering family support, building and creating positive relationships between school and home, providing support strategies through groups or personalised support to encourage good attendance.

2.10.8 Support Around the School and Community Team

A request for assistance can be made to access specialist peripatetic teachers to support children and young people who need additional support including; Literacy, Language and Communication, English as an Additional Language, Supported Assisted Media, Inclusion and Care experienced children and young people across the primary and secondary sectors.

2.10.9 Educational Psychologist
It may be that attendance issues are as a result of other issues that require appropriate input from the Educational Psychologist. In this case a Request for Assistance form requires to be completed.

2.10.10 Joint Working (Additional Level)

It may be necessary for the school to make a Request for Assistance to a partner agency. At this level a child or young person may require substantial adaptation of the curriculum or significant individualisation of learning, and may require a Wellbeing Child’s Plan/Lead professional, Getting It Right for Me Plan (multiagency) and/or Assessment (My World Triangle).

2.10.11 Multi Agency Working

Health and Wellbeing Resource Team (HART) meetings will take place on a regular basis in secondary schools. This is a multi-agency approach and can be utilised to support the Wellbeing assessment Part 1 or Part 1 and 2 to ensure a team around the child and young person approach in identifying and assessing needs. Wellbeing assessment has the capacity to record young person’s views on their wellbeing (this should sit alongside GIRFME plan 1 and/or 2. HART meetings provide opportunities to seek advice and appropriate support and intervention from Health, Social work, Psychological Services and Community Learning and development.

2.10.12 Compulsory/Integrated working /Supervision order/CP Level 4

When a child or young person’s wellbeing is dependent on the above they will require a Child’s Plan/Lead Professional, Integrated Assessment and Integrated Chronology.

3 Interventions and Responses

3.1 Role of the School/Establishment

(1) To provide a welcoming school ethos and a culture of support and encouragement and promote positive attitudes to attendance in children and young people and their families.
(2) To work in close partnership with parents/carers and other professionals. In discussing attendance with parents/carers and the child or young person it is important to maintain a practical focus that recognises the range of challenges. Schools should work with partners to ensure that any barriers for families are supported and overcome when possible.
(3) To recognise early signs of potential non engagement and steps are taken to consider a flexible and creative approach to enthuse and engage learners, by developing effective responses to support the needs and reintegration of children and young people into learning following absence from school.
(4) To involve children and young people in any areas of development around attendance and encourage children and young people to engage in wider school life. Families are also likely to encourage full attendance where they feel part of the school community, where schools work alongside them as equal partners.
(5) To take appropriate preventative measures to identify early signs of concern which may lead to being absent from school and respond quickly to absence to ensure that children and young people are safe and well. Staff should ensure they implement robust assessment and planning as outlined in NLC Staged Intervention Framework.
(6) Providing additional support may help children and young people to engage more fully with school and promote good attendance. Schools should recognise that poor
attendance can often be related to, or be an indication of, an additional support need and they should use their staged intervention processes to ensure that any barriers to learning are identified and appropriate support is provided.

3.1.1 For ease of reference a checklist and sample letters have been drawn up which will support schools in ensuring that consideration has been given to actions to promoting good attendance and making contact with parents/carers. These can be found at

(1) Appendix 1 - A Positive Approach to Managing School Attendance – Checklist
(2) Appendix 2 – Attendance Alert
(3) Appendix 3 - Offer of Meeting

3.1.2 Schools should, at the earliest opportunity and where possible make contact on a personal level and ensure that children and young people have the opportunity to continue to engage with the curriculum if they are absent from school. This can be done by providing appropriate work, and putting in place steps to communicate with the child or young person on a regular basis and provide appropriate feedback of progress.

3.2 Assessment of Non attendance

3.2.1 Children and young people may be absent for complex reasons. Schools should undertake a comprehensive assessment involving all partners. This should be linked to existing staged intervention procedures.

3.3 Follow up on absence

3.3.1 If a child or young person’s absence is authorised through parental contact, then an expected date of return to school, or further advice from parents/carers, should be noted. If discussions between the parents/carers, children or young person and member of staff responsible for pastoral care are required to resolve any issues, then these should be arranged as soon as possible and should not wait for the child or young person to return to school, especially if there is a concern for which additional support may be required.

3.3.2 Parents/carers have a key role to play in promoting and supporting good attendance, and schools should work in partnership with them to ensure that there is good communication about any issues relating to attendance. If a child or young person returns to school, but a pattern of absence is noted, then it is important that the school continue to work alongside parents/carers to resolve any issues and build positive relationships between the home and school.

3.3.3 Parents/carers should be kept up to date with levels of attendance through the school's tracking and monitoring system but many schools may also contact parents/carers to advise them when attendance has fallen. Where written communication is used, contact details should be provided of the member of staff who can support the child or young person and parents/carers to improve attendance, as well as where further support may be available. Parents/carers should also be advised of any local parent support initiatives, and of any advocacy service in their area, where a representative ensures the parent/carer’s views are provided and understood. Any communication should take into account the differing needs parents/carers may have, such as those arising from a disability or communication and linguistic barriers. In the case of children and young people who are looked after, their social worker should be copied into any communication.

3.3.4 Where concern about attendance is ongoing, home visits can be considered as a means to build relationships between parents/carers and the school and help the school to consider
whether the family has particular needs that they may not have shared with the school, and
to consider if support should be offered via local multi-agency planning groups.

3.4 Pastoral Support Staff

3.4.1 A delegated member of staff in primary is responsible for tracking and monitoring attendance
and timekeeping and should inform the Head Teacher of any concerns. The Principal Teacher
of Pupil Support in Secondary Schools is responsible for tracking and monitoring attendance
and timekeeping within a school. They have a key role in both promoting good attendance
and building positive relationships with children and young people, parents and carers. They
should ensure the Depute Head Teacher in charge of Pupil Support is made aware of any
concerns.

3.4.2 Schools should:

(1) Be aware of early signs or concerns which may cause absence to fall, to allow support
plans to be arranged and adaptations and plans to be drawn up as appropriate
(2) Have robust procedures to ensure prevention and early intervention strategies are used
to support vulnerable children and young people and children and young people who are
at risk of disengaging
(3) Ensure non-attendance does not become a pattern or habit following a specific issue
(4) Develop positive relationships with children and young people and their parents/carers to
prevent difficulties arising and to ensure difficulties are discussed and resolved when they
do take place
(5) Respond quickly to absence, to ensure children and young people are safe and well
(6) Follow up on absence, to enable the school and its partners to make an effective
response
(7) Support reintegration into learning on returning from absence

3.4.3 Pastoral care staff should forge strong links with partner agencies to strengthen support to
children, young people and families by ensuring assessment and planning is implemented at
universal, targeted and intensive levels, where appropriate, and the correct support is offered
at the correct time.

3.5 Following a period of non-attendance

3.5.1 It may be necessary to agree a phased return in order to support a transition back into school.
Part time tables need to be planned and reviewed regularly with the school and Additional
Support Manager with a view to returning to full time education as quickly as possible. For
looked after children, the review should be in line with the looked after planning and reviewing
process. Schools should endeavour to provide full entitlement to an education through a
flexible and creative curriculum which supports, curricular, vocational and work based
experiences

3.6 School Counsellor

3.6.1 Schools may have a school counsellor and it may be that children and young people would
benefit from this support in order for them to return to school.

3.7 Flexible Curriculum and Work Experience

3.7.1 A coherent, flexible, inclusive and enriched curriculum may be required to be more flexible for
children and young people to benefit from their educational experiences. Partner agencies
can provide alternatives and contribute to a child or young person’s differentiated educational
experiences.
3.8 Long Term Illness

3.8.1 Education authorities are required to make arrangements to support the learning of children or young people with prolonged ill-health (section 14 of the Education (Scotland) Act 1980 (as amended by Section 40 of the Standards in Scotland’s Schools etc. Act 2000) through outreach teaching or other special provision. Where appropriate, provision is in place, schools may record this as attendance. Where it is not in place, this is still categorised as authorised absence. However, the education authority must actively make alternative arrangements to ensure that children or young people can access their entitlement to education.

3.8.2 Schools should make a request for home tuition to be authorised and ask a member of teaching staff to volunteer. Payment will be made for tuition done out of hours.


3.9 Requests for Home Education

3.9.1 Parents/carers have a duty to provide efficient and suitable education for their children under section 30 of the Education (Scotland) Act 1980. Most parents/carers fulfil their responsibility to provide efficient and suitable education by sending their child or young person to an education authority school. Some parents/carers may choose to provide home based education. Home education must be efficient education and suitable to the age, ability and aptitude of the child or young person. Section 35 of the Education (Scotland) Act 1980 provides that parents/carers of children and young people who have attended a local authority school must seek the education authority’s consent before withdrawing their child or young person from Education. Section 35 also provides that the education authority must not unreasonably withhold consent. Parents/carers are not required to seek the consent of the education authority to withdraw from education if the child or young person:

- have never attended a public school
- have never attended a public school in that authority’s area
- are being withdrawn from an independent school
- have finished primary education in one school but has not started secondary education, or the school their child has been attending has closed.

3.9.2 Parents/carers do not need to seek permission to home educate, only to withdraw from education if their child or young person has already enrolled.

3.9.3 Please note that permission will usually be granted unless there are child protection or significant welfare concerns.

3.9.4 The Inclusions and Interventions section can be contacted for advice and support in this matter.

3.10 Young Carers

3.10.1 Understanding children, young people’s and their family’s circumstances is fundamental in schools. In situations where there is an unwell family member there can be challenges when it comes to attending school. It is important for a school to respond with care and sensitivity as school can provide consistent and long term support, positive adult and peer relationship, and a place where they feel safe and supported.

3.11 Recognising Diversity

3.11.1 Schools should respond to cultural differences with sensitivity. Children and young people of all faiths may take authorised absence to enable them to participate in religious observance.
In some cultures, family weddings or funerals are major events which may require children or young people to travel or participate in extended preparations. If this lasts for more than four weeks the school would normally have the right to remove the child or young person from the roll in order not to be penalised in terms of its attendance record. However, in these circumstances, children or young people should be considered as “Extended leave with parental consent”, which allows them to remain on the school register ready for their return, but without the school being penalised.

3.12 Children from the Travelling Community

3.12.1 Children from the travelling community have some of the poorest educational outcomes of any group in Scotland. (Scottish Government 2018). As a group the gypsy/travellers still experience widespread prejudice and discrimination.

3.12.2 In order to improve these outcomes, partnership working is key and likely to involve health, social work, housing and community learning and development. Building positive relationships with families is vital to this and this should include taking cognisance of some families previous negative experiences of school. Some parents/carers may lack confidence in their own literacy skills.

3.12.3 Many traveller families wish to withdraw their children or young person from education at the end of primary school. In this case Inclusion and Interventions section should be contacted for advice and support.


3.13 Children or young people missing from education for extended periods

3.13.1 There may be occasions where a child or young person goes missing from education for an extended period of time and the education authority has made extensive unsuccessful attempts to make contact with a family. In these circumstances, the education authority should liaise with their local social work team.

3.13.2 There are many complex reasons why a family might move unannounced. Often, staff in schools are aware of individual circumstances and family connections which will enable them to find children or young people quickly. Children or young people may simply have moved schools or have moved homes, and when the new school is contacted, information can be transferred to help the child or young person settle quickly.

3.14 Attendance beyond school leaving age

3.14.1 Young people who choose to stay on at school beyond statutory school leaving age, usually 16 years of age, should be asked to consider their continued commitment to full attendance. Some schools develop a learning agreement outlining these expectations. Attendance must also be monitored to ensure proper entitlement to the Education Maintenance Allowance (EMA). The EMA is a weekly payment, paid directly to young people who stay on at school and is designed to help overcome financial barriers which otherwise may prevent them from staying on.

3.15 Recording Attendance through SEEMIS

3.15.1 In the event of children or young people’s absences, the school should endeavour to establish a reason for the absence through a phone call or letter from the parent/carer. The use of Group Call is an effective way of trying to establish the reason for an absence quickly. There should be a member(s) of staff with responsibility for the use of Group Call ensuring that a
notification is sent to parents/carers informing them of an absence and seeking clarification before an agreed time in the morning.

3.15.2 In the case of care experienced or vulnerable children, when the child or young person does not attend school this should always be followed up immediately. To enable swift action to be taken it is vitally important that the school has an up to date and accurate record of the key contact information for the parent/carer. In the case of children or young people who are care experienced, looked after at home, away from home, kinship care or foster care, the social worker should also be contacted.

3.15.3 The Principal Teacher of Pupil Support in Secondary schools and a delegated member of staff in primary schools will have the responsibility for monitoring the attendance of pupils. This will involve discussions with the pupil and parents/carers, issuing of letters, liaison with other members of staff within the school and appropriate partner agencies who are in a position to support the pupils. Where relevant, there will be occasions that the attendance issue may need to be escalated to DHT or HT.

3.15.4 If absences cause a concern then there are a number of ways that this can be approached. Schools should be pro-active and engage in dialogue as early as possible in a supportive manner with parents/carers to build communication and trust. Schools should not wait until absences have fallen below a percentage to trigger communication with parents/carers establish reasons for absences in the form of a phone call or a letter to parents/carers. There should be an element of discretion here as there may be occasions when the school is aware of the absences and a letter or call may not be appropriate.

3.15.5 A list of SEEMiS codes for accurate recording can be found at

(1) Appendix 4 – Attendance and Seemis Codes

3.16 Quick Staff Guide and FAQs

3.16.1 A quick guide to managing attendance has been produced which staff may find helpful and can be found at

(1) Appendix 5 – Managing Attendance – Quick Staff Guide - FAQs

4. Equality and Diversity

4.1 Fairer Scotland
The Fairer Scotland Duty in intended to reduce the inequalities of outcomes caused by socio-economic disadvantage. Inequalities of outcome mean any measurable differences between those who have experienced social – economic disadvantage and the rest of the population.

4.2 Equality Impact Assessment
Since young people in areas of socio-economic disadvantage often experience multiple barriers to learning, this policy should be understood to be coherent with the Council’s approach to ensuring fairness and diversity.

5. Implications

5.1 Financial Impact
5.2 **HR/Policy/Legislative Impact**

This policy takes account of legislative requirements and relevant Scottish Government guidance. A full programme of support will be in place to ensure effective implementation of the policy.

5.3 **Environmental Impact**

N/A

5.4 **Risk Impact**

N/A

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6. **Measures of success**

6.1 All practitioners are trained in using and implementing policy and are confident in addressing wider issues around the promotion and management of good attendance and the prevention and reduction of absence.

6.2 Improved attendance and attainment and wider achievements for all pupils through positive relationships, early prevention, partnership working and staged intervention.
# A Positive Approach to Managing School Attendance

## Checklist

<table>
<thead>
<tr>
<th>Key consideration questions</th>
<th>✔️ × or comment if necessary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are there robust procedures for identifying and preventing potential non-attendance?</td>
<td></td>
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<tr>
<td>Has the child or young person been identified as a high risk or vulnerable If so what actions/protocols have been put in place.</td>
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<tr>
<td>Have the views of the child or young person been gathered?</td>
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<tr>
<td>Has there been clear assessment (wellbeing) of the child or young person and their need?</td>
<td></td>
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<tr>
<td>Has there been early face to face engagement with parents/carers and gathered their views?</td>
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<tr>
<td>What steps have been taken to build strong positive relationships?</td>
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<tr>
<td>Is the home school partnership officer involved?</td>
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<tr>
<td>Has communication been regular and meaningful? Face to face meetings, letter 1, letter 2</td>
<td></td>
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<tr>
<td>If the child or young person in not attending has appropriate work been sent home with clear communication outlined?</td>
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<tr>
<td>Do we have all the information we need to support the child or young person? My world triangle</td>
<td></td>
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<tr>
<td>Is there a GIRFME Plan in place and have additional support/interventions been provided for the child or young person?</td>
<td></td>
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<tr>
<td>Have alternative arrangements been made e.g. curriculum alternatives, temporary placement in base, therapeutic support?</td>
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<tr>
<td>Is there a whole school nurturing approach embedding nurturing principles?</td>
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<tr>
<td>Question</td>
<td>Answer</td>
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<tr>
<td>-------------------------------------------------------------------------</td>
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<tr>
<td>Has another professional from within the school i.e. depute head teacher/head teacher been consulted in order to provide a different perspective?</td>
<td></td>
</tr>
<tr>
<td>How can the staged intervention process be utilised to further support this child or young person?</td>
<td></td>
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<tr>
<td>Has request for assistance been sought from other agencies? Psychological services, social work, health or the third sector?</td>
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<tr>
<td>Has the child or young person been discussed at HART/MAST?</td>
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<tr>
<td>Has a flexible /reduced timetable been offered to support reintegration into school?</td>
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<tr>
<td>Has the Additional Support Manager been involved?</td>
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<tr>
<td>If child or young person is looked after or care experienced, has the Virtual School Leader been informed?</td>
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<tr>
<td>Has the child or young person been referred to the reporter?</td>
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<tr>
<td>Has there been a lead professional identified and does the child or young person require a child’s plan?</td>
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</table>
ATTENDANCE AT SCHOOL - (NAME OF PUPIL) (CLASS OF PUPIL) (DATE OF BIRTH):

(NAME OF SCHOOL) is committed to working in partnership with parents/carers, children/young people and partner agencies to ensure that all of our children/young people benefit from an education that maximises their full potential.

School staff have a responsibility to track and monitor attendance. They will provide advice, guidance and work in partnership with parents/carers, children and young people to promote positive attendance.

I would like to draw your attention to (PUPIL’S NAME)’s attendance as it is currently (%). The table below highlights missed learning opportunities through absence.

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Days missed</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>0 Days missed</td>
<td>Gives your child the best chance of success and ensuring their full potential is achieved</td>
</tr>
<tr>
<td>95%</td>
<td>9 Days of Absence 9 days of learning missed</td>
<td>Makes it harder to achieve full potential and secure the best possible outcomes</td>
</tr>
<tr>
<td>90%</td>
<td>19 Days of Absence 4 days of learning missed</td>
<td></td>
</tr>
<tr>
<td>85%</td>
<td>27 Days of Absence 3 days of Learning Missed Almost half a term missed</td>
<td>Impacts significantly on learning and progress which can lead to poorer outcomes in achievement, wellbeing and social and emotional development</td>
</tr>
<tr>
<td>80%</td>
<td>36 Days of Absence 3 days of learning missed Half of a term missed</td>
<td></td>
</tr>
<tr>
<td>75%</td>
<td>45 Days of Absence 1 day of learning missed Almost 1 whole term missed</td>
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</tbody>
</table>

Please do not hesitate to contact (Pupil Support Secondary/HT Primary) if you wish to discuss matters further. We look forward to working in partnership with you to ensure the best possible educational outcomes for your child/young person.

Yours sincerely

Name
(Principal Teacher Pupil Support/Head Teacher)
Dear

ATTENDANCE AT SCHOOL - (NAME OF PUPIL) (CLASS OF PUPIL) (DATE OF BIRTH):

I refer to my previous letter in which your attention was drawn to (PUPIL NAME)'s level of attendance. I have to report to you that (PUPIL NAME)'s attendance remains a concern and is currently (%).

North Lanarkshire Children and Families is committed to ensuring that all children and young people receive an education that maximises their full potential. We are committed to working in partnership with parents/carers, achieve skills for life, skills for work and skills for learning.

We recognise that non-attendance at schools is an early indication that a child/young person may require additional support through robust planning and interventions to promote and support good attendance, curricular attainment, wider achievement and positive health and wellbeing.

I would therefore invite you to a meeting to discuss (PUPIL NAME)'s absence and agree strategies to help support (PUPIL NAME) achieve an improved level of attendance. This meeting will be held on (INSERT DATE) at (INSERT TIME) in (INSERT VENUE). If you are unable to attend, please call the school to reschedule.

Yours sincerely

Name
(Principal Teacher Pupil Support/Head Teacher)
## Appendix 4
### Attendance and SEEMIS Codes

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Code</th>
</tr>
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<tbody>
<tr>
<td><strong>Present</strong></td>
<td></td>
</tr>
<tr>
<td>Work Placement</td>
<td></td>
</tr>
<tr>
<td>• Work Experience, arranged or agreed by the school</td>
<td>• Volunteering, arranged or agreed by the school</td>
</tr>
<tr>
<td>Educational visits organised by the school including</td>
<td></td>
</tr>
<tr>
<td>• Day and residential visits to outdoor centres</td>
<td>• Debates, sports, musical or theatrical productions etc., arranged by, or in conjunction with, the school</td>
</tr>
<tr>
<td>• College/Consortium study programmes</td>
<td>• School medical examinations off-site</td>
</tr>
<tr>
<td>• Interviews and Visits relating to further or higher education</td>
<td>• Activities connected to psychological services</td>
</tr>
<tr>
<td>Field Trip</td>
<td>FLD</td>
</tr>
<tr>
<td>Missing (having been previously been marked present)</td>
<td>MIS</td>
</tr>
<tr>
<td>Late – arrives before the mid-point of the opening</td>
<td>LAT</td>
</tr>
<tr>
<td>Sickness with educational provision – e.g. hospital tuition, home tuition, other outreach teaching services</td>
<td>SEP</td>
</tr>
<tr>
<td>Study Leave – from first National exam to restart of timetable</td>
<td>STY</td>
</tr>
<tr>
<td>Attendance other than at school</td>
<td>OAT</td>
</tr>
<tr>
<td>In school but not in class</td>
<td>SCH</td>
</tr>
<tr>
<td>Medical and Dental appointment (less than an opening)</td>
<td>PER</td>
</tr>
<tr>
<td><strong>Authorised Absence</strong></td>
<td></td>
</tr>
<tr>
<td>Sickness – Medically Certified (No educational provision)</td>
<td>MED</td>
</tr>
<tr>
<td><strong>Sickness – Self Certified (No educational provision) – should be the most commonly used code</strong></td>
<td>SEL</td>
</tr>
<tr>
<td>Absent with pre notification to the school and permission given, including</td>
<td>NOT TO BE USED FOR ABSENCE DUE TO ILLNESS</td>
</tr>
<tr>
<td>• Family weddings (close relatives)</td>
<td>• Children’s hearing</td>
</tr>
<tr>
<td>• Bereavements</td>
<td>• No school within walking distance and no transport arrangements</td>
</tr>
<tr>
<td>• Religious observances</td>
<td>• Sporting and cultural events etc., not arranged by the school</td>
</tr>
<tr>
<td>• Attendance at court</td>
<td>• Other authorised absence</td>
</tr>
<tr>
<td>• Child care review</td>
<td></td>
</tr>
<tr>
<td>Exceptional domestic circumstances; short term – e.g. period immediately after an accident or illness, period of serious or critical illness of a close relative, domestic crisis causing serious disruption to family home resulting in temporary relocation</td>
<td>DCA</td>
</tr>
<tr>
<td>Authorised family Holiday – e.g. judged to be important to the family following serious or terminal illness, bereavement or other traumatic events</td>
<td>PHL</td>
</tr>
<tr>
<td>Late – arriving after mid-point of the opening</td>
<td>LT2</td>
</tr>
<tr>
<td><strong>Unauthorised Absence</strong></td>
<td></td>
</tr>
<tr>
<td>Truancy</td>
<td>UNA</td>
</tr>
<tr>
<td>• For any period as a result of premeditated or spontaneous action on the part of the child or parent, or both</td>
<td></td>
</tr>
<tr>
<td>• When application has been made for an attendance order</td>
<td></td>
</tr>
<tr>
<td>• When an appeal has been made to the sheriff in relation to an attendance order</td>
<td></td>
</tr>
<tr>
<td>Unexplained absence</td>
<td>UNA</td>
</tr>
<tr>
<td>Most family holidays including those where the reason(s) include:</td>
<td></td>
</tr>
<tr>
<td>• The availability of cheap holidays</td>
<td>• Parental difficulty obtaining leave (with local judgement being applied in cases where evidence is provided by the employer that it cannot accommodate leave during school holidays without serious consequences).</td>
</tr>
<tr>
<td>• The availability of desired accommodation</td>
<td></td>
</tr>
<tr>
<td>• Poor weather experienced during school holidays</td>
<td></td>
</tr>
<tr>
<td>• Holidays which overlap the beginning or end of term</td>
<td></td>
</tr>
<tr>
<td>Exceptional domestic circumstances – Long Term – includes ongoing caring responsibility</td>
<td>DCU</td>
</tr>
<tr>
<td>Other unauthorised absence</td>
<td>OUN</td>
</tr>
<tr>
<td>Excluded from the attendance and absence figures</td>
<td>Code</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Holiday</td>
<td>HOL</td>
</tr>
<tr>
<td>Closure</td>
<td>COL</td>
</tr>
<tr>
<td>In-Service</td>
<td>INS</td>
</tr>
<tr>
<td>Extended leave with parental consent</td>
<td>EXL</td>
</tr>
<tr>
<td>- Extended overseas educational trips not organised by the school</td>
<td></td>
</tr>
<tr>
<td>- Short term parental placement abroad</td>
<td></td>
</tr>
<tr>
<td>Should not attend e.g. Pupils in Primary 1 who do not attend in the afternoons up to</td>
<td>SNA</td>
</tr>
<tr>
<td>the September weekend, a pupil on a phased return illness, a new enrolment of pupil</td>
<td></td>
</tr>
<tr>
<td>with specific difficulties on a phased entry</td>
<td></td>
</tr>
<tr>
<td>Temporary exclusions arising from incidents in or out of class</td>
<td>EXC</td>
</tr>
<tr>
<td>TO BE CONFIRMED – will be mapped to ‘unauthorised absence’ if unchanged at end of</td>
<td>TBC</td>
</tr>
<tr>
<td>session</td>
<td></td>
</tr>
</tbody>
</table>
### APPENDIX 5

## MANAGING ATTENDANCE - QUICK STAFF GUIDE - FAQs

<table>
<thead>
<tr>
<th><strong>What is the Role of the School?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>To provide a welcoming school ethos and a culture of support and encouragement and promote positive attitudes to attendance in children and young people and their families</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What is the Role of Staff?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognise early signs of potential non engagement</td>
</tr>
<tr>
<td>To take appropriate preventative measures to identify early signs of concern which may lead to being absent from school and respond quickly to absence to ensure that children and young people are safe and well</td>
</tr>
<tr>
<td>Develop positive relationships with pupils and parents to prevent difficulties arising and to ensure they are discussed and resolved when they do take place</td>
</tr>
<tr>
<td>To follow up on attendance to make an effective response</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What is the Role of Parents?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents/Carers have a legal responsibility to ensure their child attends school until he/she reaches school leaving age</td>
</tr>
<tr>
<td>Working in partnership with schools and partner agencies is vital to ensure positive relationships are in place</td>
</tr>
<tr>
<td>It is important that parents/carers communicate with the school when there is an indication that attendance at school is becoming an issue</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>How Can We Support School Refusers?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff must use their knowledge of the child or young person and the family to judge the most appropriate response. It should be a priority to address any concerns, and consider these within the local context.</td>
</tr>
<tr>
<td>Particular attention should be placed on a multi-agency approach where appropriate, alongside consideration of the key risk and protective factors associated with school attendance and school refusal.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What is the Role of Partner Agencies?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>To contribute to assessment, planning and intervention at universal level as part of the team around the child in line with GIRFEC processes and as part of an early intervention team.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What is Considered Low Level Attendance?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance percentage can be misleading. Consider the following impact with regards to days missed due to 85% attendance over one session:--</td>
</tr>
<tr>
<td>27 Days of Absence</td>
</tr>
<tr>
<td>5 weeks and 3 days of learning missed</td>
</tr>
<tr>
<td>Almost half a term missed.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>What is the Potential Impact of Low Level Attendance?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Absence from school can impact significantly on learning and progress which can lead to poorer outcomes in achievement, wellbeing and social and emotional development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>How Do We Follow Up Non Attendance?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>An expected return to school should be noted</td>
</tr>
<tr>
<td>Discuss non-attendance with parents timeously</td>
</tr>
<tr>
<td>Continue to work alongside parents to resolve issues</td>
</tr>
<tr>
<td>Keep parents up to date with levels of attendance</td>
</tr>
<tr>
<td>Home visits can help to build relationships and help the school consider whether the family has particular needs that they may not have shared with the school</td>
</tr>
</tbody>
</table>
Promoting Positive Relationships: Preventing and Managing Exclusions

From: Derek Brown
Email: pollockjud@northlan.gov.uk
Telephone: 01236 812291

Executive Summary

The purpose of this Policy is to ensure that all establishments are consistent in their approach regarding the prevention and management of any exclusion from school. This policy should be read in conjunction with Included, Engaged and Involved Part 2: Preventing and Managing school Exclusions 2017.

The overarching aim is to support schools, communities and their partners to keep all children and young people fully included, engaged and involved in their education and to improve outcomes for all children and young people, with a particular focus on those who are at risk of exclusion.

The rate of exclusion in North Lanarkshire continues to drop each year due to the continued focus to develop and promote positive relationships and a key attribute is ensuring that all members of the learning community are safe, feel protected and their wellbeing is developed. This notion is embedded throughout the policy.

Where exclusion is used, it should be a short term measure with the aim of improving outcomes. It should enable further planning, assessment and support and provide an opportunity for reflection for both the child or young person, family and staff involved.

The policy draws from current guidance and is fixed within a legislative framework.

The local education authority and school leaders have a responsibility to ensure all staff are aware of and understand this policy and suggested practice.

It replaces Management Circular B2 Exclusion Procedures.

Recommendations

- Note the contents of the report
- Approve this policy for adoption from August 2019 subject to ratification by the JNCT

Supporting Documents

Included, engaged and involved part 2: preventing and managing school exclusions 2017
1. Background

1.1 The previous Exclusion Policy has been updated in line with current guidance and offers a stronger focus 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.

1.2 This guidance is to be used by teachers and practitioners working with children and young people in the context to raise attainment for all, close the attainment gap and ensure a central focus on children and young people’s wellbeing.

2. Report

2.1 Rationale

2.1.1 The overarching aim of the policy is to support schools to keep all children and young people fully included, engaged and involved in their education and to improve outcomes for all children and young people, with a particular focus on those who are at risk of exclusion. It recognises the need for all members of a learning community, children, young people and staff to be safe and protected. Where exclusion is used it should be a short term measure with the aim of improving outcomes for the child or young person. Any exclusion from school should enable further planning and assessment to take place and provide an opportunity for reflection for both the child or young person and staff involved.

2.2 Policy Context and Legislation

2.2.1 The power to exclude rests with education authorities under regulation 4 of the Schools General (Scotland) Regulations 1975. The Education (Scotland) Act 1980 also places a duty on education authorities to make appropriate education provision when a child or young person is excluded. The power to exclude, and
make appropriate provision during exclusion, is devolved to Heads of Establishments by the Executive Director (Education and Families).

2.2.2 The education authority ultimately remains responsible for the education of all children and young people within their establishments, including those who have been removed from the register of a school.

2.2.3 The grounds for exclusion are detailed in regulations 4 and 4A of the Schools General (Scotland) Regulations 1975 ("the 1975 regulations"). Regulation 4 provides that an education authority shall not exclude a pupil except where:

2.2.4 “they are of the opinion that the parent of the pupil refuses to comply, or to allow the pupil to comply, with the rules, regulations or disciplinary requirements of the school”; or

2.2.5 "they consider that in all the circumstances to allow the pupil to continue attendance at the school would be likely to be seriously detrimental to order and discipline in the school or the educational well-being of the pupils there."

2.2.6 Exclusion from school of a child or young person other than in conformity with the terms of 1975 Regulations has no statutory authority. Failure to comply with the 1975 Regulations in such circumstances may render the authority open to legal challenge by the parent(s), or the pupil (where the pupil is a young person or is a child with legal capacity in terms of the Age of Legal Capacity (Scotland) Act (1991) or to action by the Scottish Ministers under section 70 of the Education (Scotland) Act 1980, as amended.

2.3 Prevention, Early Intervention and Staged Intervention

2.3.1 Positive relationships within establishments are key to building resilience in children and young people whilst providing a protective environment, supporting any vulnerability and managing any adversity an individual may experience.

2.3.2 The wellbeing of children and young people is at the heart of Getting it Right for Every Child (GIRFEC) and focuses attention on how safe, healthy, achieving, nurtured, active, responsible, respected and included a child or young person feels.

2.3.3 In line with Education and Families Health and Wellbeing Strategy, a school’s culture, ethos and values are fundamental to promoting positive relationships and behaviour. An inclusive ethos where everyone’s contribution is valued and encouraged should be promoted with a shared understanding around the principle that all behaviour is a form of communication.

2.3.4 It is essential that staff recognise when communication and behaviours are escalating for a child or young person and employ appropriate planning using a model of staged intervention as referenced below.

2.3.5 Early intervention is crucial in reducing the need for exclusion whilst recognising that all support should be appropriate, proportionate and timely. Within North Lanarkshire Council a Staged Intervention model includes a range of approaches from universal through to more additional and intensive support. A key aspect of this framework is the emphasis on robust planning and assessment, which places the wellbeing of children and young people at the centre.
2.3.6 All schools and establishments use the “Getting it Right for me” planning format with individualised learning strategies evident in Part I and specific smart learning targets in Part II if required.

2.3.7 All practitioners use the National Practice Model as a framework for assessing, planning and reviewing the support of a child or young person. For some pupils a multi-agency approach will be necessary.

2.3.8 Identified interventions may include:

1. Restorative and solution oriented approaches as part of a whole school approach
2. Whole school nurturing approaches embedding nurturing principles
3. Access to a Support Base
4. Alternative and flexible timetable
5. Vocational and wider achievement opportunities
6. Therapeutic support
7. Anti-bullying policies
8. Effective Personal and Social Health Education which contributes to social and emotional wellbeing
9. Effective learning and teaching which contributes to developing good relationships and positive behaviour in the classroom, school grounds and wider school community.
10. Continued professional learning opportunities for all staff

2.4 Consideration of Individual circumstances

2.4.1 Individual circumstances should be taken into account when excluding a child or young person from school, particularly with regard to those children or young people who have additional support needs, a disability, are looked after, care experienced, on the edges of care or where there are child protection concerns.
2.4.2 Excluding a child or young person from school, whatever their individual circumstances, is a serious step. It can have a detrimental impact upon learning, family life and future outcomes. Therefore, in all circumstances it is necessary to consider the impact exclusion will have on securing the best possible outcomes for the child or young person.

2.4.3 Early identification and prevention strategies should be explored to ensure ongoing wellbeing assessment and planning is in place to support the stability of placements for children who are care experienced, on the edges of care and vulnerable groups.

2.4.4 To ensure that process and due diligence is followed and consideration is given to individual circumstances please refer to:-

(1) Appendix 1- checklist when considering a school exclusion
(2) Appendix 2– checklist to consider individual circumstances when excluding a child or young person from school

2.5 Children with Additional Support Needs

2.5.1 The circumstances in which a child or young person with additional support needs can be excluded are the same as any other child or young person. However, any decision to exclude must take account of and be in line with the local authority’s duties under the Education (Additional Support for Learning) (Scotland) Act 2004, (as amended) and the Equality Act 2010.

2.5.2 Where a child or young person with an additional support need is at risk of exclusion, the education authority must take all reasonable steps to ensure that appropriate provision can be made to meet the child or young person’s additional support needs during the period of exclusion. Section 20 of the Equality Act, 2010 ensures these requirements are considered in terms of reasonable adjustments.

2.6 Co-ordinated Support Plans (CSP)

2.6.1 A CSP is for children and young people who have complex needs and need a high level of support from different agencies. There is a duty to ensure that services are co-ordinated during the period of the exclusion process. For example, a child or young person must continue to receive input or support from a speech and language therapist, occupational therapist, social work etc.

2.7 Children and Young People with Protected Characteristics

2.7.1 The Equality Act 2010 does not prohibit schools from excluding children or young people with particular protected characteristics, but it does prohibit schools under section 85(2)(e) from excluding children and young people because of their protected characteristic or from discriminating during the exclusion process. The Equality Act 2010 defines protected characteristics (within school education) as;

(1) Disability
(2) Gender re-assignment
(3) Pregnancy and maternity
(4) Race
(5) Sexual Orientation
2.8 Children and Young People with Disabilities

2.8.1 In addition to the above, under section 85(6) of the Equality Act 2010, schools also have a duty to make reasonable adjustments to the exclusion process for children and young people with a disability. For instance, a child or young person may be due to have input from an allied health professional in school. It may therefore be reasonable to delay the commencement of the exclusion in order for the input from the allied health profession to take place.

2.8.2 Schools and education authorities should ensure that they comply with the provisions of the Equality Act 2010 in relation to discriminatory behaviour in the context of exclusion from school. Schools must not discriminate against a pupil with a disability by excluding him or her for a reason related to their disability.

2.8.3 To support schools in their decision making around excluding a child or young person with a disability a number of scenarios detailing circumstances when it would not be appropriate to exclude can be found in:-

(1) Appendix 3 – Exclusion scenarios, children and young people with a disability

2.9 Children and Young People Who are Looked After

2.9.1 North Lanarkshire Council, as the corporate parent, has specific responsibilities to children or young people who are looked after/care experienced by them in terms of the definition in section 17 of the Children (Scotland) Act 1995. Some examples would be a child or young person who is:

(1) In residential care
(2) Looked after by kinship carers
(3) Looked after by foster carers
(4) Looked after at home as a consequence of a Compulsory Supervision Order
(5) Leaving care
(6) Unaccompanied children seeking asylum within NLC

2.9.2 School life can be a protective factor in the lives of children and young people who are looked after/care experienced and in North Lanarkshire there is a presumption that children and young people who are looked after will not be excluded from school.

2.9.3 It is paramount that positive relationships both within the educational establishment and beyond, are fundamental to ensuring that all appropriate steps are taken to prevent exclusion and maintain children and young people in school.

2.9.4 It is likely that an exclusion from school will have a significant impact upon the life chances of a looked after/care experienced child or young person, if not mitigated for. In the short term, exclusion could lead to the need to move placement, with all the disruption to existing relationships that this causes if appropriate care and supervision cannot be provided while the child or young person is excluded. In the longer term, ongoing instability in a child or young
person’s life is very likely to lead to life-long challenges and ongoing disadvantage.

2.9.5 In the rare event, if exclusion is being considered, it is important that the delegated member of staff, the Virtual School Leader and/or team around the child and parents/carers, are contacted to discuss alternatives to exclusion. This must include the child or young person’s allocated social worker who can advise on how to ensure that the correct level of communication takes place with the child or young person’s parents and carers.

2.10 Children and Young People who are Adopted

2.10.1 Some children and young people who are adopted may find some aspects of school life challenging. They can often have complex needs through exposure to adverse childhood experiences and trauma. This can lead to challenging behaviours and the risk of exclusion. These difficulties in school and especially exclusions can overwhelm what can sometimes be fragile home and family lives.

2.11 Children and Young People who are living in areas of Socio-economic Deprivation

2.11.1 Schools and establishments need to take account of how a range of factors may be impacting on children and young people’s behaviour and be aware that exclusion can be an additional stress factor for children and young people and their families who are experiencing such adverse life circumstances. Schools and establishments need to take into account that an exclusion may also have an immediate impact on the wellbeing of children and young people from such backgrounds. This might include missing out on free school meals and being prevented from accessing the security and continuity of the school environment.

2.12 Early Years and Childcare

2.12.1 It is highly unlikely that there would be any circumstances that would warrant the exclusion of a child accessing early learning and childcare services. In the rare event of an exclusion of a child receiving their statutory nursery entitlement, the child still has a legal right to receive the hours they might miss due to having been excluded. In such circumstances the parent / carer has the right to request the hours to be made up by the local authority or the funded provider.

2.13 Child Protection Register/Concerns

2.13.1 In exceptional cases where the exclusion of a child or young person who is on the child protection register, or for whom there are current or previous child protection concerns is being considered, the Child Protection Officer within the school or establishment should be informed. In addition, where the decision to exclude is being considered, the allocated social worker must be involved immediately.

2.13.2 It is essential that this is done prior to the child or young person being sent home in order to ensure their health and wellbeing. Social Work must be engaged throughout the period of exclusion. In all cases where a decision to exclude is being taken schools and establishments should consider the risks and ensure that the child or young person will not be placed at further risk.
2.14 **Sending home without excluding**

2.14.1 **All** exclusions from school and establishments must be formally recorded as an exclusion. Children and young people **must not be sent** home on an ‘informal exclusion’. Following an incident where the decision is made that the child or young person cannot remain in school, for one of the reasons specified in regulation 4 of the Schools General (Scotland) Regulations 1975, this must be recorded as an exclusion.

2.14.2 Before the decision is taken to exclude a child or young person please refer to and Appendix 1 to assist with the process.

3 **Interventions and Responses**

3.1 **Procedures to follow when Excluding a Child or Young Person**

3.1.1 Regulation 4A of the 1975 Regulations makes provision for the procedures to be followed in relation to exclusions.

3.1.2 The checklist in Appendix 2 should be completed when the decision to exclude a child or young person has been taken to ensure consideration is given to individual circumstances.

3.1.3 The establishment must, on the day upon which a decision to exclude a child or young person is taken, clarify the length of exclusion and contact the parents/carers and social work (if appropriate) and explain the following in writing:-

(1) The decision to exclude
(2) The length of exclusion
(3) The reasons for the decision to exclude
(4) The conditions, if any, with which the parent / carer and / or pupil must comply, or undertake to comply before the child/young person returns to school
(5) The date, time and place where senior management (and Education Officer if appropriate) shall be available to discuss the decision to exclude.
(6) The right to refer the decision to exclude the pupil to an appeal committee under section 28H of the Education (Scotland) Act 1980
(7) Any other information which the education authority considers appropriate.

3.1.4 The school and establishment must, notify the parent/carer in writing (recorded delivery recommended), the parental letter can be handed to the young person directly.

3.1.5 When a child is over the age of 12 then a letter addressed to the young person should be given.

3.1.6 The school or establishment must ensure that the parent/carer or other responsible adult will be at home before sending the child/young person home (if under 16yrs). If the parents/carers are not at home or cannot be contacted to collect their child, the pupil must be kept in school and supervised until they can do so.

3.1.7 This meeting must be within seven calendar days.

3.1.8 For letter templates refer to:-
3.1.9 All schools and establishments must ensure that these letters are uploaded to SEEMiS Click and Go for their establishment. This ensures consistency of approach across all establishments.

3.1.10 The length of an exclusion is not defined in the legislation and is a matter for the discretion of the establishment. It should be proportionate and take into account individual circumstances.

3.1.11 For children and young people who are excluded on multiple occasions and this accumulates to more than 10 days in a school year, it is imperative that the team around the child, Additional Support Manager and Education Officer are involved.

3.1.12 The locality Education Officer should be informed of exclusions totalling 10 days or more by completing and submitting the following:-

(1) Appendix 6 – Education Officer – Exclusion from school of 10 days+
(2) Appendix 1 – Checklist when considering a school exclusion
(3) Appendix 2 – Checklist to consider individual circumstances when excluding a child or young person from school

3.1.13 It is at the discretion of North Lanarkshire Council Education and Families whether a child or young person may move establishments. The Education Officer would make this decision if it is decided that the child/young person is not allowed to return to their school, but this will only be supported when evidence of robust planning and staged intervention is in place.

3.1.14 If it is deemed that a child or young person has to move school or establishment, it is the responsibility of heads of establishments to ensure effective transition planning is in place.

3.1.15 Parents/carers and the child or young person should be included in any decisions regarding placement at another school. For clarity, where children are aged 12 and over, they are assumed to have a view and this should be taken into consideration; children aged under 12 may express a view and if so, their wishes should be taken into consideration.

3.1.16 The establishment remains responsible for the provision of education for the child or young person during the period of exclusion (Section 14, Education (Scotland) Act, 1980). Therefore, appropriate coursework should be provided if the exclusion exceeds 3 days. An appropriate means of communication should be established between the school, family, child and young person.

3.1.17 The school or establishment have the duty to make provision “without delay” to:

(1) Provide education for the excluded pupil in a school managed by the authority; or
(2) Make arrangements for the excluded pupil to receive education in another establishment such as a community centre, library or children’s house.
3.1.18 There is no legal definition of what “undue delay” means. However the objective is to ensure the child or young person continues to receive an education while excluded. Included, Engaged and involved Part 2: Preventing and Managing School Exclusions 2017 suggests that it is reasonable to expect alternative education provision to be in place after 3 days. Therefore, if a child or young person is excluded for up to 3 days, classwork (or alternative) should be provided. However, it is reasonable to expect that alternative education provision to be in place if a child or young person is excluded for more than 3 days.

3.1.19 Any existing involvement in non-school based learning should continue. These include therapeutic support, college placements or mentoring e.g. Child and Adolescent Mental Health Service (CAMHS), Community Alternatives, Youth Counselling Service, voluntary sector. It may be necessary to organise support in an environment out with the school building during the period of exclusion.

3.1.20 The following are suggested types of education provision during periods of exclusion:

1. Suitable learning activities to ensure the child or young person keeps up with work being taught during time excluded with a subsequent check to ensure the child or young person has understood the work;
2. Structured learning outside of home e.g. library
3. Programmes to address the social, emotional and behaviour needs of the child or young person to support re-integration and help prevent further exclusions
4. Virtual learning through GLOW/online learning.

3.1.21 Although there is no legal requirement for a parent/carer to initiate or request for schoolwork to be arranged staff must nonetheless ensure this is in place.

3.2 Children and Young People Views

3.2.1 A child or young person should be actively involved and participate in all stages of the exclusion process. A core principle of ‘Getting it Right for Every Child’ (GIRFEC) and the United Nations Convention Rights of the Child (UNCRC) is a commitment to ensuring that children and young people have the opportunity to participate in the decisions that affect them. The UNCRC defines participation as “ongoing processes, which include information-sharing and dialogue between children and adults based on mutual respect, and in which children can learn how their views and those of adults are taken into account and shape the outcome of such processes”.

3.2.2 Advocacy Services may also have an important role to play in supporting children or young people who are being looked after by the local authority. Although a child with legal capacity, or a young person has the right to appeal, the role of the parents/carers in supporting their child or young person and ensuring their views are represented should be recognised and encouraged throughout the process.

3.3 Parents/Carers Responsibilities

3.3.1 A parent/carer of a child or young person of statutory school age has a duty under section 30 of the Education (Scotland) Act 1980 to provide efficient education for their child or young person suitable to his or her age, ability and
aptitude by causing their child or young person to attend a public school (local authority) regularly, or by other means. Parents/carers continue to be subject to this duty even if their child or young person has been excluded from school.

3.3.2 All parents/carers are encouraged to co-operate with school or establishment and NLC Education and Families to support any necessary provisions or special arrangements for their child or young person’s education, if required to do so. Parents/carers should work with their child or young person’s school to develop and implement an agreed course of action. Parent/carers should support and encourage their child to attend regularly.

3.4 Recording and Monitoring

3.4.1 The school must maintain an accurate and up-to-date record of all exclusions. All exclusions should be recorded as a significant event as part of a child or young person’s chronology of significant events (COSE) through SEEMIS.

3.4.2 The Local Authority will gather information on a cyclical basis to review rates and reasons for all exclusions. It is imperative that SEEMIS is accurate.

3.5 Managing Serious Incidents and Incidents Involving Weapons

3.5.1 If there is a serious incident involving weapons Police Scotland should be contacted. Please refer to Promoting Positive Relationships: Anti Weapons and Knife Crime policy for further guidance.

3.6 Resolution and Way Forward after Exclusion

3.6.1 Robust assessment and planning should be implemented to support the child or young person on their return to school or the establishment.

3.6.2 Please refer to the following to ensure good consistent practice and to minimise the need for further exclusions:

(1) Appendix 7 – Resolution and way forward after exclusion

3.6.3 Prior to a child or young person returning, an update to the wellbeing assessment and planning, where appropriate, should take place to ensure the right support is provided. Appropriate approaches and strategies should be developed to prepare the child or young person, parents/carers, staff (and peers, if appropriate) to enable them to return in a positive way.

3.6.4 Planning with the child or young person and their parents/carers may include arrangements for review including some discussion about the roles and expectations for all those involved, including the child or young person. This process of planning and review can take place through a formal meeting or as part of on-going discussions with all those involved. Where children and young people are already subject to statutory planning processes (for example looked after children) this planning and review should be carried out in conjunction with existing arrangements. Identified supports leading on from enhanced planning and a risk assessment should also be discussed and put in place where appropriate.

3.6.5 Prior to returning to school it is good practice to meet with the child or young person and their parents/carers to discuss their return and to agree the most
appropriate supports moving forward. Regulation 4A states that a date to discuss the exclusion must be offered to the parent/pupil. It is not, however, a legal requirement to have a pre-return meeting, seek guarantees or set pre return conditions. Whist it is not a legal requirement North Lanarkshire Council’s Policy is that parents/carers and the child/young person should be encourage to attend to complete the Promoting Positive Relationships : Return to School Plan. The pupil should not be excluded past the original date of return just because the parents have not responded to the offer of return to school meeting.

3.6.6 At the return to school meeting the Parent/Carer, Head Teacher/Head of the establishment or nominee and child/young person (where appropriate) should discuss the support strategies, if any, which the pupil and parent should be fully involved in before returning to school. The plan moving forward should be recorded in the Promoting Positive Relationships: Return to School Plan.

3.6.7 In the event that a parent/carer or child/young person does not attend the return to school planning meeting or is unwilling to discuss future planning strategies as part of the Promoting Positive Relationships : Return to School Plan, the authority in line with this policy can reserve the right not to readmit the child/young person. In such circumstances schools should seek further guidance from Intervention and Inclusion. The Return to School Plan can be found at:-

(1) Appendix 8 – Promoting Positive Relationships : Return to School Plan

3.6.8 Following the child/young person’s return to school it is good practice to hold a restorative or solution oriented meeting with staff and the child or young person involved to help repair and restore relationships and trust as part of the return to school if this is deemed appropriate.

3.7 Permanent Removal from the Register

3.7.1 The length of an exclusion would be based on the seriousness of the incident. Head Teachers can in exceptional cases exclude up to a period of 10 days. In such circumstances the child/young person remains on the register of the school and returns when the period of exclusion has been completed.

3.7.2 When considering permanent removal from the register of a school the Head Teacher needs to seek immediate advice from the locality Education Officer who will then seek the approval of the Executive Director of Education and Families or a Head of Service to permanently exclude. This is a very serious matter.

3.7.3 Removal from the register would only be considered in exceptional circumstances and where the service is of the view that the nature of the incident is such that it is not appropriate to return a child/young person to their school and that to do so would be seriously detrimentally to the order and discipline in the school. For instance, this may include serious physical assault, carrying weapons or further serious acts of violent behaviours.

3.7.4 If the Head Teacher is of the view that an incident is so severe that removal from the register may be necessary the Head Teacher should :-
(1) Exclude the child or young person from school immediately, taking
cognisance of any individual circumstances as outlined in Section 2.
(2) On the day of the incident contact the locality Education Officer and seek
advice regarding next steps and the possibility of removal from the register
(3) If the Executive Director/Head of Service agrees that the removal from the
register of the current school is necessary then a formal letter to that effect
will be issues from the Executive Director/Head of Service to the parent and
child/young person concerned.

3.7.5 The locality Education officer will convene a meeting to be held within 7 days of
the date of the incident and the decision to remove from the register where the
child/young person’s future will be discussed and a decision will be taken
regarding a future school placement.

3.7.6 The letter formally removing the child or young person from the register of the
school and arranging a date to meet with the Education Officer can be found at:–
(1) Appendix 9 – Removal from the Register

3.7.7 In the interim, discussion will take place with the parent/carer child/young person
regarding the arrangements for continued education.

3.8 Appeals

3.8.1 The right of appeal against the decision to exclude is conferred by section 28H
of the 1980 Act, and is extended to learners with legal capacity in terms of
section 2(4A) and (4B) of the Age of Legal Capacity (Scotland) Act 1991.

3.8.2 As previously outlined, the school or establishment should send the intimation
regarding an exclusion (Appendix 4 and 5) to a learner with legal capacity, or to
a young person as well as the parent, so that the child or young person has full
knowledge of the decision since they have the right of appeal, as well as a right
to express a view.

3.8.3 In the case of pupils who are under 16 the intimation regarding an appeal should
be made to the person with parental rights and responsibilities. The meeting to
discuss the appeal should be with the person with parental rights and
responsibilities. The child or young person may attend the meeting if both the
education authority and the person with parental rights and responsibilities
agree; and should attend if it was the child or young person who exercised the
right of appeal.

3.8.4 With regard to Looked after children who do not reside or have little contact with
their parents each case will be considered on an individual basis. Some looked
after children will be in foster placements and in those cases it might be
appropriate to have foster carers present at the meeting. Some parents will
have had their parental rights/responsibilities regulated or removed and so
advice should be sought from social work and/or legal services if there is
uncertainty around when or if parents should be notified.

3.8.5 If you require any clarity or further information about any aspect of this guidance
please contact the Interventions and Inclusion section.
4. Equality and Diversity

4.1 Fairer Scotland
The Fairer Scotland Duty is intended to reduce the inequalities of outcomes caused by socio-economic disadvantage. Inequalities of outcome mean any measurable differences between those who have experienced social-economic disadvantage and the rest of the population.

4.2 Equality Impact Assessment
Since young people in areas of socio-economic disadvantage often experience multiple barriers to learning, this policy should be understood to be coherent with the Council’s approach to ensuring fairness and diversity.

5. Implications

5.1 Financial Impact: N/A

5.2 HR/Policy/Legislative Impact: This policy takes account of legislative requirements and relevant Scottish Government guidance. A full programme of support will be in place to ensure effective implementation of the policy.

5.3 Environmental Impact
N/A

5.4 Risk Impact
N/A

6. Measures of Success

6.1 There will be continued reduction in school exclusion, especially those children and young people who have an additional support need and/or are Looked After.

6.2 The local authority will collate the data in order to report to Scottish Government as requested, as well as analyse the statistics in order to better support the establishments through the ‘Support Around the School Model’.

Derek Brown
Executive Director, Education and Families
## Appendix 1 - Checklist when considering a school exclusion

<table>
<thead>
<tr>
<th>Key consideration questions</th>
<th>✓  × or comment if necessary</th>
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</thead>
<tbody>
<tr>
<td>Has the child or young person been excluded before? What was the impact?</td>
<td></td>
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<tr>
<td>Have the following engaged to help prevent exclusion?</td>
<td></td>
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<tr>
<td>- Child or young person</td>
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<tr>
<td>- Parents/carers</td>
<td></td>
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<tr>
<td>- Key education staff; and</td>
<td></td>
</tr>
<tr>
<td>- Other professionals (e.g. Social work, Educational Psychologist).</td>
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<tr>
<td>Has there been clear assessment of the child or young person and their need?</td>
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<tr>
<td>Is there a GIRFME Plan in place and have additional support/interventions been provided for</td>
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<tr>
<td>the child or young person?</td>
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<tr>
<td>Have alternative arrangements been made prior to the exclusion? e.g. curriculum alternatives</td>
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<tr>
<td>- curriculum alternatives, temporary placement in base, therapeutic support</td>
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<tr>
<td>How can the staged intervention process be utilised to further support this child or young</td>
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<tr>
<td>person?</td>
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<tr>
<td>Has the incident that precipitated the consideration of exclusion been reviewed with all</td>
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<td>staff who were present to explore fully what happened?</td>
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<tr>
<td>Has another professional from within the school who is not directly involved, been</td>
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<tr>
<td>consulted on the situation in order to provide a different perspective?</td>
<td></td>
</tr>
<tr>
<td>Key consideration questions</td>
<td>✔️ × or comment if necessary</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>Has the child or young person been consulted on their views of the situation?</td>
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<tr>
<td>Has Pupil Support/Guidance/Key Worker, or if available, has the lead profession been</td>
<td></td>
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<tr>
<td>consulted on how to move forward?</td>
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<tr>
<td>Has the possible impact of exclusion on the child or young person been considered in</td>
<td></td>
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<tr>
<td>light of individual circumstances?</td>
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<tr>
<td>Does the child or young person’s recent presentation constitute a wellbeing concern?</td>
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<tr>
<td>What might the impact of an exclusion be on the child or young person’s wider circumstances?</td>
<td></td>
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<tr>
<td>What impact might an exclusion have on the planning process?</td>
<td></td>
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<tr>
<td>Has a risk assessment been completed for the child or young person where appropriate?</td>
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<tr>
<td>What are the hoped for outcomes of an exclusion? Are there other alternatives the</td>
<td></td>
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<tr>
<td>might achieve this?</td>
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<tr>
<td>Has there been consideration given to the length of exclusion to ensure it is</td>
<td></td>
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<tr>
<td>proportionate and in the best interested of the child/young person?</td>
<td></td>
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<tr>
<td>Does the exclusion comply with the regulation 4 of the 1975 regulations as amended?</td>
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<tr>
<td>Have the rights of the child and young person been considered, with regard to articles of</td>
<td></td>
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<tr>
<td>UNCRC?</td>
<td></td>
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<tr>
<td>Have all other options been considered before deciding on exclusion as a necessary step?</td>
<td></td>
</tr>
<tr>
<td>Is the child or young person: - Looked After/Care experienced</td>
<td></td>
</tr>
<tr>
<td>On Child Protection Register/child protection concerns previously raised</td>
<td></td>
</tr>
<tr>
<td>With Additional Support Needs</td>
<td></td>
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<tr>
<td>If yes to any of the above, please refer to Appendix 2</td>
<td></td>
</tr>
</tbody>
</table>
## Appendix 2 - Checklist to consider individual circumstances when excluding a child or young person from school.

<table>
<thead>
<tr>
<th>Individual circumstance</th>
<th>Additional consideration</th>
<th>✓  × or comment if necessary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Looked After child</strong></td>
<td>Social Worker consulted prior to decision</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Virtual School Leader and lead professional (where one exists) consulted on plan regarding particular issues</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Appropriate arrangements made with regard to support/care and wellbeing at home</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Decision made as to whether exclusion to go ahead</td>
<td></td>
</tr>
<tr>
<td><strong>Child on Child Protection Register/child protection concerns previously raised</strong></td>
<td>Child Protection Officer and Social Worker consulted.</td>
<td></td>
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<tr>
<td></td>
<td>Seemis checked for child protection message</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Education authority consulted about appropriate provision</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Appropriate arrangements for return into school consideration</td>
<td></td>
</tr>
<tr>
<td><strong>Child with additional support needs</strong></td>
<td>Other professionals involved with child consulted on continuation of any additional input</td>
<td></td>
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<tr>
<td></td>
<td>Confirmation sought that the child or young person is not being excluded for reasons associated with disability</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ensure that the child or young person is not being excluded for reasons associated with a protected characteristic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Account is taken of the impact of exclusion on child or young person’s learning and support provision</td>
<td></td>
</tr>
<tr>
<td>Individual circumstance</td>
<td>Additional consideration</td>
<td>✓  × or comment if necessary</td>
</tr>
<tr>
<td>-------------------------</td>
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<td>-----------------------------</td>
</tr>
<tr>
<td></td>
<td>Consideration is given to review of any Child’s plan or Coordinated Support Plan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Transition planning is taken into account with regard to return to school</td>
<td></td>
</tr>
<tr>
<td>Children from an area of socioeconomic deprivation</td>
<td>Consideration should be given to the impact on child’s wellbeing, e.g. free school meals</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 3 - Exclusion Scenarios, Children and Young People with a Disability

**Scenario 1:** A pupil with learning difficulties is excluded from school due to her aggressive behaviour during lunchtime. Due to a previous incident the pupil is not allowed to have a school meal because she has become agitated and upset whilst queuing on a number of occasions. She is asked instead to bring in a packed lunch and to eat it separately, away from her friends. Her behaviour in the queue is a result of her learning difficulties. The refusal to allow the pupil to have a school meal is unfavourable treatment that is because of something that arises as a consequence of the pupil's disability. The exclusion from school is likely to be discrimination arising from disability, which the school is unlikely to be able to justify because it has failed to make reasonable adjustments to meet the pupil's needs.

**Scenario 2:** A pupil who has a Specific Language Disorder diagnosed by Speech and Language Therapy is excluded from school for continual violent and aggressive behaviour towards her teachers in class. Staff are unaware of the extent of her additional support need with processing and understanding language and how this affects her learning. Because the school had not advised her teachers and had insufficient planning in place, the school would be unlikely to be able to justify the exclusion and therefore it would be unlawful.

**Scenario 3:** A pupil with autism is excluded for flapping his arms and aggressive behaviour towards a supply teacher. The supply teacher was alarmed by what she perceived to be threatening behaviour. The pupil always sat in the same seat in the classroom and this was recognised as a reasonable adjustment by his class teacher. Since the pupil's reaction was connected to his disability, the exclusion would be discrimination arising from disability. Because the school had not advised the supply teacher of the reasonable adjustment, the school would be unlikely to be able to justify the discrimination and therefore it would be unlawful.

**Scenario 4:** A pupil with Tourette's syndrome is excluded for disturbing other pupils with involuntary jerking movements and continually yelling, which are connected to his disability. The school does not make reasonable adjustments for him in class. The exclusion from school is likely to be discrimination arising from disability, which the school is unlikely to be able to justify because it has failed to make reasonable adjustments to meet the pupil's needs.

**Scenario 5:** Some pupils, such as those with attention deficit hyperactivity disorder (ADHD), autistic spectrum disorders or learning difficulties, are much more likely to break the school rules than other pupils. Rigid application of school policy in relation to behaviour is likely to amount to indirect disability discrimination because, where a reasonable adjustment has not been made, a school will find it very difficult to justify the treatment as a proportionate means of achieving a legitimate aim.
Appendix 4 – Notice of Temporary Exclusion (Parent/Carer)

Dear

**Notice of Temporary Exclusion**

**Name and date of birth of pupil** ___________________________

Your child or young person ________________ has been excluded from this school for a period of __________ days.

The decision is taken in accordance with the Schools General (Scotland) Regulations 1975 as amended.

The legal ground for the exclusion is (delete as appropriate):

- The parent of the pupil refuses or fails to comply, or to allow the pupil to comply with the rules, regulations or disciplinary requirements of the school
- That the school is of the opinion that in all circumstances to allow the pupil to continue his/her attendance at the school would be likely to be seriously detrimental to order and discipline in the school or the educational well being of the pupils there.

The reasons for the exclusion are:

I would be grateful therefore if you would attend a meeting with _________________________

on ________________ at ___________________ to discuss the situation and the undernoted conditions on which _______________________ may return to school.

The conditions for re-admission are:

You have the right to appeal against the decision to exclude, guidance on which is attached to this letter. You may bring a friend with you to the meeting if you would find it helpful.

Yours sincerely

Head Teacher/Head of Establishment
APPEALS PROCEDURES FOR PUPILS AND YOUNG PEOPLE EXCLUDED FROM SCHOOL


2. Under these provisions a parent/carer of a pupil who has been excluded from attending school or where the pupil is a young person (a pupil over school age who has not attained the age of 18 years) the pupil, may appeal against the exclusion.

3. A parent/carer or young person who wishes to make an appeal against a decision to exclude should do so in writing to the Clerk of the Appeals Committee. This letter should give the name of the pupil or young person and should contain a clear statement requesting the referral of an appeal against the decision to exclude to an appeal committee set up under Section 28D of the Education (Scotland) Act 1980.

4. The appellant will be given the opportunity to go to the hearing and speak to the appeal committee. The appellant may ask up to three people to accompany him/her and if he/she so wishes they can ask one of them to speak on his/her behalf. If the appellant does not wish to be present he/she can nominate someone else to attend and speak for them.

The appellant may decide to make a written submission to the appeal committee and if he/she so decides they should send their submission to the appeal committee to the divisional office not less than 10 days before the date of the hearing.

The appellant may decide, however, simply to submit a letter of appeal and this will be considered by the appeal committee.

5. If the appellant does make a written appeal it will be acknowledged by the appeal committee within five working days of receipt.

6. DEEMED DECISIONS

In the following circumstances an appeal committee will be deemed to have confirmed the decision of the education authority: where within

(i) a period of one month immediately following receipt by the appeal committee of the reference a hearing has not been held;

(ii) 14 days immediately following an adjournment of a hearing the appeal committee have failed to fix a date for a resumed hearing;

(iii) 14 days following the conclusion of a hearing the appeal committee have failed to notify the parent/carer or the young person and the education authority of their decision and the reasons for it.

7. If the appeal committee confirm the decision of the authority an appeal may be made to the Sheriff of the area in which the school is situated.
Appendix 5 – Notice of Temporary Exclusion (Pupil)

Dear

Notice of Temporary Exclusion

You have been excluded from this school for a period of __________ days.

The decision is taken in accordance with the Schools General (Scotland) Regulations 1975 as amended.

The legal ground for the exclusion is (delete as appropriate):

- The parent of the pupil refuses or fails to comply, or to allow the pupil to comply with the rules, regulations or disciplinary requirements of the school
- That the school is of the opinion that in all circumstances to allow the pupil to continue his/her attendance at the school would be likely to be seriously detrimental to order and discipline in the school or the educational well-being of the pupils there.

The reasons for the exclusion are:

I would be grateful therefore if you would attend a meeting with
____________________
on ______________ at ___________________ to discuss the situation and the undernoted conditions on which _____________________ may return to school.

The conditions for re-admission are:

You have the right to appeal against the decision to exclude, guidance on which is attached to this letter. You may bring another adult with you to the meeting if you would find it helpful.

Yours sincerely

Head Teacher / Head of Establishment

2. Under these provisions a parent/carer of a pupil who has been excluded from attending school or where the pupil is a young person (a pupil over school age who has not attained the age of 18 years) the pupil, may appeal against the exclusion.

3. A parent/carer or young person who wishes to make an appeal against a decision to exclude should do so in writing to the Clerk of the Appeals Committee. This letter should give the name of the pupil or young person and should contain a clear statement requesting the referral of an appeal against the decision to exclude to an appeal committee set up under Section 28D of the Education (Scotland) Act 1980.

4. The appellant will be given the opportunity to go to the hearing and speak to the appeal committee. The appellant may ask up to three people to accompany him/her and if he/she so wishes they can ask one of them to speak on his/her behalf. If the appellant does not wish to be present he/she can nominate someone else to attend and speak for them.

The appellant may decide to make a written submission to the appeal committee and if he/she so decides they should send their submission to the appeal committee to the divisional office not less than 10 days before the date of the hearing.

The appellant may decide, however, simply to submit a letter of appeal and this will be considered by the appeal committee.

5. If the appellant does make a written appeal it will be acknowledged by the appeal committee within five working days of receipt.

6. DEEMED DECISIONS

In the following circumstances an appeal committee will be deemed to have confirmed the decision of the education authority: where within

(iv) a period of one month immediately following receipt by the appeal committee of the reference a hearing has not been held;

(v) 14 days immediately following an adjournment of a hearing the appeal committee have failed to fix a date for a resumed hearing;

(vi) 14 days following the conclusion of a hearing the appeal committee have failed to notify the parent/carer or the young person and the education authority of their decision and the reasons for it.

7. If the appeal committee confirm the decision of the authority an appeal may be made to the Sheriff of the area in which the school is situated.
Appendix 6 – Education Officer – Exclusion from school of 10 days+

To: Education Officer (Support for Learning)

Dear Sir

Exclusion from school of 10+ days

Pupil Name:
d.o.b.
Year Group:
Address:
Date of Exclusion;
Date of Return from Exclusion:
Reason for Exclusion:
Number of school days on this exclusion:

In terms of Management Circular B2 (Exclusion Procedures), I am writing to you with regard to the above pupil.

The following arrangements have been made to support………………….’s education during the period of exclusion, including periods of direct teaching as follows:

I trust this is satisfactory.

Yours sincerely

Head Teacher/Head of Establishment
### Appendix 7 - Resolution and way forward after exclusion

<table>
<thead>
<tr>
<th>Action to be taken</th>
<th>Action taken</th>
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<tbody>
<tr>
<td>Return to school meeting arranged School to discuss support strategies and complete Promoting Positive Behaviour : Return to School Plan (Appendix 8)</td>
<td></td>
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<tr>
<td>Appropriate planning using the GIRFME plan (Appendix 4) takes place to ensure support is reviewed and disseminated.</td>
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<tr>
<td>Risk assessment is complete where appropriate</td>
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<tr>
<td>Needs of staff and other children and/or young people taken into account – solution oriented/restorative meeting held if appropriate</td>
<td></td>
</tr>
<tr>
<td>Staged intervention process continued and adapted in light of exclusion where appropriate</td>
<td></td>
</tr>
<tr>
<td>Any changes to timetable for limited period recorded on SEEMIS</td>
<td></td>
</tr>
<tr>
<td>Consideration given to discussion at multi-agency forum</td>
<td></td>
</tr>
<tr>
<td>Pupil Support/Guidance/Key worker or lead professional (where one exists) updated</td>
<td></td>
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<tr>
<td>Monitoring and review arrangement put in place to ensure continued support</td>
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</tr>
<tr>
<td>Where parents/young person doesn’t engage or refuses to attend return to school planning meeting seek further advice</td>
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</tbody>
</table>
Appendix 8 - Promoting Positive Relationships: Return to School Plan

Partnership working between our school and parents/carers is crucial for the wellbeing and success of pupils. As a school we have high expectations and want all the members of our school community to learn and work in a safe, nurturing and inclusive environment.

It is important to plan a way forward by developing approaches and strategies with the child or young person, parents/carers, staff and peers (if appropriate) to enable a positive return to school.

<table>
<thead>
<tr>
<th>Safe</th>
<th>Healthy</th>
<th>Achieving</th>
<th>Nurtured</th>
<th>Active</th>
<th>Respected</th>
<th>Responsible</th>
<th>Included</th>
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Getting it Right for me

Strategies that support my return to school

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**Smart targets to support my return to school**  

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<tr>
<th>What I think about my plan</th>
<th>How am I going to do it?</th>
<th>Who will help me?</th>
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**How can my family help support my plan**  

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Dear «Parents»

INTIMATION OF EXCLUSION AND REMOVAL FROM THE REGISTER - «school»
«Pupilsfullname»

I write to advise you that your «sex», has been excluded from and removed from the school register of «school» with immediate effect from the date of this letter.

This decision is taken in terms of the Education (Scotland) Act 1980.

The reasons for the exclusion from and removal from the school register are that the Authority considers that in all circumstances to allow the pupil to continue his attendance at the school would be likely to be seriously detrimental to order and discipline in the school or the educational well being of the pupils there.

The details of which are:

Date of Incident:

Time:

Nature of Incident:

Yours sincerely

Executive Director Education & Families/Head of Service
Executive Summary

The purpose of this Policy is to ensure that all establishments are consistent in their approach in promoting positive relationships in schools and to provide clarity on practice that prevents and manages incidents of bullying.

The overarching aim is for children and young people to grow up free from bullying and develop respectful, responsible and confident relationships with other children, young people and adults.

Recommendations

The Additional Support Needs Member Officer Working Group is asked to:

(i) note the contents of the report
(ii) approve this policy for adoption from August 2019 subject to ratification by JNCT.

Supporting Documents

The plan for North Lanarkshire

Support all children to realise their full potential

Related Documents

Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People, 2017

Respect Me, 2017
http://respectme.org.uk/

The Children & Young People (Scotland) Act 2014
1. Background

Following the publication: Respect for All: National Approach to Anti-Bullying for Scotland's Children and Young People (2017) there is increased understanding and focus about the effects of bullying behaviour on children and young people and practices that help to build their confidence, resilience, participation and attainment.
Changes in legislation: The Children and Young People (Scotland) Act 2014, Education (Scotland) Act 2016 and the Equality Act 2010, has placed greater focus on children and young people's health and wellbeing.

2. Report

2.1 Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online.

2.2 Policy Context and Legislation

2.2.1 Firmly embedded within the Children and Young People Act (Scotland), 2014 are children's rights in line with the United Nations Convention of the Rights of the Child (UNCRC). This policy ensures all partners who work with children and young people understand that bullying is in breach of the UNCRC and are fully supported to promote and protect the rights of children and young people in North Lanarkshire.

2.2.2 How Good is Our School? 4 (HGIOS4), has a strong focus on inclusion and equity. The framework includes quality indicators on 'Personalised Support' and 'Ensuring Wellbeing Inclusion and Equality', and it references bullying, including prejudice-based bullying as well as considerations for all protected characteristics.

2.2.3 In addition, the National Improvement Framework for Scottish Education prioritises children’s and young people’s health and wellbeing. By recording and monitoring bullying incidents at a local level, local authorities will be able to identify trends or themes emerging and where improvements can be made to support the wellbeing of all children and young people.

2.3 A shared vision

2.3.1 Bullying of any kind is unacceptable and must be addressed quickly. Bullying should never be seen as a typical part of growing up and our challenge is to prevent bullying from taking place.

2.3.2 Our vision is that:

- Every child and young person in North Lanarkshire will grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people and adults;
- Children and young people and their parent/carer(s), will have the skills and resilience to prevent and/or respond to bullying appropriately;
- Every child and young person who requires help will know who can help them and what support is available; and adults working with children and young people will follow a consistent and coherent approach in dealing with and preventing bullying from Early Learning and Childcare onwards.
2.4 Purpose

2.4.1 Bullying behaviour impacts on children's and young people's wellbeing and can affect their participation, attainment and inclusion.

2.4.2 *Respect for All* (2017) aims to ensure that all sectors and communities, at a national and local level, are consistently and coherently contributing to a holistic approach to anti-bullying; regardless of the type of bullying. This includes an explicit commitment to addressing prejudice-based bullying.

2.4.3 Central to this, *Respect for All* is underpinned by the values of:
   
   (1) Fairness
   (2) Respect
   (3) Equality
   (4) Inclusion

2.4.4 The Respect for All Anti-bullying Policy and practice guide aims to provide an overarching framework and context for all anti-bullying work that is undertaken in all North Lanarkshire Council establishments. The policy vision is to build capacity, resilience and skills in children and young people, and all those who play a role in their lives, to prevent and deal with bullying.

2.4.5 The aims being:

   (1) To provide children and young people with safe and secure learning environments, without the fear of bullying
   (2) Ensure that all establishments have a shared definition and understanding of what constitutes bullying behaviour
   (3) Have a system of support for those children and young people who have experienced bullying behaviour
   (4) Give children and young people the skills to tackle bullying in schools and beyond
   (5) Provide schools and establishments with an explicit framework for developing anti-bullying strategies and a clear process for recording and monitoring of incidents
   (6) To build upon the many examples of good practice across the authority and to recognise the sterling work staff already undertake to address bullying in their schools and establishments
   (7) To ensure that the Respect for All: Anti-Bullying policy sits within the Health and Well-Being Map for GIRFEC planning pathways, and a clear vision that improving the overall experiences for children and young people is the responsibility of all
   (8) To make schools and establishments aware of the availability, value and necessity of staff training in anti-bullying, from *Respectme* and other agencies

2.5 Impact and outcomes of bullying

2.5.1 Bullying can have both long and short-term effects on the physical and mental health and wellbeing of children and young people. There can be no doubt that being bullied is traumatic for the individual and is, therefore, likely to lead to a range of coping mechanisms and reactive behaviours which may stay with an individual throughout their lifetime.
2.5.2 The impact of bullying behaviour can extend far beyond the individuals involved. Bullying affects individuals, families and relationships as well as a child or young person’s education and participation.

2.5.3 Embedding the Respect for All: Anti Bullying policy and practice guide will help ensure that children and young people build resilience in order to feel safe and secure and are able to develop strong and positive relationships with peers and with adults. Effective leadership is key to developing a positive ethos and culture and ensuring the highest possible standards and expectations are shared across the organisation in order to ensure excellence and equity for all.

2.6 What do we mean by bullying?

2.6.1 Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online. (Respect for All, 2017)

2.6.2 This behaviour can harm people physically or emotionally and, although the actual behaviour may not be repeated, the threat may be sustained over time, typically by actions, looks, messages, confrontations, physical interventions, or the fear of these.

2.6.3 This behaviour can include:

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
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<tr>
<td>Emotional</td>
<td>Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)</td>
</tr>
<tr>
<td>Physical</td>
<td>Pushing, kicking, biting, hitting, punching or any use of violence</td>
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<tr>
<td>Racial</td>
<td>Racial taunts, graffiti, gestures</td>
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<tr>
<td>Sexual</td>
<td>Unwanted physical contact or sexually abusive comments</td>
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<tr>
<td>Homophobic</td>
<td>Because of, or focusing on the issue of sexuality</td>
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<tr>
<td>Direct or indirect Verbal</td>
<td>name-calling, sarcasm, spreading rumours, teasing</td>
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<tr>
<td>Cyber Bullying</td>
<td>All areas of internet, such as, email and internet chat on Twitter</td>
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<td></td>
<td>Facebook misuse</td>
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<td>Mobile threats by text messaging and calls</td>
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<tr>
<td></td>
<td>Misuse of associated technology, i.e. camera and video facilities, IPad and games consoles</td>
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2.7 Prejudice-based bullying

2.7.1 Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to behaviour and language that could manifest into racism, sexism, homophobia, biphobia or transphobia or prejudice and discrimination towards disability or faith.
2.7.2 Prejudice-based bullying is when bullying behaviour is motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance. For example, prejudice arising from socio-economic background or a child or young person's appearance. Practitioners should address the root cause of prejudice as well as effectively respond to incidents as they arise in all settings.

2.8 The Equality Act

2.8.1 The Equality Act 2010 supports progress on equality, particularly in relation to nine protected characteristics, which are:

1. Age
2. Disability
3. Gender reassignment
4. Marriage and civil partnership
5. Pregnancy and civil partnership
6. Race
7. Religion or belief
8. Sex
9. Sexual orientation

2.8.2 Although the harassment provisions of the Equality Act 2010 do not protect pupils from harassment by other pupils, the Act creates a duty on public bodies to have due regard to the need to: eliminate discrimination, harassment and victimisation; advance equality of opportunity; and, to foster good relations between people who share a relevant protected characteristic and those who do not (known as the public sector equality duty).

2.9 Additional Support Needs and Protected Characteristics

2.9.1 The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended) provides a comprehensive legal framework for the provision of additional, targeted support for children and young people who face barriers to learning. Children with additional support needs may experience bullying differently and may be targeted because of their additional support need. In addition, social emotional or behavioural needs which can arise from bullying, may be considered an additional support need if the bullying is having an impact on the child or young person's learning, including those children and young people who are demonstrating bullying behaviour. Practitioners should fully take into account additional support needs and the principles of inclusion when addressing bullying.

2.9.2 Asylum Seekers and Refugees: Children and young people who are asylum seekers or refugees may be at greater risk of bullying directly and indirectly. Stigma, due to lack of knowledge and understanding of asylum seekers and refugees, and reluctance to burden parents with extra worries can allow bullying to go undetected and continue.

2.9.3 Body Image and Physical appearance: This can be hugely important to children and young people, with bullying because of body image having the potential to negatively impact upon their wellbeing.

2.9.4 Disablist Bullying: People who bully others may see children and young people with disabilities as being less able to defend themselves and less able to tell an
adult about the bullying. The bullying behaviour is likely to be focused upon their specific disability or disabilities.

2.9.5 **Gypsy/Travellers**: This group of children and young people are a particularly discriminated against and marginalised group and concerns about bullying are especially acute for secondary schools. Perceived risks about bullying and parents’ own experiences of discriminatory behaviour may lead to low levels of enrolment and poor school attendance for Gypsy/Traveller children and young people, as well as early exit from formal education. Other Traveller families, such as Roma, may have similar concerns.

2.9.6 **Sexual Orientation & Homophobic Bullying**: Bullying based on sexual orientation is motivated by a prejudice against lesbian, gay, bisexual, transgender (LGBT+) people. It is also commonly referred to as ‘homophobic bullying’ but can also be expanded to recognise the specific experiences of bisexual young people using the term ‘biphobic bullying’.

2.9.7 Children and young people do not necessarily have to be gay, lesbian or bisexual themselves to experience ‘homophobic bullying’. This type of bullying may be directed towards young people perceived to be lesbian, gay or bisexual young people; those that do not conform to gender norms and/or expectations; and those who have gay friends or family. Children with LGBT+ parents may also experience homophobic bullying. Although homophobic bullying is distinct from sexist and transphobic bullying, it is related to these forms of bullying through underlying sexist attitudes.

2.9.8 **Care Experienced Children and Young People** are either looked after at home, looked after and accommodated or been previously looked after. They are more vulnerable to bullying behaviour. Vulnerability may be due to regular changes in schools or where they are placed, thereby making friendships more difficult. Forming relationships with peers and adults can be more difficult due to their early childhood adversity.

2.9.9 **Racial Bullying**: Children and young people from minority ethnic groups often experience bullying based on perceived differences in dress, communication, appearance, beliefs and/or culture as well as their skin colour and accent. The status of the ethnic group a child belongs to (or people assume they belong to) in a school, community or organisation can often lead to a child or young person experiencing bullying behaviour. This can arise from a misguided and/or learned belief that they are less valued and ‘deserve’ to be treated differently, or with less respect.

2.9.10 **Religion and Belief**: Lack of knowledge and understanding about the traditions, beliefs and etiquette of different faiths can lead to religious intolerance. Lack of awareness about the differences in practices of religions such as prayer times, dietary requirements, fasting and the wearing of religious clothing or articles of faith can result in misunderstandings and stereotyping, which may lead to bullying. People who have no religion or belief are also protected under the Equality Act.

2.9.11 **Sectarianism**: Most people understandably associate Sectarianism with religion. The reality of prejudice however means that your family background, the football team you support, the community you live in, the school you attend and even the colour of your clothing can mark you out for sectarian abuse - whatever your beliefs may be. In Scotland, sectarianism is most often related to Protestant and
Roman Catholic divisions within Christianity but can also relate to other religions, for example Sunni and Shia Muslims within Islam, and Orthodox and Reform Jews within Judaism.

2.9.12 **Sexism and gender:** Bullying in the form of derogatory language and the spreading of malicious rumours can be used to regulate both girls’ and boys’ behaviour - suggesting that they are not being a 'real' man or a 'real' woman. These terms can be of an explicit sexual nature and it is worth noting that many can involve the use of terms for people who are gay and lesbian as a negative towards a person’s masculinity or femininity. Sexism and gender stereotypes feed into homophobia, biphobia and transphobia. Gender stereotyping, based on the notion of acceptable and unacceptable male and female behaviour, can leave children and young people who are not perceived to conform to these notions vulnerable to indirect and direct bullying. Personality traits that do not fit into the unwritten rules of ‘appropriate’ male and female behaviour can lead to bullying because of the prejudice towards their perceived difference.

2.9.13 **Gender Identity and Transphobic Bullying:** The term ‘transgender’ is an ‘umbrella term’ for those whose ‘gender identity’ or expression differs in some way from the gender that was assigned to them at birth. Gender identity reflects an individual’s internal sense of self as being male, female, or an identity between or outside the two.

2.9.14 **Transgender people** face significant societal prejudice, largely because they are perceived as not conforming to gender stereotypes, expectations and norms. As a result, transgender or gender ‘variant’ children and young people can be particularly vulnerable to bullying. This can manifest in many ways, including transphobic and homophobic name calling or deliberately mis-gendering them. An individual may also experience transphobic bullying as a result of a perception that a parent, relative or other significant figure is transgender.

2.9.15 **Young Carers:** The lives of young carers can be significantly affected by their responsibility to care for a family member who has a physical illness or disability, mental health problem, sensory or learning disability or issues with the misuse of drugs or alcohol. Young carers are at risk of bullying for a variety of reasons. Depending on responsibilities at home, they may find themselves being unable to fully participate in school or after-school activities or ‘fun stuff’. This can make it difficult for them to form relationships; it can hinder successful transitions or lead to educational difficulties.

2.9.16 **Socio-economic Prejudice:** Bullying due to socio-economic status can take place in any community. Small differences in perceived family income/family living arrangements/social circumstances or values can be used as a basis for bullying behaviours. These behaviours, such as mocking speech patterns, accents, belongings, clothing, etc. can become widespread through those considering themselves to be in the dominant social economic group. Bullying of children who endure parental substance misuse can also be prevalent (respectme.org.uk)

2.9.17 **Marriage/Civil Partnership:** Whilst it is unlikely that a school-aged pupil will be in a same sex marriage or civil partnership and directly experience prejudice and discrimination as a result, there could be instances of indirect discrimination. For example, if the child or young person is associated with someone (parent, sibling, etc.) who is in a same sex marriage or civil partnership or in a same sex relationship. Marriage and civil partnership discrimination and prejudice can also
affect children and young people in a variety of other settings, for example, in workplaces, further and higher education and in wider society.

2.10 Online bullying

For children and young people, the internet is a place, not a thing. It’s a social space where they can hang out and meet friends. Like any other place they visit, there are benefits and risks. Adults need to be engaged with children and young people about where they go online, just as they are when they go into town or to any other ‘real’ physical place. Online bullying, or ‘cyberbullying’ as it is often referred to, shouldn’t be treated any differently; from face-to-face bullying. It is still about behaviour and impact. A person can be called names, threatened or have rumours spread about them and this can (like other behaviours) happen in person and online. We address online bullying effectively when we address it as part of our whole anti-bullying approach, not as a separate area of work or policy. The curriculum framework includes an explicit strand related to digital literacy which incorporates cyber resilience and internet safety. This provides an opportunity for all practitioners to incorporate learning around these issues into their lessons in all curricular areas.

2.11 Bullying or Criminal Behaviour?

2.11.1 Some online behaviour may be illegal, and children and young people need to be made aware of the far-reaching consequences of posting inappropriate or harmful content online. In cases of sexual imagery, the Abusive Behaviour and Sexual Harm (Scotland) Act 2016, criminalises the non-consensual sharing of intimate images. Similarly, hate crime is defined through the law as a crime motivated by malice or ill-will towards individuals because of their actual or perceived disability, race, religion, sexual orientation or transgender identity. There is no legal definition of bullying in Scotland and, as such, bullying is not a crime. Bullying can be motivated by prejudice similar to hate crime; the distinction is when a crime has taken place, such as assault, graffiti or a breach of the peace that has been motivated by prejudice. The presumption should be against criminalising children and young people wherever possible unless it is in the public interest.

2.11.2 Promoting the principles of inclusion amongst children and young people is key to preventing hate crime and bullying.

2.12 When is it not bullying behaviour?

2.12.1 It is important for children and young people to discuss how they feel and help them develop resilience to manage their relationships. We know that children and young people will fall out and disagree with each other as they form and build relationships. This is a normal part of growing up and most children and young people have the ability to bounce back from this type of behaviour.

2.12.2 Early intervention and prevention are key elements of an approach focused on ensuring we get it right for all of our children and young people.

2.13 Prevention of Bullying

2.13.1 Bullying takes place in the context of relationships. Promoting respectful relationships, repairing relationships where appropriate and ensuring we respond to all forms of prejudice will help create an environment where bullying cannot
2.13.2 There are a range of strategies and programmes that can improve relationships and behaviour, promote equality and challenge inequality, and develop emotional wellbeing to help prevent and address bullying.

2.13.3 These focus on:

1. Embedding Children's Rights Agenda
2. Creating inclusive and supportive learning environments
3. Curriculum for Excellence through Health & Wellbeing
4. Nurturing Principles, positive relationships and attachment
5. GIRFEC and Staged Intervention
6. Solution Oriented Approaches such as Restorative Practice
7. Mentoring and peer support including: Mentors in Violence Prevention and Peer mediation
8. Anti-bullying professional learning and support

2.13.4 By supporting children and young people to make choices, this helps restore their sense of agency; develop their resilience; and establish positive relationship approaches that they will need for the rest of their lives.

2.13.5 Children and young people value choice when responding to bullying. They need to explore a range of options that may suit them, as what works for one person may not work for another. Adults can support children and young people to make informed choices about how to respond to bullying.

2.14 Interventions and Responses

2.14.1 Responding to attempted bullying behaviour

2.14.2 Sometimes, attempts to bully can have no obvious or immediate effect. A person can attempt to bully someone using a range of behaviours but it may have no impact - in this case the person has not been bullied (because their sense of agency has been unaffected) however, the behaviour needs challenged and recorded appropriately and should not be ignored. For example, the use of homophobic or other derogatory language, which may have no impact on the person it is aimed at, must still be challenged as the language itself is unacceptable and could impact on other people.

2.14.3 Some behaviour can be perceived as or assumed to be bullying. However, certain incidents can often be more serious and in fact, criminal in nature.

2.14.4 Understanding the individual circumstances is important to ensure that there is a clear distinction between bullying and criminal offences such as hate crime, child sexual exploitation and gender-based violence such as domestic abuse and sexual assault. For instance, when someone is coerced or pressurised to do something sexual or is touched inappropriately, this is not bullying, this is sexual assault or abuse and a form of gender-based violence. There are laws to protect children and young people from this very serious type of behaviour. For further information, please refer to North Lanarkshire Child Protection Guidance.
2.14.5 **Responding to bullying**

2.14.6 Each bullying incident should be reviewed individually and a number of different practices may be adopted before finding one that is effective.

2.14.7 Bullying is a combination of behaviour and impact and should be addressed appropriately.

2.14.8 Bullying often takes place in groups. Children and young people have a choice of:
  1. watching
  2. joining in
  3. trying to remain uninvolved
  4. ignoring
  5. trying to support those experiencing bullying behaviour
  6. reporting to staff

2.14.9 **Seeking Children and Young People’s views**

2.14.10 Schools and establishments must create an environment in which children and young people feel safe and secure in order to report bullying behaviour. Having a nurturing ethos which develops relationships and mutual respect will ensure that children and young people’s views are considered and responded appropriately to.

2.14.11 **When responding to incidents or accusations of bullying the approach should be to ask:**

  1. What was the behaviour?
  2. What impact did it have?
  3. What does the child or young person want to happen?
  4. What do I need to do about it?
  5. What attitudes, prejudices or other factors have influenced the behaviour?

2.14.12 **Children and young people who are exhibiting bullying behaviour will need help and support to:**

  1. Identify the feelings that cause them to act this way
  2. Develop alternative ways of responding to these feelings
  3. Understand the impact of their behaviour on other people
  4. Repair relationships.

2.14.13 Practitioners should need to help children and young people who demonstrate bullying behaviour by providing clear expectations about behaviour as well as providing a range of ways to respond. This can include taking steps to repair a relationship, and where appropriate, supporting them to make amends. We need to challenge prejudice and offer the opportunity to learn and change behaviour.

2.14.14 Consideration should be given to any factors that may impact upon a child or young person’s wellbeing, including whether any additional support for learning is required.

2.14.15 Responses to bullying should focus on promoting positive relationships developing resilience and wellbeing.
2.15 Recording and monitoring bullying incidents

2.15.1 All bullying incidents should be recorded:

2.15.2 Schools: record on SEEMiS as per Circular 183/18. Care establishments: record on SWIS.

2.15.3 This recording should include:

(1) The children and young people involved, as well as staff or other adults
(2) Where and when bullying has taken place
(3) The type of bullying experienced, e.g. name-calling, rumours, threats etc.
(4) Any underlying prejudice including details of any protected characteristics.
(5) Consideration of personal or additional support needs and wellbeing concerns
(6) Actions taken including resolution at an individual or organisational level

2.15.4 It is crucial that organisations monitor the effectiveness of their policy and practice, and review and update their policy on a regular basis. Monitoring bullying incidents is essential and helps organisations identify recurring patterns thereby encouraging early intervention.

2.15.5 Data should not be analysed in isolation. The local context, professional judgment, and other relevant information should be considered alongside the statistical evidence.

2.15.6 All organisations should make parents, carers, children and young people aware of their complaints procedures including any review or appeal process. Approaches to monitoring and recording should also take into consideration children and young people rights outlined in the UNCRC

2.16 Effective engagement: The vital role of Parents/Carers

2.16.1 Parents/carers should have access to anti-bullying policies and have an opportunity to engage with developments and implementation. Local Authorities should ensure that this is accessible for all parents/carers.

“I felt utterly helpless when my son was being bullied. I didn’t know what to do. The school helped but the way it affected my son was so upsetting. He changed from being a happy, contented boy to one who was withdrawn, angry and didn’t want to go to school”. Fiona (parent)

2.16.2 Where appropriate establishments should engage directly with parents/carers and foster a positive environment where they are encouraged to work in partnership to ensure a consistent message relating to bullying.

2.16.3 Parents/carers have an important role in alerting bullying incidents to staff and should expect to be listened to and taken seriously.

2.17 Organisational Policy

2.17.1 All establishments should develop policies that reflect the organisational policy.
In doing so, the local authority ensures it meets legal obligations in relation to equality impact assessment.

2.17.2 **In each establishment, each policy should include:**

1. A statement which lays out the organisational stance on bullying and the scope of the policy.
2. A definition of bullying in line with *Respect for All*.
3. A clear statement that bullying is a breach of the UN Convention on the Rights of the child.
4. An explicit commitment to challenge all types of prejudice-based bullying and language including bullying based on the protected characteristic listed in the *Equality Act 2010*.
5. Expectations or codes of behaviour, and responsibilities for all staff/volunteers and children and young people.
6. A clear commitment to promoting and role modelling positive relationships and positive behaviour.
7. A range of strategies that will be used to prevent and respond to bullying.
8. The recording and monitoring strategies that will be used for management purposes in line with Data Protection guidelines;
9. That children and young people have a right to express their views in matters that affect them, and for these views to be given due weight.
10. These views should be evidenced in the policy.
11. That parent(s) have a right to be included and consulted and this should be evidenced in the policy.
12. In what way and how often the policy will be evaluated and reviewed with children and young people and their parent(s) and staff (ideally every three years).
13. A commitment to how staff and volunteers will be trained and supported.

2.17.3 A quick guide to and a FAQs has been produced which staff may find helpful and can be found at

1. Appendix 1 – Respect for All – Anti Bullying Policy - FAQs

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3. **Equality and Diversity**

3.1 **Fairer Scotland**

The Fairer Scotland Duty in intended to reduce the inequalities of outcomes caused by socio-economic disadvantage. Inequalities of outcome mean any measurable differences between those who have experienced social – economic disadvantage and the rest of the population.

3.2 **Equality Impact Assessment**

Since young people in areas of socio-economic disadvantage often experience multiple barriers to learning, this policy should be understood to be coherent with the Council’s approach to ensuring fairness and diversity.
4. Implications

4.1 Financial Impact

N/A

4.2 HR/Policy/Legislative Impact:

This policy takes account of legislative requirements and relevant Scottish Government guidance. A full programme of support will be in place to ensure effective implementation of the policy.

4.3 Environmental Impact

N/A

4.4 Risk Impact

N/A

5. Measures of success

5.1 It is expected that each establishment will develop their own anti-bullying guidance based on this policy in consultation with children and young people and their parent(s), teachers and partners.

Colleagues will be confident in embedding a proactive and inclusive approach to ensure a learning environment where bullying cannot thrive.

Derek Brown
Executive Director, Education and Families
### RESPECT FOR ALL—ANTI BULLYING POLICY - FAQs

#### What Is Bullying?
Bullying is both behaviour and impact; what someone does and the impact it has on a person’s capacity to feel in control of themselves. We call this their sense of ‘agency’. Bullying takes place in the context of relationships. It is behaviour that can make people feel hurt, threatened, frightened and left out and it can happen face to face and online.

#### What Should We Look For?
- Sudden and dramatic change in behaviour e.g.
  - not wishing to come to school
  - continually losing money, personal belongings
  - refusing to tell what’s wrong

#### What Do We Mean By Bullying?
- **Emotional**—Being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Physical**—Pushing, kicking, biting, hitting, punching or any use of violence
- **Racial**—Racial taunts, graffiti, gestures
- **Sexual**—Unwanted physical contact or sexually abusive comments
- **Homophobic**—Because of, or focusing on the issue of sexuality
- **Direct or Indirect Verbal**—name-calling, sarcasm, spreading rumours, teasing
- **Cyber**—Bullying—All areas of internet e.g. emails and social media

#### What Can We Do?
- Give explicit and consistent messages that bullying is unacceptable
- Take children and young people’s complaints seriously
- Let all children and young people know how important it is to report any bullying they witness

#### Who Gets Bullied?
Anyone can be bullied. Some are more likely to be bullied due to their body image and physical appearance, disability, sexual orientation, gender identity, race, religion and belief.

#### What Would Be The School Action?
When responding to incidents or accusations of bullying, the approach should be to ask:
- what was the behaviour?
- what impact did it have?
- what does the child or young person want to happen?
- what do I need to do about it?
- what attitudes, prejudices or other factors have influenced the behaviour?

#### What Help And Support Can Be Given to Those Exhibiting Bullying Behaviour?
Children And Young People will need help and support to:
- identify the feelings that cause them to act this way
- develop alternative ways of responding to these feelings
- understand the impact of their behaviour on other people
- repair relationship

#### How Do We Record And Monitor Bullying Incidents?
Accurate recording of bullying incidents on Seemis ‘Bullying and Equalities’ ensures that an appropriate response has taken place in line with data protection legislation.
Staff should discuss recording procedures with their HT.

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**Appendix 1**

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Promoting Positive Relationships: Anti-Weapons Policy

From Derek Brown
Email pollockjud@northlan.gov.uk Telephone 01236 812291

Executive Summary

This report is intended to provide the Education and Families committee with an overview of the Anti-Weapons and Knife Crime Policy.

Ensure all staff are clear of the process to prevent and manage any incident whereby weapons and/or knives are or maybe involved.

Recommendations

The Additional Support Needs Member Officer Working Group is asked to:

- Note the contents of the report
- Approve this policy for adoption from August 2019 subject to ratification by JNCT

Supporting Documents

The plan for North Lanarkshire Support all children to realise their full potential

Appendix 1 Notification of Weapons in school form

Related Documents

https://northernalliance.scot/2017/02/anti-weapon-crime-school-pack/
The Children & Young People (Scotland) Act 2014
The National Child Protection Guidance 2014
The National Improvement Framework for Scottish Education
United Nations Convention on the Rights of the Child (UNCRC)
Health and safety at work act

1. **Background**

   Following the tragic event at Cults Academy on the 28 October 2015 an independent multi-agency review was commissioned by members of a Chief Officer’s Group.

   The overall aim of the review was to provide independent assurance to partners and the public that all circumstances in relation to the event were reviewed and appropriate recommendations made for future practice.

   The review highlighted 21 recommendations to be actioned for each Local Authority to implement.

2. **Report**

   The anti-weapon/knife crime policy has been created to give direction to education and care settings and their communities in order to meet all of the recommendations from the review.

2.1 **Policy Context and Legislation**

2.2.1 **United Nations Convention on the Rights of the Child (UNCRC)**

   “Children have the right to be protected from being hurt and mistreated, physically or mentally. Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them” (United Nations Convention on the Rights of the Child, Article 19).

2.2.3 **European Convention on Human Rights**

   Article 2 protects the right of every person to life
   Article 5 provides that everyone has the right to liberty and security of the person

2.2.4 **Health and Safety at Work Act (1974)**

   This act requires every employer to ensure, so far as is reasonably practical, the health, safety and welfare at work of all employees and the provision of such information, instruction, training and supervision as is necessary to ensure so far as is reasonable practical the health and safety of all employees.

2.2.5 This policy will support staff to:

   1. Ensure a shared understanding of anti-weapon and knife crime for staff, children and young people and their families.
   2. Provide procedural and operational guidance to all establishments in relation to dealing with incidents involving weapons/knife crime.
3. Provide clear systems for recording, reporting and monitoring all weapon related incidents and knife crime.

2.3 Interventions and Responses

2.3.1 Managing incidents

2.3.2 Where staff suspect that a child or young person is in possession of a weapon, such as a knife, they should not ordinarily immediately challenge the child or young person unless circumstances suggest an immediate challenge is a safe and reasonable option. As soon as possible, the Head of Establishment must be notified or in their absence a member of senior management.

2.3.3 When staff suspect a child or young person is in possession of a weapon and are considering when to challenge the individual, the safety of the child or young person, themselves and all others within the establishment must be paramount. If there is any concern for safety, staff should immediately call police to attend.

2.3.4 Any incident whereby a child/young person or adult has been harmed must be dealt with, Police Scotland must be called and medical attention sought as necessary.

2.3.5 When dealing with a situation two members of staff, one of which should be from the senior management team (if practical), should ascertain the potential risk and decide on the most appropriate course of action:

(1) Ask the child or young person to accompany them to a quiet area but only in the event this does not place the child, the member of staff or anyone else within the establishment in danger
(2) Evacuate any other persons in the immediate vicinity if there is any perceived or imminent threat

2.4 Carrying out searches

2.4.1 Staff should ask the child or young person if they are carrying a weapon(s). If they are, then the child or young person should be asked to hand it over.

2.4.2 Under no circumstances should staff search a child or young person. Staff do not have the authority or training to carry out searches.

2.4.3 If a search is required, staff must contact Police Scotland who have the power to search. Staff should contact parents/carers after contacting the Police.

2.4.4 Two members of staff must remain with the child or young person at all times.

2.4.5 If a child or young person attempts to leave the room or area where they are, staff should not compromise their safety or that of others and immediately call Police Scotland 999.
2.4.6 Case Example 1

Two pupils reported to the depute head teacher that one of their friends had a knife in his bag at school. The depute head teacher advised the pupil support teacher and both members of staff took the pupil to an empty, quiet classroom. At this point the pupil was asked if he had a knife in his possession and he answered no.

As there is a duty of care to pupils and staff, the police were informed as a weapon was suspected. The pupil’s parents were advised of what had occurred.

Police officers searched the pupil’s bag and established that he did not have a knife in his possession.

2.4.7 Case Example 2

It was reported to a class teacher that a pupil had a knife in her bag. Relevant staff including senior management asked the pupil to accompany them to a quiet area. The pupil then disclosed that they had a knife in their bag. Staff did not ask the pupil to retrieve it/empty out their bag as this would have put the knife in the pupil’s hands. The staff then separated the pupil from the bag safely by saying “Just leave the bag there and come over here with me.”

Police officers were immediately called and staff remained with the pupil at all times until the police arrived. During this time parents/carers were contacted. Following the incident a risk assessment was carried out before the pupil returned to class/school and appropriate recording of the incident carried out.

2.5 Reporting incidents

2.5.1 All incidents whereby children or young people have a weapon or suspected weapon in school must be reported to Police Scotland. Ensure that parents/carers are informed. This should be done immediately.

2.6 Recording incidents

2.6.1 All incidents of children and young people carrying weapons must be recorded:
(1) Schools – incidents will be recorded on the same day on CIRIS (under development).
(2) Complete the Notification of Weapons in Schools Form (Appendix 1) and forward immediately to the Child Protection Development Officer.
(3) Details should be added onto SEEMIS pastoral notes.
(4) Registered Care Settings – incidents will be recorded on the same day on CIRIS and reported to the Care Inspectorate (as appropriate) in line with the Care Inspectorate notification processes.

2.6.2 Each month the findings will be analysed and monitored by senior officers in Education and Families.

2.6.3 Establishments must ensure that Parents/carers are informed of the incident on the same day, where appropriate and where it is reasonably practicable to do so.

2.6.4 The flow chart detailed on Appendix 2 will support staff with the actions they require to take in managing suspected incidents.

2.7 Risk Management Planning

2.7.1 Following an incident where a child or young person has been found to have a weapon in their possession, a multiagency meeting should be organised as soon as possible in order to plan for and manage any future risk using the Health and Well Being map for GIRFEC planning pathways. Advice and guidance for specific risk assessments can be accessed from trained social workers.

2.7.2 Senior management should also meet as soon as possible to discuss appropriate dissemination of information regarding the incident and any ongoing risks to the wider staff team. Information should be shared proportionately across the wider staff team reflecting the seriousness of the incident and a reminder of this policy.

2.8 Training

2.8.1 Establishments should ensure that training and support on de-escalation is provided for all staff in accordance with the De-escalation and Physical Intervention Policy.

2.9 Debriefing

2.9.1 Incidents where staff have been required to intervene with challenging and distressing behaviours is likely to have an emotional impact on the staff involved. Following such an incident the Head of Establishment should debrief with the member(s) of staff involved. The conversation should involve checking the well-being of the member of staff, talking through the incident using a no blame approach, and ensuring the incident has been accurately recorded. The affected member(s) of staff should be informed of support available to them through North Lanarkshire and their Professional Association.
2.9.2 Following any incident, as soon as is reasonable and practical and at an appropriate time, a member of staff who has a strong and trusted relationship with the child or young person should debrief with them. This may take place along with a parent/carer or other agency involved with the child or young person. The conversation should involve checking the well-being of the child and talking through the incident using a solution focused and no blame manner.

2.10 Rights and Responsibilities

2.10.1 Education and Care establishments will develop the understanding about the rights, responsibilities and consequences of carrying weapons. They will also work to build resilience and confidence in children and young people regarding the reporting of weapon possession. There are a range of programmes available to schools and care settings that support this education and development.

3. Equality and Diversity

3.1 Fairer Scotland
The Fairer Scotland Duty in intended to reduce the inequalities of outcomes caused by socio-economic disadvantage. Inequalities of outcome mean any measurable differences between those who have experienced social – economic disadvantage and the rest of the population.

3.2 Equality Impact Assessment
Since young people in areas of socio-economic disadvantage often experience multiple barriers to learning, this policy should be understood to be coherent with the Council’s approach to ensuring fairness and diversity.

4. Implications

4.1 Financial Impact
N/A

4.2 HR/Policy/Legislative Impact:
This policy takes account of legislative requirements and relevant Scottish Government guidance. A full programme of support will be in place to ensure effective implementation of the policy.

4.3 Environmental Impact
N/A

4.4 Risk Impact
N/A
5. Measures of success

5.1 It is of paramount importance that staff in each establishment are clear of the process for managing any incident that involves a knife or weapon in order to ensure the safety of all.

5.2 Staff, partners, parents, children and young people will work together to ensure a nurturing, respectful and safe learning environment.

Derek Brown
Executive Director, Education and Families
## Appendix 1 - Notification of Weapons in school form

<table>
<thead>
<tr>
<th>School:</th>
<th>Contact Person:</th>
<th>Designation:</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>Tel:</th>
<th>Email:</th>
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</table>

<table>
<thead>
<tr>
<th>Date of Incident:</th>
<th>Location:</th>
</tr>
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<td></td>
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</table>

### Pupil's Details

<table>
<thead>
<tr>
<th>Name:</th>
<th>D.O.B:</th>
<th>Year Group:</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Address:</th>
<th>CP register</th>
<th>Looked After</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

### Details of the incident

<table>
<thead>
<tr>
<th>How was the incident raised?</th>
<th>Was anyone injured in the incident?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupil self-disclosed</td>
<td>☐</td>
</tr>
<tr>
<td>Reported by another pupil</td>
<td>☐</td>
</tr>
<tr>
<td>Weapon seen by staff</td>
<td>☐</td>
</tr>
<tr>
<td>Active incident</td>
<td>☐</td>
</tr>
<tr>
<td>Other</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Pupil with weapon</td>
</tr>
<tr>
<td></td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Other pupil</td>
</tr>
<tr>
<td></td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Teaching staff</td>
</tr>
<tr>
<td></td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Other staff</td>
</tr>
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<td></td>
<td>Other</td>
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</table>

<table>
<thead>
<tr>
<th>Provide detail of other:</th>
<th>Provide detail of other:</th>
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</tbody>
</table>

Provide brief synopsis of the incident including information of those involved:

Provide details of those injured including the injuries sustained and treatment given/response:

What immediate action has been taken to safeguard pupils, staff and school users?

<table>
<thead>
<tr>
<th>How were Police Scotland informed?</th>
<th>Provide brief information regarding Police Scotland’s response:</th>
</tr>
</thead>
<tbody>
<tr>
<td>999</td>
<td></td>
</tr>
<tr>
<td>101</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Person completing this form:  
Designation:  
Date:
If a weapon is found or suspected

Is there an immediate threat of danger?

NO
Call 101

YES
Call 999

Notify parents/carers

Police Officer will search pupil and belongings

Weapon Found?

REPORT
Complete Notification of Weapon form – Appendix 1

RECORD
as a significant event using Pastoral Notes

RISK ASSESSMENT
is carried out

PLANNING
ensure a multiagency approach is in place

No Weapon Found?

RECORD
As appropriate
Executive Summary

Within North Lanarkshire there is currently a review of the Additional Support Needs sector which includes a Member Officer Working Group and the Improving Relationships Group taking strategic overview. There are different work streams focusing on policy design, the allocation of provision, curriculum design, recruitment, deployment and training for staff. These Groups are bringing forward recommendations for the final report which will be brought to committee in September 2019.

A part of this work is to refresh the Council’s policy and practice relating to the use of De-escalation and Physical Interventions to support children and young people with distressing and challenging behaviour.

This paper explores the issues involved and recommends an approach.

This will replace Management Circular C11 Physical Restraint which was specifically for school use in relation to physical restraint.

Recommendations

The Additional Support Needs Member Officer Working Group is asked to:

(i) Note the contents of the report
(ii) Approve this policy for adoption from August 2019 subject to ratification by the JCNT

Supporting Documents

Council business  Support all children to realise their full potential plan to 2020

Related Documents


Education (Additional Support for Learning) (Scotland) Act 2004 (as amended)
Getting it Right for Every Child
http://www.gov.scot/Topics/People/Young-People/gettingitright

Children and Young People (Scotland) Act 2014

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

Included Engaged and Involved Part 2 2017

Developing a positive whole-school ethos and culture – Relationships, Learning and Behaviour (2018)

No Safe Place
https://www.cypcs.org.uk/ufiles/No-Safe-Place.pdf
1. Background

1.1 Rationale

1.1.1 North Lanarkshire Council recognises its responsibility to keep everyone safe and also acknowledges that some children and young people can present distressing behaviours that may require those staff working with them to intervene to keep themselves and others safe from serious injury. An establishment’s approach to prompting positive relationships and behaviours should be welcoming and nurturing, ensuring that the safety and wellbeing of all members of the establishment is prioritised.

1.1.2 Staff are expected to work positively and confidently with children and young people, building relationships of trust and understanding. In responding to challenging behaviour it is important to remember that all behaviours are a form of communication. The foundation of good practice is understanding that child or young person’s needs, understanding the causes of their behaviour and finding solutions. Staff are always expected to find the least intrusive way possible to support, empower and keep children and young people and themselves safe.

1.1.3 This policy has been produced to assist heads of establishments and staff across Education and Families understand the legislative and policy context around de-escalation and physical intervention and support establishments to put policy into practice.

1.1.4 The policy takes account of all relevant and up to date legislation and national guidance including those relating to children rights (UNCRC) and will be supplemented with a practice guide, currently under development, for day to day use in all establishments by all relevant staff.

1.1.5 This policy replaces Management Circular C11 which was specifically for school use in relation to physical restraint.

1.2 Policy Context and Legislation

1.2.1 The Health and Safety at Work act 1974 requires every employer to ensure, so far is reasonably practicable, the health and safety and welfare at work of all employees and also the provision of information, instruction, training and supervision as is necessary to ensure, so far is reasonably practicable, the health and safety at work of all employees.

1.2.2 The Education (Scotland) Act 1980 recognises that there may be occasions when staff may have to use ‘such force as is reasonable’ to prevent a child or young person causing injury to themselves or others. Despite using preventative and de-escalation strategies, it is recognised that in certain exceptional situations children and young people may continue to exhibit distressed or challenging behaviour that will require physical intervention as a last resort to prevent injury or serious harm.

1.2.3 The Children (Scotland) Act 1995 places a duty on schools and local authorities to safeguard and promote the welfare of children.

1.2.4 The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended) defines additional support needs as when “the child or young person
is, or is likely to be, unable without the provision of additional support to benefit from school education provided or to be provided for the child or young person”.

1.2.5 Section 16 of the Standards in Scotland's Schools etc. (Scotland) Act 2000 provides that action taken to avert an immediate danger of personal injury to, or an immediate danger to the property of, any person (including the child or young person concerned) would not be considered as corporal punishment of the child or young person.

1.2.6 The Universal Declaration on Human Rights states that children and young people are entitled to special care and assistance. This concept is reiterated throughout the UN Rights of the Child. Article 37 states that children and young people have a right to be protected from cruel, inhuman or degrading treatment or punishment, and a right not to be deprived of their liberty unlawfully or arbitrarily. These conventions are further detailed in paragraph 2.2.

1.2.7 The refreshed guidance: Included, Engaged and Involved Part 2: Preventing and Managing School Exclusions referenced the use of physical intervention and seclusion in schools (2017). It states that:

“it is only acceptable to physically intervene where the member of staff reasonably believes that if they do not physically intervene, the child or young person's actions are likely to cause physical damage or harm to that pupil or to another person”.

1.3 National Drivers

1.3.1 In Scotland there has been a parent led campaign, gathering momentum and attracting support from professional organisations such as BILD (British Institute Of Learning Disability) and the Challenging Behaviour Foundation, calling for the Scottish Government to provide greater regulation of restraint and seclusion in Scottish Schools. This is an international issue: concerns have been raised in the rest of the U.K., Republic of Ireland, Australia, New Zealand, Canada and several states in America over the use of restraint and seclusion in schools for pupils with additional support needs/disabilities.

1.3.2 In Scotland physical restraint and seclusion practices are monitored and regulated by the Care Inspectorate in Local Authority care settings and in Residential Special Schools but are not subject to the same level of scrutiny in educational establishments.

1.3.3 The report from the Children and Young People’s Commissioner: “No Safe Place: Restraint and Seclusion in Scotland’s Schools” (2018) draws together findings with regards to the use of physical intervention and seclusion with children and young people across Scotland. This report found that the lack of clear National Guidance means that restrictive practices in Scotland’s schools are not properly regulated or monitored and focussed on Health and Safety. The Report provides 22 recommendations for Local Authorities and the Scottish Government. In response the Scottish Government, Education Scotland along with COSLA and ADES are currently working with all 32 Local Authorities to produce more robust National Guidance.
1.4 The Local Context

1.4.1 Within North Lanarkshire Council there are 13 Additional Support Needs Schools and 10 Language and Communication Support Centres (3 in Secondary Schools and 7 in Primary Schools) and 5 ASN Early learning and childcare establishments. Within these schools and early years establishments, there are children and young people who can display particularly distressing and challenging behaviours that may require adults to physical intervene to keep everyone safe.

1.4.2 Currently 9 schools have staff trained in the use of Physical Intervention. Six schools use a system called CALM (Crisis and Aggression Limitation and Management) and three use TCI (Therapeutic Crisis Management).

1.4.3 Within North Lanarkshire there are five residential children’s houses. Staff working in children’s residential care who are trained to use Physical Intervention use a system called PPB (Promoting Positive Behaviour). This system has been rolled out to adult services, foster carers and homeless services.

1.4.4 In relation to the mainstream sector there are 23 Secondary Schools and 120 Primary Schools, 16 Family Learning Centres and 73 Primary School Nursery Classes. Currently, there are no staff specifically trained in either CALM, TCI or PPB.

1.4.5 Currently there are no recommendations from the Scottish Government that identify the framework best suited to schools. Currently in North Lanarkshire, the decision is left up to individual schools.

2. Report

2.1 Context

2.1.1 Positive relationships and mutual respect between staff, children and young people are essential to an effective care and learning environment. A nurturing climate which focuses on children and young people’s entitlement to be safe, healthy, active, nurtured, achieving, respected, responsible and included is the foundation of North Lanarkshire’s approach to supporting children and young people to realise their full potential.

2.1.2 A range of asset based evidence informed supports are also offered to meet the needs of children and young people who, as a result of compromised emotional wellbeing, experience difficulty in settling to learn and participate in educational activities.

2.1.3 This framework supports the implementation of staged intervention and the Health and Wellbeing map for GIRFEC planning pathways.
2.1.4 Consistent implementation of these approaches should prevent the occurrence of behaviours which risk harm to the child, young person or others. However in very exceptional circumstances where safety is at immediate risk it may be necessary to physically intervene.

2.1.5 Physical intervention is a serious matter. The emotional and physical impact on the child or young person and the person implementing the intervention can be significant.

2.1.6 All schools and establishments will have their own relationships and behaviour policy which will set the scene for the culture and ethos for their establishment.

2.1.7 In North Lanarkshire children and young people will have their additional support needs supported and planned for across three levels: Universal, Additional and Intensive. Whilst it is accepted that distressing and challenging behaviours can present at any of these levels, it is acknowledged that children and young people requiring intensive support, to meet their needs, are both more likely to be educated and cared for outwith universal services and are at a higher risk of requiring physical intervention to keep them safe.

2.1.8 This will be particularly challenging for staff working in these settings, however, it is important to ensure that all staff, no matter the setting, have been equipped with the right support/training and feel confident in how to de-escalate difficult and distressing situations.

2.2 The European Convention and Human Rights (ECHR) and United Nation on the Convention of the Rights of the Child (UNCRC)

2.2.1 The European Convention on Human Rights sets out fundamental human rights and political freedoms and these have been incorporated into domestic law by the Human Rights Act 1998. U.K. law must be interpreted, so far as possible to do so, in a way that is compatible with the Human Rights Act. In the context of seclusion and physical intervention, the following rights are of particular relevance:

(1) Article 3 of the ECHR prohibits torture, inhuman and degrading treatment or punishment.
(2) Article 5 protects the rights to liberty and security.
(3) Article 8 concerns the right to respect for private life, including respect for physical integrity.

2.2.2 It is unlawful for any public authority to act incompatibly with ECHR rights (unless under a statutory duty to act in that way), and anyone whose rights have been violated can bring court proceedings against the public authority.

2.2.3 UN Convention on the Rights of the Child (UNCRC) is an international convention which is not incorporated into domestic law but the principles of which should be followed and include:

(1) Article 2: children have the rights the Convention lays out, and that no child should be discriminated against.
(2) Article 3: the best interests of a child should always be considered in all actions that concern them.
(3) Article 19: children should be protected from all forms of violence and injury.
(4) Article 23: children with disabilities should enjoy full lives in conditions that ensure their dignity.
(5) Article 29: a child’s education should allow them to develop their personality, talents and mental and physical abilities to their fullest potential.

2.3 Definitions and Clarity of Terminology

2.3.1 This policy aims to define de-escalation, physical intervention and seclusion and to clarify for staff the situations where physical intervention may be used. These may involve children and young people for whom risks have been assessed and for whom physical intervention strategies have been planned and agreed as well as those whose behaviour is unpredictable and unforeseeable.

2.3.2 In the absence of accepted international legal definitions we have based our definitions for Restraint and Seclusion on the Children and Young Peoples Commissioner for Scotland Investigations on Restraint and Seclusion. These definitions are based on a number of resources referenced in the above document and can be accessed using the following link https://www.cypcs.org.uk/ufiles/Terms-of-Reference-Restraint-and-Seclusion.pdf

2.3.3 De-escalation is the reduction of the intensity of a conflict or potentially violent situation. All staff working directly with children and young people in our schools and establishments should be aware of the early preventative and de-escalation approaches. Support for staff in using de-escalation strategies and creating a positive ethos and climate forms an integral part of the Policy and Practice Map for Health and Wellbeing.

2.3.4 Physical Intervention is a term used to cover the use of direct or indirect force, through bodily, physical or mechanical means, to limit another person’s movement. This definition can be further expanded to include:

1. Proximity: A physical presence using no contact such as standing beside or near a child or young person to negotiate with them but allowing them freedom to leave if they wish.
2. Touch Support: This includes minimum contact in order to lead, guide or usher a child or young person applied in a nurturing and secure manner which permits the child or young person some freedom and mobility.
3. Restraint: This includes any measure or technique which involves the child or young person being held firmly or guided away from the situation by one or two trained persons. Physical restraint must be based on the principle of least restriction for the shortest time necessary in order to keep the child or young person safe.

2.3.5 Physical restraint of any kind must always be seen as the last resort.

2.3.6 Seclusion must not be confused with ‘time out’. Time out is defined as ‘a behavioural intervention of short duration in which undesired behaviours are eliminated by not being reinforced.’ Seclusion in contrast is ‘the restriction of a person’s freedom of association without his or her consent by shutting him or her alone in a room or other area where they are prevented from leaving.’ According to the Mental Welfare Commission for Scotland, seclusion ‘can only be justified on the basis of clearly identified and significant risk of serious harm that cannot be managed by any other means.’
2.3.7 The degree of physical intervention used must be proportionate to the circumstances of the incident. Any physical intervention should always be the minimum needed to achieve the desired result and depend on the age, understanding of the child or young person.

2.3.8 The law forbids anyone to use any degree of physical intervention which is deliberately intended to punish a child or young person or which is primarily intended to cause harm or humiliation. Only in circumstances where a member of staff reasonably believes that there is an immediate risk of harm to the child, young person or others should physical intervention be considered.

2.3.9 The threat of or the damage to property is not a reason for staff to use physical intervention(s). The only circumstance that may be considered as a justification for physical intervention with regard to damage to property would be where the damage could result in harm or injury to a child, young person or a member of staff or endanger lives.

2.4 Planning for Children and Young People

2.4.1 All children and young people will require support at some time to support their wellbeing and development. By implementing a staged intervention approach we can ensure that children and young people receive the help they need when they need it. The staged intervention processes for identifying, assessing, planning and monitoring in respect of additional support must be an integral part of care and education.

2.4.2 The child or young person’s plan should be used to target specific areas within Health and Wellbeing.

2.4.3 Where a child or young person for whom it has been assessed is at high risk of causing serious injury to themselves or others, consideration of interventions and strategies to minimise these risks should be identified and captured within the child or young person’s plan alongside a risk assessment. On the occasions that the assessment process has identified that to prevent the risk of harm physical intervention strategies may be necessary. It is paramount that the circumstances that give rise and the strategies for managing the risks should be outlined in the planning process.

2.4.4 The risk assessment and subsequent plans should involve staff, parents or carers and the child or young person and where appropriate partner agencies. The plan and risk assessment should outline the circumstances and factors that may give rise to the potential need to use of physical intervention, the methods which are known or likely to be effective and other arrangements for its use.

2.4.5 It is important to determine whether there are any medical conditions which might place the child or young person at risk, should particular techniques or methods of physical intervention be used. If so, this must be drawn to the attention of those working with or looking after the child or young person and it must be stated in the child or young person’s plan. If in doubt, medical advice must be sought.

2.4.6 Where a child or young person has not been identified as at high risk of causing harm but an unforeseen circumstance arises, the absence or existence of a plan or a risk assessment should not prevent staff/carers from intervening within the framework of this policy to ensure the safety of others.
2.4.7 This is supported by the following professional bodies;

(1) The General Teaching Council Standards for Registration:

Section 3.2.2 - Develop positive relationships and positive behaviour strategies, which expects that teachers are “able to recognise when a learner’s behaviour may signify distress requiring the need for further support, and take appropriate action”.

(2) Scottish Social Service Council code of Practice for Social Services Workers:

Section 1.4 - Respect and maintain the dignity and privacy of people who use services

Section 4.3 - Take necessary steps to reduce the risks of people who use services harming themselves or other people

2.5 **Using Physical Restraint Techniques**

2.5.1 The need for the use of physical restraint techniques as opposed to ‘Proximity’ and ‘Positive Touching’ as outlined in para 2.3.4 as a form of physical intervention will only be required in very exceptional circumstances.

2.5.2 Staff should only use physical restraint techniques if they have undertaken approved training which in North Lanarkshire currently includes:

(1) P.P.B (Promoting Positive Behaviour).
(2) C.A.L.M (Crisis Aggression Limitation and Management).
(3) T.C.I (Therapeutic Crisis Intervention).

2.5.3 In an unforeseen circumstance, and in a situation where a child or young person is at significant risk of injury or harm, there may be occasion when an untrained staff member may need to intervene physically. Such situations might include: preventing unpredicted physical behaviours towards self and others.

2.5.4 In all situations, the physical restraint of a child or young person must not:

(1) Impede the process of breathing;
(2) Intentionally inflict pain or injury or threaten to do so;
(3) Affect vulnerable parts of the body;
(4) Extend the joints beyond the normal limits or range of motion (hyperextension or hyperflexion), and pressure on or across the joints.

2.5.5 It is expected that compliance with the terms of this policy should provide a measure of protection for staff, who in exercising their duty of care towards others, have had to resort to using reasonable force in physical restraint to prevent significant harm. Staff however, should understand that in making the decision to deploy restraint, the decision to do so, and the particular approach deployed may be subject to challenge through legal process, an employer’s disciplinary procedure and GTC(S) disciplinary investigation. Unreasonable or excessive use of force during any physical intervention may result in criminal proceedings or civil proceeding for damages.
2.6 Seclusion

2.6.1 Seclusion as a punishment is not acceptable as it contravenes both the ECHR and UNCRC and is therefore prohibited in all establishments as a means of punishment. Very occasionally seclusion may have to be used as a last resort when all other alternatives have been exhausted and it is the safest measure to manage the situation. This should be clearly evidenced with the pupil’s plan. Seclusion should be used for the shortest time possible and all incidents should be appropriately.

2.7 Withdrawal

2.7.1 A child or young person may find that time on their own or withdrawal from a situation acts as a positive intervention at times of distress, such interventions should form an integral part of the planning for the child or young person. The child/young people and their parents/carers should know where the safe place is and how to access it.

2.7.2 Withdrawal involves allowing, assisting or guiding a child or young person to move away from a situation which they are finding distressing to a safer quieter or more comfortable space where they have the time and space to regulate their emotions or behaviours. Withdrawal may be used for a child or young person who has requested time out of their environment whilst in a high state of anxiety or whose presenting behaviours are of a high level of physical threat or danger to themselves or others.

2.7.3 Withdrawal should only be used when other less intrusive strategies within the child or young person’s plan have been attempted and the behaviour continues to escalate and there becomes a serious threat of imminent injury.

2.8 Reporting Incidents

2.8.1 All incidents involving physical restraint must be recorded by the following means

(1) Schools – incidents will be recorded on the same day on CIRIS (under development)

(2) Registered Care Settings – incidents will be recorded on the same day on CIRIS and reported to the Care Inspectorate (as appropriate) in line with the Care Inspectorate notification processes.

2.8.2 Each month the findings will be analysed and monitored by senior officers in Education and Families.

2.8.3 Establishments must ensure that parents / carers are informed of the incident on the same day, where appropriate and where it is reasonably practicable to do so.

2.9 Debriefing

2.9.1 Incidents where staff have been required to intervene with challenging and distressing behaviours is likely to have an emotional impact on the staff involved. Following such an incident the Head of Establishment should debrief with the member(s) of staff involved. The conversation should involve checking the well-being of the member of staff, talking through the incident and ensuring the incident has been accurately recorded, as appropriate. The affected member(s)
of staff should be informed of support available to them through North Lanarkshire and their Professional Association.

2.9.2 Following any incident, and at an appropriate time, a member of staff who has a strong and trusted relationship with the child or young person should debrief with them. This may include the parent / carer or other agency involved with the child or young person. The conversation should involve checking the well-being of the child and talking through the incident using a solution focused approach.

2.10 Future Practice and Training Requirements

2.10.1 Historically schools in North Lanarkshire have used CALM (Crisis Aggression Limitation and Management) and TCI (Therapeutic Crisis Intervention) systems for de-escalation and Physical Intervention. Children and Residential care settings adopted PPB (Promoting Positive Behaviour).

2.10.2 Following consultation with key stakeholders and analysis of the three approaches the recommendation is that PPB is phased in as a single response to managing challenging and distressing behaviours in all children and families settings.

2.10.3 The existing training programme for residential care staff will form the basis of an Education and Families implementation plan which will include:-

(1) A minimum of 4 NLC Staff Trainers (4 day training)
(2) Universal Training: for staff in mainstream schools (2 day training on de-escalation)
(3) High Intensity support staff: Targeted teachers and Additional Support Needs Assistants in Additional Support Needs schools (3.5 day training)

3. Equality and Diversity

3.1 Fairer Scotland
The Fairer Scotland Duty in intended to reduce the inequalities of outcomes caused by socio-economic disadvantage. Inequalities of outcome mean any measurable differences between those who have experienced social – economic disadvantage and the rest of the population.

3.2 Equality Impact Assessment
Since young people in areas of socio-economic disadvantage often experience multiple barriers to learning, this policy should be understood to be coherent with the Council’s approach to ensuring fairness and diversity.

4. Implications

4.1 Financial Impact
Training costs are being explored.

4.2 HR/Policy/Legislative Impact
This policy takes account of legislative requirements and relevant Scottish Government guidance. A full programme of support will be in place to ensure effective implementation of the policy.
4.3 Environmental Impact
N/A

4.4 Risk Impact
Risk assessment is built into the recommended framework.

5. Measures of success

5.1 Staff feel trained and confident in the management of children and young people displaying distressed behaviours.

5.2 Staff are supported and as a result stress related absences are reduced.

5.3 Incidents of child and young people safety have improved outcomes

Derek Brown
Executive Director, Executive Director
Executive Summary

This report documents the progress of the Allocation workstream which is part of the wider Additional Support Needs Review. It outlines ideas to enhance our Getting it Right for Every Child (GIRFEC) systems. The approach defines the universal, additional and intensive offering and explores how the systems around the child, around the school / locality, as well as at the strategic level might operate in North Lanarkshire.

Recommendations

It is recommended that the Additional Support Needs Member/Officer Review Group:

(1) Notes the progress of the Allocation workstream.

(2) Provides officers with feedback on progress to this point.

The Plan for North Lanarkshire

Priority  Support all children and young people to realise their full potential

Ambition statement (9) Invest in early interventions, positive transitions, and preventative approaches to improve outcomes for children and young people

1. Background

1.1 The Origins of the Allocation Workstream

1.1.1 The Member Officer Working Group was established by North Lanarkshire Council in November 2018 to review the approach taken to meeting the needs of young people.
1.1.2 The group was initially created to review the practice of physical intervention in North Lanarkshire. The use of approaches deployed in the past had led to a level of scrutiny and some press attention.

1.1.3 However, it quickly became apparent to the working group that a wider examination of the systems and approaches used to support children with additional support needs was required. The Allocation workstream formed part of the work undertaken by the Improving Relationships Group.

1.1.4 The allocation workstream was tasked to consider the current processes for allocation of resources to meet need across mainstream and specialist provisions. It explored current issues faced in ensuring that the statutory presumption of mainstream worked effectively.

1.1.5 The Allocation workstream comprised of a range of stakeholders ie. Heads of Establishment from the Early Years, Primary and Secondary sector, Social Work Manager, Depute Principal Psychologist, Additional Support Manager, Assistant Principal Officer, Interventions and Inclusion and Principal Psychologist.

2. Report

2.1 The Meetings of the Group

The Improving Relationships Group and the allocation workstream has met on an ongoing basis. The Improving Relationships Group met 8 times between January and June 2019. In addition to this the Allocations workstream met on 5 occasions (14.2.19, 5.3.19, 13.3.19, 26.3.19, 23.4.19).

2.2 What the Group Reviewed

- The current allocation of resources to meet need
- The planned development of an Implementation Plan for Revised GIRFEC Systems to support young people with additional needs in line with the Education (Additional Support for Learning) (Scotland) Act 2004.

2.3 Evidence gathered during the review on the ASN picture in North Lanarkshire

2.3.1 The Allocation workstream reports to the Improving Relationships group and to the Member Officer Working Group. The Improving Relationships Group was established in February 2019 to be the main focal point for consultation with stakeholders. It served as a reference group for developing ideas.

2.3.2 Wider consultation was also sought with Trade Union colleagues, the Educational Psychology Service and all Heads of Establishment. View gathered through consultation with parents as part of the wider ASN review were also considered.
2.4 The evolution of a revised strategic approach to Getting it Right for Every Child

2.4.1 The initial GIRFEC Pathways/Allocation workstream paper was presented to the Member Officer Woking Group on the 11.2.19. It was amended following feedback from Elected Members (Appendix 1).

2.4.2 This paper proposes a model which strengthens the offer of support for children and young people at the universal level within Education and Families. There is a clear focus on the need for early intervention and prevention to drive future service provision.

2.4.3 At the Universal level this model places greater emphasis on improving classroom practice, pupil ownership of learning, more flexible and relevant curricular pathways and strengthened working between Social Work, establishments and wider partners.

2.4.4 In order to provide for children and young people within their community, and, where possible within their own families, the proposal is that the provision of resources will be largely devolved to the area level. This will allow for local decision making in line with the Headteacher Empowerment agenda.

2.4.5 A re-fresh of our GIRFEC approaches will provide one vehicle to enable Universal, Additional and Intensive Offers to be more effectively executed.

2.5 The evolution of a revised strategic approach to Getting it Right for Every Child

2.5.1 The work of the GIRFEC Pathways/Allocation workstream was one contributor in the development of a revised GIRFEC system presented to the Member Officer Working group on 15.4.19 by Derek Brown, Executive Director.

2.5.2 The approach further clarifies the universal, additional and intensive offering and also what happens around the child, around the school / locality, as well as at the strategic level in North Lanarkshire.

2.5.3 Approval of the draft form of this model has been given by the formal Joint Negotiating Committee for Teachers.

2.6 The Improving Relationships Group has also established an Implementation Plan incorporating the work of the allocation workstream,

2.6.1 This plan details how improvements in ASNs will be undertaken through a refresh of vision and policies, a strengthening of pathways and the systems at universal, additional and intensive level that support children. Workforce development and the future ASN estate is also considered.
3. **Equality and Diversity**

3.1 **Fairer Scotland Duty**

Through implementing improved arrangements for meeting the needs of young people with additional support needs, North Lanarkshire Council is meeting a duty to ensure improved outcomes for the most vulnerable, who often face multiple barriers to success, including poverty.

3.2 **Equality Impact Assessment**

An EqIA will be provided to accompany the finalised implementation plan.

4. **Implications**

4.1 **Financial Impact**

Financial impact will be managed in relation to implementation planning.

4.2 **HR/Policy/Legislative Impact**

There will require to be full consideration of HR and policy impacts in future versions of the implementation plan.

4.3 **Environmental Impact**

There is no environmental impact.

4.4 **Risk Impact**

Risks will be managed as part of the implementation planning process.

5. **Measures of success**

5.1 The anticipated outcomes from this work include improved wellbeing, attainment and positive destinations for young people with ASN.

6. **Supporting documents**

- Appendix 1: GIRFEC Pathways/Allocation Workstream

Derek Brown
Executive Director, Education and Families
GIRFEC PATHWAYS / ALLOCATION
WORKSTREAM

Proposed model for discussion March/April 2019

Key principles: - (taken from the We Aspire Committee Paper)

- The presumption of mainstream
- A focus on early intervention and prevention to drive future service provision.
- Providing for young people within their communities and, where possible within their own families.
- An increased focus on improving levels of empowerment placed upon on teachers and head teachers, including financial management and governance.
- Greater emphasis on improving classroom practice, pupil ownership of learning and more flexible and relevant curricular pathways.
- Strengthened pathways and packages of learning and support at the universal, additional and intensive level.
- Decisions based on robust self-evaluation at all levels
Universal support/role of named person service e.g.
This is core business NIF/CfE, excellent agenda, self-evaluation, school improvement
- High quality learning and teaching; personalisation, differentiation and adjustments — pedagogy team, NIF Attainment
- Nurturing and GIRFEC principles embedded and applied - NIF H&W
- On-going dialogue with Child and Young Person – co-creation

Support around the child - Framework to support assessment and planning for children and young people who require more support
- Gather children and young people’s views e.g. What I Think Tool/GIRFEC APP/Wellbeing Wheel
- Assessment/analysis of need/ individualise planning e.g. Wellbeing assessment (part I)(II); Pastoral notes/chronology Getting it Right for Me Plan (I) (II)

More flexible in-school support and requests for assistance e.g.
- Additional in-school support – (discussion required as to how this can be strengthened/ how effective practice can be shared)
- Flexible curricular pathway
- Strengthened Health and Wellbeing Resource Team (HART) with multi-agency buy in – re-visit in GIRFEC re-fresh
- Look again at Early Years MAST – under review through CPC
- Request for assistance – to partner agencies (team around the child) – strengthen existing mechanisms
- Consultancy (e.g. Educational Psychology, Additional Support Managers, Social Work) – existing mechanism but extend to SW?
- Staff development – linked to the policies. Could also take place through, for example, Learning Walks (visits to other provisions), Peer modelling (within/out with school)

If additional support for a child/young person is required, despite evidence of sustained actions taken at the universal level, the school can seek support at an area level.

Key principles – devolving central resources to localities/clusters

Support around the child meeting (area)

This meeting is comprised of the Education Officer / Heads of Establishments, Additional Support Managers, Psychological Service, Central staff, Social Work (health?)

Accessed via request for assistance/presentations for:
- Enhanced staffing (Support for Learning teams)
- Additional Support Needs Assistant allocation
- Bespoke package / flexible support (will need to be developed)
- Wrap Around service (Social Work)
- In-reach/outreach between mainstream and specialist sector – SDS support (refer to SDS framework) Resources (£)
- Partnership support
- Resources
- 3rd sector support(s)

Additional planning framework maybe required for some C &YP
- Getting it right for me Plan (multiagency) – can be universal?
- Coordinated Support Plan - can be universal
- Clear role of Lead professional
**Measures and planning for children and young people requiring highest levels of support. Including C&YP who are looked after, at risk of becoming looked after and on the child protection register.**

*Ongoing multiagency planning and assessment required: Child’s Plan*

**Allocation panel alternative NLC provision (AREA MODEL)**

Allocation will be locality led (based on the premise that provision will be equally distributed across the Authority). Panel representation will be the same as the support around the child meeting. The named person will present case at meeting.

**Model of provisions: - see current work J. Pollock undertaking**

- Learning Hubs/satellite? (interagency model: a provision that is led by a mixture of education, social work and health staff) ASN review.
- 7 day Centre
- Skills Academy
- Pre Activity Agreement
- SEBN model within areas (flexible, part time)
- ASN model within areas (flexible, part time)

**For children and young people who may require education provision out with the local authority (only in very exceptional circumstances)**

**Scrutiny Group (purchased day placements)**
- Panel joint education/social work
- Access via paperwork and presentation from named person/lead profession and other profession e.g. Educational Psychologist

**Joint Consultative Group (residential placement exceptional situations)**
- Panel joint education/social work
- Access via paperwork and presentation named person/lead profession/education psychologist

Allocation sub-group - draft paper for discussion on 26.3.19 IRG/Amended following Member Officer Working Group 15.4.19
Necessary Conditions and Risks

Universal

The universal offer will require to be strengthen and available consistently across all areas. Points raised by the group for consideration:

- Appropriate learning opportunities including flexible curricular pathways
- Refresh of GIRFEC, following consultation, focusing on planning processes, staged intervention, the role of the Named Person and Lead Professional. This should include a focus on multi-agency training.
- Exploration of ways to support the named person role and refresh of this role (see transforming Pathways Research). Possible streaming of the planning format e.g. merge single agency assessments I and II (wellbeing indicators and my world triangle)
- Effective (and in some cases earlier) multi-agency support to prevent difficulties escalating e.g. team around the child, HART meetings
- Exploration of effective in-school support. Sharing of effective practice across areas and the Council
- A relational approach underpinned by core values

Additional

Support around the child meeting (area) needs to be developed and implemented. Perhaps as a demonstration project? Could this link with the Transforming Pathways work?

Areas for possible development:

- Development and wider availability of bespoke package / flexible support
- Discussions with service managers to maintain/negotiate partnership support
- Streamlining of 3rd sector support(s) – this will be helped by procurement framework
- In-reach/outreach between mainstream and specialist sector
- Consideration of how SDS support (refer to SDS framework) could link with this model
- Consideration of how the Social Work Wrap Around service could integrate with this model
- Allocation of Additional Support Needs Assistant at an area level
- Yearly review of ASNA staff in each establishment

Intensive

Current allocation models for NLC Specialist provisions is co-ordinated centrally. A shift to an area based model will require a carefully managed process. The equal distribution of provision/support across areas may have to be considered – also discussion/clarity around the type of provision (see earlier section) is needed e.g. satellite, hubs, stand-alone provision. Greater understanding of the ‘offers’ provided by enhanced provisions may be required. Allocation paperwork will need to change to reflect the shifting context. Also should there be stronger joint primary/secondary decision making when P.7 pupils are being considered for a specialist placement?

Scrubini panel – involvement of Social Work in this panel, greater involvement of named person. Many points noted above also apply.
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**Network Support Teachers FTE**  
56.5
Notes from Meetings: Elected Members with Parents, Head Teachers, External Agencies
August 2019

Parents:
- ASN School buildings are aging
- Parents are confused with the Presumption of Mainstreaming
- There need to be more specialised facilities in local areas to avoid long journeys for children
- Some staff do not seem to comprehend the issues children have
- There needs to be continues funding for ASN provision

Head Teachers
- We are meeting children’s needs as far as possible given constraints:
  - There is limited availability of Educational Psychologists
  - There is systemic failure between school as CAMHS
  - The quality of staff training is more important than the number of staff
  - Procurement limits can restrict purchasing what is required
  - The assessment period is lengthy
  - New buildings designs needs input from Head Teachers

External Agencies
- Demand outstrips supply; Speech and Language Therapists have drop in clinics to address demand
- There is a significant increase in children and young people with complex needs
- Contact with schools in inconsistent
- The school buildings do not always have adequate space
- Unrealistic expectations from parents particularly when parenting skills are required but parents are unwilling to take responsibility
- Too often matters could be dealt with by the professionals involved but are quickly escalated to MSPs and formal complaints.
Comments from Trade Unions meeting with Elected Members
June 2019

- SEBN is a very challenging role but is immensely satisfying
- NLC has been innovative in many other areas of education so should be able be so in the ASN sector
- Staff are dedicated, but the issues affecting them is a national problem.
- ASN provision should not be budget driven, but rather the budget should be determined after the level of provision is identified
- Parents need to be empowered to take action on behalf of their own child
- Future new builds should have input from teaching staff on an appropriate working group
1 Strongly agree   -   5 Strongly disagree

1. The Allocation process was straightforward and kept us informed
   - 1. 57%
   - 2. 12%
   - 3. 7%
   - 4. 5%
   - 5. 11%
   - 6. 8% - didn’t respond

2. We are kept informed of our children’s progress and contribute to planning and target setting
   - 1. 65%
   - 2. 14%
   - 3. 9%
   - 4. 6%
   - 5. 5%
   - 6. 1% - didn’t respond

3. Our children’s needs are met in the school
   - 1. 60%
   - 2. 12%
   - 3. 10%
   - 4. 6%
   - 5. 11%
   - 6. 1% - didn’t respond

4. We are completely satisfied with the day to day running of our children’s school
   - 1. 64%
   - 2. 9%
   - 3. 10%
   - 4. 7%
   - 5. 9%
   - 6. 1% - didn’t respond

5. Our Children follow a suitable curriculum that meets their needs
   - 1. 49%
   - 2. 11%
   - 3. 5%
   - 4. 6%
   - 5. 6%
   - 6. 23% - didn’t respond
6. Or children have opportunities to take part in wider achievement activities such as clubs after school
   1. 48%
   2. 6%
   3. 13%
   4. 12%
   5. 12%
   6. 9% - didn’t respond

7. Or children are transported safely to and from school each day
   1. 75%
   2. 4%
   3. 1%
   4. 3%
   5. 12%
   6. 5% - didn’t respond

8. The school building and resources are of high quality
   1. 55%
   2. 12%
   3. 10%
   4. 6%
   5. 10%
   6. 7% - didn’t respond

9. We have the opportunity to contribute to school improvement planning
   1. 48%
   2. 15%
   3. 12%
   4. 6%
   5. 8%
   6. 11% - didn’t respond

10. Any other comments
Key Findings and Recommendations of the Review

Improving Practice in Managing Additional Support Needs

A series of recommendations has been built up through the engagement activities of the Member Officer Group. This includes discussion with senior officers, reflection on the progress made by the Improving Relationships Group and direct engagement with staff and stakeholders, as well as visits to establishments to see ASN practice in action. The recommendations reflect the issues arising from the feedback from parents, as well as from the Realigning Children’s Services survey of pupils in 2017.

From this comprehensive process, a number of issues were highlighted pertaining to improving practice in meeting the additional support needs of pupils. These are all predicated on a wider approach to strengthening our GIRFEC systems as described in Appendix 7. These systems promote more effective Support Around the Child and Support Around the School and Community Cluster. These practice improvements are highlighted below in a series of recommendations:

1. Upgrading Key Policies

Through the review a review key policies was undertaken. As a result a recommendation was developed and actioned (with the support of the Member Officer Working Group) that a number of key policies have been updated to reflect these requirements. These policies have been agreed formally with trade unions as part of the normal negotiating machinery. These polices pertain to ASN to a greater or lesser extent. However, taken together, they provide a suite of documents which clarify expectations for staff and promote effective practice. This will be done within a clearly established timetable.

**Recommendation One:** Key policies should be updated to reflect currently legislation and national guidance, as well as to enable more effective practice and to provide a context for training and development activities.

2. Communicating Expectations

The review found that there were issues relating to how stakeholders perceived the effectiveness of current ASN provision. Teachers raised issues about the effectiveness of arrangements to strengthen mainstream provision. Single status staff raised issues regarding how effectively they were routinely included in planning for the needs of individual children and how their training requirements were met. A number of parents were concerned about how effectively the needs of their children were met.

Therefore, a more coordinated communications strategy for ASN is required going forward, both to support raising awareness, promoting self-evaluation towards improvement and embedding new practices. Involving our trade unions in collegiate activity to support future planning remains a priority. This will be facilitated through the Improving Relationships Group and, where required, through the formal negotiating machinery of the JNCT and JCC.

**Recommendation Two:** There will be a coordinated Communications Plan for ASN to reflect the importance of building the status of the sector and recruiting high quality staff to meet the needs of pupils. The plan will also seek to address the concerns of parents and pupils going forward.
3. Oversight of Improvement

There was a clear sense from ASN Head Teachers that they had become disconnected from the mainstream through the approach taken to managing improvement. This is a cultural factor that mitigates against the kinds of child centred planning and collaborative approaches that the Review has prioritised.

Therefore, ASN Head Teachers and ASN schools will be routinely factored in to the normal processes of improvement that pertain across the Directorate. This will ensure that outcomes of young people in the sector are rigorously scrutinised and that ASN heads and their senior teams benefit from the same levels of support that their peers in the mainstream sector receive.

Recommendation Three: ASN Head Teachers, Teachers and Support Staff should be systematically included in the programme of head teacher engagement, school improvement and cluster planning.

4. Strengthening the GIRFEC Pathway

The review highlighted the importance of ensuring that the needs of young people were properly identified and rigorously assessed. There was testimony from health colleagues in the review process that enabled members to be reassured of the nature of the role of assessment in establishing the way in which needs should be met.

The role of diagnosis in this process was carefully considered, with a clear appreciation emerging of the importance of ensuring that young people’s needs should be met based on the collective judgements of practitioners, working in collaboration with parents, and where possible young people, to ensure that appropriate adjustments were made for learners.

It was also understood by the review that medical diagnosis was an iterative process in the case of very young children and that it was not always the case that diagnosis (and labelling) was always something that was of benefit to young people. The most important thing was found to be the appreciation by staff of young people as individuals and the attentiveness of practitioners to both their own professional learning and to the emerging needs of young people.

This is especially true when dealing with complex issues such as the diagnosis of such things as Autistic Spectrum Disorders and neuro-developmental pathways in health.

The GIRFEC pathway, which has been reviewed and strengthened as part of the review process is the recipe for success for young people and the staff who support them. It enables a clear set of mechanisms to be put in place to ensure that needs are identified, planned for by practitioners from different specialisms and met effectively through planned interventions.

Recommendation Four: The practice in how children’s additional support needs are assessed, planned for and met should be strengthened by a revised and simplified GIRFEC Pathway for all practitioners.

Empowering Staff to Meet Needs Effectively

A number of recommendations are made in this section regarding developments which can more effectively empower staff in future to provide more effective support for young people.
This is part of our work to strengthen GIRFEC (Getting it Right for Every Child) systems. GIRFEC is subject to various national guidance and has been the predominant approach to managing support for young people in Scotland for almost fifteen years. It should also be noted that the Empowerment agenda is a national priority and focuses on enabling teachers and head teachers to ‘Promote Excellence and Equity in Scottish Education.’ The purpose of these recommendations is to shift the balance of power towards local decision making and give ownership of systems to practitioners.

5. Health and Wellbeing Policy and Practice Map

In response to the fact that there were outdated policies being refreshed and a number of practices in promoting the health and wellbeing of children and young people being promulgated in North Lanarkshire, a single map has been produced to show how all of these policies and practices are integrated within a single system. Appendix 17 shows this in detail.

This map has been created by the Improving Relationships Task Group and allows us to see how particular interventions can be delivered as part of the overall planning contained in the map (Nurture, Building Resilience, De-escalation, etc.)

The map draws on the Universal, Additional and Intensive taxonomy underpinning Directorate planning. It also shows the inter-relation of policy and practice. It is recommended that this Health and Wellbeing map be adopted throughout the Directorate. It is noted that the mental health and wellbeing of staff and pupils is part of this work.

**Recommendation Five: The Health and Wellbeing Map of Integrated Policy and Practice will be implemented across North Lanarkshire Education and Families and used as a basis of engagement with wider partners. This includes a clear GIRFEC wellbeing pathway.**

6. Self-Evaluation by Practitioners

To roll out the Health and Wellbeing map an approach to change management is required. This should be based on rigorous self-evaluation by staff and by schools as a whole. It is recommended that once a process of awareness raising has been undertaken, staff should be encouraged to engage deeply with the issues involved in the Health and Wellbeing Policy and Practice Map.

A suite of challenge questions based on the national improvement toolkit HGIOS4 (How Good is Our School 4?) has been built to allow this process to be effective. Normal practice would see staff in schools, supported by Educational Psychologists, evaluating current practice and establishing priorities for improvement.

This will allow decisions to be taken about the capacity required to train staff in particular aspects of practice. It will encourage self-reflection by practitioners, based on the national toolkit for self-evaluation.

Importantly, there is also a clear direction to learn lessons from the review process of the importance of providing a well organised curriculum, which addresses young people’s current educational needs and their future economic opportunities. Best practice in this area, identified by the review will be shared and self-evaluation by teachers, working closely with key partners, will enable more effective curriculum making practice.
Recommendation Six: A self-evaluation toolkit will be implemented from January 2020 to ensure that staff at all levels engage in reflection regarding priorities relating to meeting the additional support needs of pupils. This will extend to ensuring the wellbeing of young people is attended to, as well as to provide an appropriate curriculum.

7. Training and Development
An implementation plan has been established to ensure that new practice is embedded fully across the Directorate. This has been designed to meet the requirements of both teaching and single status staff. This plan has emerged from the natural process of self-evaluation by schools and should ensure that Health and Wellbeing practice should be prioritised in future rounds of school improvement planning.

The most important thing about this plan is that it is a ‘bottom-up’ approach. It is not a case of centrally deployed officers determining what needs to happen to improve the system. Rather, it is an example of a plan being built up from the needs of establishments, based on them reviewing what they require.

The plan is designed in this way to allow greater flexibility for practitioners and a greater potential for plans to be responsive to practitioner need and more effective as a result.

Recommendation Seven: A programme of training and development will be established and delivered throughout the course of January 2020 – August 2021 and beyond with formal evaluation and linked redevelopment.

8. Strengthen Partnership Working
The review highlighted the importance of ensuring that effective partnership working is in place. There were issues raised by practitioners regarding how collectively professionals might improve their joint work on behalf of individuals. Members heard examples from parents of situations in which improvements in partnership working might enable individuals to achieve more highly.

Partnership is based on building multi-disciplinary teams of practitioners with complimentary specialisms. It should also be based on the GIRFEC pathway, which has been refreshed with the express purpose of supporting more effective partnership working with opportunities to engage with one another to support more effective support for young people.

Recommendation Eight: Partnership working will be strengthened in a revised Support Around the School model, which will enable greater empowerment of staff to meet the needs of young people and enable a greater connection between needs and the partnership response to them. A more holistic approach to supporting families will underpin this.

Management of Resources in Future
The review has raised some questions about current practices in allocating resources to meet needs, the approaches we adopt to providing support and to the management of current systems (and the extent to which they contribute to the achievement of ‘best value’ solutions).
A number of specific suggestions for improvement have emerged from the Improving Relationships Group and have been tested in discussion with the Member Officer group as well.

These recommendations are based on the principles the new Directorate has agreed to govern itself by and chime with the priorities of the Improving Children’s Services Plan, which in turn draws from the lessons learned from the Christie Commission. For instance, the move to prevention, early intervention and multi-agency collaboration, as well as person centred solutions. These recommendations are listed in detail below:

9. Strengthening Mainstream: Improving Local Provision

There is a recommendation that a clear direction of travel be described for future systems. This is about local empowerment and the devolution of resource to schools and clusters. Empowering head teachers by giving them responsibility for greater community allocation of available resource will encourage a more holistic, partnership view and community leadership by head teachers. It fits with the national drive to devolve controls to teachers and Head Teachers.

There will require to be clearly agreed frameworks to oversee such work. The creation of Cluster ASN hubs across North Lanarkshire is a clear way forward, which should, in time see fewer young people having to travel beyond their communities for appropriate support. This expectation will be matched by mechanisms to devolve controls of key staff to schools within such ASN hubs, creating a system more responsive to need.

It is anticipated that pilot activity will be brought forward in a number of school/clusters in session 2019 – 2020 so as to progress this work. This is to allow models to be developed that will help to ascertain the most effective way to devolve resources.

**Recommendation Nine:** Cluster based ASN hubs will be created under the control of head teachers (who are mutually accountable to one another) with staffing and financial resources aligned to them as part of a managed process that is contiguous with future budget setting processes and aligned to available resources.

10. Improving Allocations Processes

Improving allocations processes is about rendering more effective local decision making as regards what children need and shifting the emphasis from large centralised systems, which are demand led in name only, but which can create anomalous provision of resource and injustices.

The newly formed GIFREC wellbeing pathway will create a more robust staged model of intervention within North Lanarkshire (see recommendation 4). Staff development opportunities will be provided through the GIRFEC re-fresh programme. This work will contribute to the strengthening of mainstream provisions and will ensure that the process of allocating children to specialist provisions is better able to prioritise the most vulnerable.

As part of this system, there will require to be a contingency fund kept centrally to help manage situations where emergencies arise: this might be where young people with complex needs enter the local authority, or where individuals experience traumatic events, or have significant medical issues which were unanticipated. In such cases the contingency might be accessed by Head Teachers.
Recommendation Ten: There will be a clear, formula driven allocations process, which provides a cache of resource to be deployed locally. Implementation of the new GIRFEC wellbeing pathway will ensure that the allocation of resources and placements are directed towards the most vulnerable children and young people.

11. The Future ASN Estate

It is recommended that the future ASN estate will be mapped into the Community Hubs of the future. As an interim measure, increasingly steps will be taken to move ASN provision closer to mainstream schools. An early indicator of this is the placement of Willowbank within St Margaret’s in Airdrie. More integrated campus leadership models in future will enable ASN heads to have greater purchase on mainstream practice and for practitioners to share experience.

It will also be important to develop relationships between schools and Social Work support going to children experiencing ASN in order to create wrap around approaches that better meet the needs of children and young people. However, most importantly, the one-way trajectory between the mainstream and the ASN sectors will over time be replaced with a more fluid set of arrangements which will be of greater benefit to young people.

Future ASN hubs will have capacity for partner engagement, so as to facilitate more effective joint working between allied professionals.

Recommendation Eleven: A clear plan for the future of the ASN estate, which creates Cluster ASN Hubs and specialist provision around the envisaged campus model of the future will be established as part of the Community Investment Fund and accelerated in advance of the programme coming on stream.

12. Stakeholder Sounding Board

Given the extent of change that will be required emerging from the ASN Review, there is a need to ensure that the views of stakeholders is managed effectively as change is planned and enacted.

Given the sensitivity of the issues involved, with the particular contexts of ASN children and their families involved, it is important that officers have an appropriate mechanism to listen to feedback and to test and shape ideas as to the best way to progress the improvement of ASN provision.

Therefore, a stakeholder group should be established which can support the evolution of future policy, practice and provision within North Lanarkshire Council. This group should be made up from the parent councils of ASN schools, pupils from ASN schools and partners from connected agencies.

Recommendation Twelve: A stakeholder sounding board of pupils, parents and partners should be convened biannually to allow officers and practitioners to test ideas and gain feedback on potential developments.
### Getting It Right For Every Child

**Learning and Teaching / Health and Well Being**

#### Child and Young Person, Family and Community engagement

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#### GIRFEC PLANNING PATHWAYS

**Curriculum flexibility**

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<td>Responsive high quality teaching &amp; learning</td>
<td>Responding to need: resource allocation / flexible packages / pathways</td>
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<td>Including and responding to CYP voice</td>
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<td>Inclusive environment that supports all</td>
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#### Policies

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#### ESTATE FIT FOR PURPOSE

**Legend:**
- GIRFEC: Getting It Right For Every Child
- HWB: Health and Well Being
- Universal: Universal implementation of policies and practices
- Additional: Additional support and interventions
- Intensive: Intensive support and targeted interventions

**Contact:**
- Education & Families