East Lothian
Council

MINUTES OF THE MEETING OF THE
EDUCATION COMMITTEE

TUESDAY 21 NOVEMBER 2017
COUNCIL CHAMBER, TOWN HOUSE, HADDINGTON

1

Committee Members Present:
Councillor S Akhtar (Convener)
Councillor F Dugdale
Councillor A Forrest
Councillor J Findlay
Councillor N Gilbert
Councillor J Goodfellow
Councillor S Kempson
Councillor K Mackie
Councillor B Small
Councillor J Williamson
Ms G Gillan
Ms E Malcolm
Ms T Sharp

Council Officials Present:
Ms A McCrorie, Depute Chief Executive (Resources and People Services)
Ms F Robertson, Head of Education
Mr R Parker, Service Manager, Strategy and Operations
Ms L Brown, Quality Improvement Manager
Ms P Smith, Principal Officer, Information and Research
Ms C Booth, Communications Officer
Ms C Graham, Head Teacher, St Mary's RC Primary School

Clerk:
Ms F Currie, Committees Officer

Apologies:
Mr S Bunyan
Councillor W Innes

Declarations of Interest:
None

1. **MINUTES OF THE MEETING OF THE EDUCATION COMMITTEE ON 13 JUNE 2017 FOR APPROVAL**

The Convener noted that Mr Colin Gerrie had been incorrectly recorded as being Head Teacher of Dunbar Grammar School and that this should be amended to 'Musselburgh Grammar School'.

The minutes of the Education Committee meeting on 13 June 2017 were approved, subject to this amendment.

2. **EDUCATION SCOTLAND INSPECTION OF ST MARY'S RC PRIMARY SCHOOL AND NURSERY CLASS**

A report was submitted by the Depute Chief Executive (Resources and People Services) to report to the Committee on the inspection of St Mary's RC primary School and Nursery Class by Education Scotland.

Lesley Brown, Quality Improvement Manager, introduced the report and outlined the key inspection findings. She also explained the changes to the inspection model for schools including the selected Quality Indicators and the impact of the National Improvement Framework.

Claire Graham, Head Teacher of St Mary's RC Primary School, described the inspection process. She said that while there had been a high level of scrutiny she and her staff had been well-supported by the inspection team from Education Scotland. She felt that they had gained a sense of the ethos of the school and its nurturing and respectful environment. She concluded that the inspection had identified many aspects of very good practice and she and her staff would continue striving to improve the school's overall grade.

Ms Graham responded to a number of questions from Members regarding the grading levels, the length of the inspection process, the outcomes for individual Quality Indicators, the amount of work required to move from a 'good' to 'very good' grading and the likely impact of the increase in hours for early learning and childcare.

Fiona Robertson, Head of Education, added that there were many elements of good practice identified by the inspection team but that these needed time to have a wider impact within the school. She said that one area for improvement was the need for a curriculum framework to support teachers to plan their lessons and she advised that action had already been taken to address this.

Councillor Goodfellow expressed disappointment at the format of the Education Scotland report and the lack of feedback from parents, carers and children. He said that this was a fundamental part of the inspection and their views should be reflected in the report.

The Convener congratulated Ms Graham and her staff on a positive inspection report and said that this reflected the importance of having good leadership in schools.

Decision

The Committee agreed to:

(i)   Note the content of the Education Scotland report.

(ii)   Note the content of the Summary of Inspection Findings (SIF) lodged in the Members' Library.

(iii)   Congratulate the Head Teacher and staff on a positive inspection and on the good practice identified by Inspectors.

(iv)   Note that as a result of the inspection findings Education Scotland is confident that the school has the capacity to continue to improve. Inspectors will make no further visits to St Mary's RC PS in connection with this inspection. East Lothian Council will inform parents/carers about the school's progress as part of its arrangements for reporting on the quality of its schools.

3. INSIGHT LOCAL BENCHMARKING MEASURES TO 2017

A report was submitted by the Depute Chief Executive (Resources and People Services) to inform the Committee of trends in attainment and achievement of S5 and S6 pupils in the Senior Phase in East Lothian using the "Local Benchmarking Measures" from Insight.

Ms Brown, spoke to the report, advising that the data represented the authority's performance over the five year period between 2013 and 2017, focusing on the three "Local Benchmarking Measures" from Insight: improving attainment in literacy and numeracy; improving attainment for all; and tackling disadvantage. These three measures focused on the cumulative achievements of all young people at the end of S5 and S6. The report also provided an overview of the authority's performance in graded courses at National 5, Higher and Advanced Higher levels. The Insight tool indicated that attainment in East Lothian had improved overall in the five year period to 2017 but that further improvements could still be made.

In response to questions from Members, Ms Robertson provided additional context in relation to some of the figures contained in the report, outlining the variations in presentation from school to school and how these might impact on the overall results. She also confirmed that the Virtual Comparator results came from pupils and schools out with East Lothian and that some of these may have been in receipt of Scottish Attainment Challenge (SAC) fund monies. She explained that SAC funding had only recently been extended to secondary schools and that, to date, no schools in East Lothian (primary or secondary) had received SAC funding. However, the authority had made additional funds available to its six secondary schools to assist them in subject areas with the most significant challenges.

Ms Robertson also responded on questions relating to early intervention and how the information in this report linked into the Standards and Quality report, the Local Improvement Plan and individual schools' improvement plans.

Elizabeth Malcolm observed that there had always been considerable stress placed on learning support departments within secondary schools but that this did not address the issue of early intervention. In her view, increasing the numbers of learning support staff in primary schools was one of the keys to seeing improvements in attainment.

Ms Robertson advised that the authority had recently undertaken a review of support for learning and the 12 recommendations for improvements, which included reviewing funding within primary schools, were now being taken forward.

Councillor Small commented that early intervention was very important and as was giving parents the message that all of the necessary action was being taken to improve attainment. He added that reading, writing and numeracy should remain a priority for resources.

Councillor Goodfellow said that the Scottish Government must recognise that attainment or equity funding should follow the child rather than the local authority. He also welcomed the new funding coming to secondary schools.

The Convener said that it was important to recognise the overall improving trend. She assured Members that the necessary resources would be allocated to support the initiatives coming forward.

Decision

The Committee considered the report and agreed to note the contents.

4. SCHOOL SESSION DATES 2018/19

A report was submitted by the Depute Chief Executive (Resources and People Services) to obtain the Committee's approval for School Session dates for 2018/2019.

Richard Parker, Service Manager – Strategy and Operations, spoke to the report. He explained the reasons for preparing school session dates for only one academic year instead of two and outlined the points taken into consideration when setting the dates. He provided details of the responses to the consultations on the proposed dates and indicated that a meeting would be taking place with neighbouring education authorities to look at session dates for 2019/2020 and beyond.

Replying to questions from Councillors Williamson and Small, Mr Parker outlined the dates within the proposals for 2018/19 which did not align with Edinburgh and Midlothian and explained that the dates for the October holiday were set to align with these neighbouring authorities. However, he agreed to include consideration of using week 42 within the discussions for future sessions.

Councillor Findlay asked whether the teaching staff felt that the number of in-service days allocated was sufficient. Ms Robertson stated that head teachers had raised the question of additional in-service days during their national conference last session and the Deputy First Minister had agreed to consider the possibility. In the meantime, she felt that there were sufficient days in the session although she conceded that where there were changes to the curriculum additional training days would always be welcome.

Gael Gillan advised that the EIS had discussed the issue and motions to request additional days were frequently put forward in response to new initiatives or changes to qualifications and these requests were relayed to the Deputy First Minister.

The Convener asked if any thought had been given to preparing session dates for three years rather than one or two.

Mr Parker indicated that while the education authority had previously moved to preparing dates for two years, because of the changes being considered by Edinburgh this had been reduced to one year. He said that the authority would

continue to keep a close eye on developments and to try to work with Edinburgh and Midlothian to put longer term dates in place.

Decision

The Committee agreed to:

(i) Approve the school session dates for 2018/2019 as outlined.

(ii) Authorise the Head of Education to notify Head Teachers, Teachers' Associations, Heads of Establishments and Parent Councils.

(iii) Authorise the Head of Education to notify the Scottish Government Education Department.

5. HEAD TEACHER APPOINTMENT

A report was submitted by the Depute Chief Executive (Resources and People Services) to inform the Committee of a Head Teacher appointment made by the Appointments Sub-Committee.

Mr Parker spoke to the report, outlining the recent appointment to Windygoul Primary School.

The Convener welcomed the appointment and considered it to be a positive reflection on the standard of the county's schools that they were able to attract high quality candidates from outside of the local authority area.

Decision

The Committee agreed to note a recent Head Teacher appointment.

6. EAST LOTHIAN COUNCIL EDUCATION APPEALS 2017

A report was submitted by the Depute Chief Executive (Resources and People Services) to inform the Committee of the outcome of East Lothian Council's Education Appeals in 2017.

Mr Parker spoke to the report, outlining the number and outcome of the appeals.

In response to questions from members, Mr Parker advised that the Education Appeals Committee was comprised of an independent chairperson (usually an ex-head teacher), a parent representative and an Elected Member, in this case Councillor Akhtar.

Decision

The Committee agreed to note the outcome of the Education Appeals.

7. EDUCATION SERVICE STANDARDS AND QUALITY REPORT 2016/17

A report was submitted by the Depute Chief Executive (Resources and People Services) to provide the Committee with the Education Service Standards and Quality Report 2016-2017 and to inform the Committee of the education authority's success in meeting the improvement objectives set out in the Education Local Improvement Plan and Strategy 2014-2018.

Ms Robertson spoke to the report. She outlined the statutory requirement for the report and highlighted some of the key information contained within it.

Councillor Small asked how the self-evaluation exercise was validated and Ms Robertson explained that Education Scotland would scrutinise it and provide feedback and she agreed to bring their report to a future meeting of the Committee.

Councillor Mackie raised concerns about suggestions of slippage with the completion date for the new secondary school at Wallyford. She asked that parents be kept informed of any changes to the timescales. Ms Robertson advised that an update would be going out this week to parents, schools and elected members.

Ms Robertson also responded to questions from Councillor Mackie regarding the use of monies provided under the Pupil Equity Fund and the information shared with head teachers. Ms Robertson advised that the total funding for East Lothian was £1.35 million.

Members also raised questions regarding priorities for modern languages, outdoor learning and the availability of the Duke of Edinburgh Award scheme. Ms Robertson responded to these points and, at the request of the Convener, she outlined some of the key actions that had already been taken to improve outcomes in literacy and numeracy.

Councillor Mackie urged a culture of openness and transparency. She added that when things were not clearly communicated concerns were likely to appear and she encouraged officers to be as open as possible with teachers, parents and pupils.

The Convener said that this was an important report which showed that the Council had a relentless focus on improving attainment. She asserted that the recent assessment by Investors in People had provided validation that the service was heading in the right direction and she thanked the staff for their efforts.

Decision

The Committee agreed to approve the Standards and Quality Report 2016-2017.

8. EDUCATION SERVICE LOCAL IMPROVEMENT PLAN 2017-2018

A report was submitted by the Depute Chief Executive (Resources and People Services) to provide the Committee with the Education Service Local Improvement Plan 2017-2018.

Ms Robertson spoke to the report outlining the background to the improvement plan and the key areas identified for improvement. She advised Members that the plan had been submitted to Scottish Ministers but that she had yet to receive feedback.

Councillor Small referred to the section on raising attainment and early intervention regarding improvements in literacy and numeracy. He maintained that the key stakeholders should include parents and that a specific reference to literacy and numeracy should be included in the parental engagement strategy. Ms Robertson agreed to do this.

In response to questions from Councillor Forrest, Ms Robertson confirmed that the plan was supported by head teachers and that they would be involved in the implementation and evaluation of the plan. She advised that parent bodies had also been consulted and had given their support to the plan.

At the request of the Convener, Ms Robertson provided further information on the 2017-2018 theme of 'Know your gap, know your impact' which emphasised the importance of identifying those pupils that need additional support, putting appropriate strategies in place and then evaluating the impact of that additional support.

Councillor Goodfellow welcomed the emphasis on classroom learning as well as on making use of East Lothian's "natural health service – the outdoors."

The Convener reflected that previous agenda items had focused on a range of issues and this plan demonstrated how key actions would be taken forward. She looked forward to receiving progress reports at future meetings.

Decision

The Committee agreed to approve the Education Service Local Improvement Plan 2017-2018.

Signed   ....
                Councillor Shamin Akhtar
                Convener of the Education Committee

East Lothian Council

MINUTES OF THE MEETING OF THE
EDUCATION COMMITTEE

TUESDAY 6 FEBRUARY 2018
COUNCIL CHAMBER, TOWN HOUSE, HADDINGTON

Committee Members Present:
Councillor S Akhtar (Convener)
Councillor F Dugdale
Councillor J Findlay
Councillor A Forrest
Councillor N Gilbert
Councillor J Goodfellow
Councillor K Mackie
Councillor P McLennan
Councillor B Small
Councillor J Williamson
Ms E Malcolm
Mr S Bunyan

Council Officials Present:
Ms A McCrorie, Depute Chief Executive (Resources and People Services)
Ms F Robertson, Head of Education
Ms S Saunders, Head of Adult & Children's Services
Ms J Mackay, Media Manager

Clerk:
Ms F Currie, Committees Officer

Apologies:
Councillor W Innes
Councillor S Kempson
Ms G Gillan

Declarations of Interest:
None

The Convener informed Members of the resignation of Teresa Sharp from her role as the Catholic Church representative on the Committee. She thanked Ms Sharp for her contribution and stated that her replacement would be appointed in due course.

1. EMPOWERING SCHOOLS: A SCOTTISH GOVERNMENT CONSULTATION ON THE PROVISIONS OF THE EDUCATION (SCOTLAND) BILL

A report was submitted by the Depute Chief Executive (Resources and People Services) to present the outcome of the East Lothian consultation on the provisions of the Education (Scotland) Bill and to seek approval to submit the East Lothian Council response to the Scottish Government by 7 February 2018.

Fiona Robertson presented the report outlining the background and purpose of the consultation. She advised Members that the Council carried out a local consultation, including a public meeting on 9 January 2018, which resulted in 55 responses from Parent Councils, parents/carers, staff groups and individual members of school staff. An analysis of these submissions was carried out to inform the Council's response to the Scottish Government.

Ms Robertson advised Members that any future policy implications would form the basis of a report to full Council. She also drew attention to concerns relating to the proposals contained within the Education (Scotland) Bill, including the potential effect on the democratic accountability of education services and on equalities for staff and for children and young people requiring additional support needs.

Responding to questions from Councillor McLennan, Ms Robertson stated that, compared to other local authorities, the number of responses had been significant. She said that many respondents had commented on the timing and length of the consultation period which they felt had given them insufficient time to reply. Ms Robertson also referred to a lack of clarity around some of the proposals and how this would affect the future role of the Council.

Councillor Forrest asked about the response from parents to the proposals for Regional Improvement Collaboratives (RICs). Ms Robertson said that parents had expressed concern about the size of the proposed RICs and of local issues being lost in a larger forum.

Councillor Goodfellow queried the similarities with previous consultations. Ms Robertson acknowledged that this was the latest in a series but that the difference with this consultation was that it could lead to legislative change.

Councillor Dugdale asked how the proposals might affect the duties placed on Head Teachers and Parent Councils. Ms Robertson said that, in terms of the respondents, there were concerns that the duties would put parents off becoming involved in their children's schools. They also referred to the lack of details around the potential consequences of any failure to fulfil the duties. In respect of Head Teachers, she said that many felt they were already empowered to make decisions relating to funding and staffing and that, rather new legislation, the example provided in East Lothian should be replicated elsewhere.

In response to further questions from Councillor McLennan, Ms Robertson outlined some of the work already being undertaken by the authority to support and encourage both pupil and parental engagement in schools. She acknowledged that there needed to be a change in approach in order to engage with the hardest to

reach pupils and parents. She said that schools were being asked to put forward ideas and she cited an example already being used to target these groups.

The Convener asked Ms Robertson to expand on the evidence base for the proposals and the key messages contained in the Head Teachers' response. She also asked about the impact any changes may have on partnership working across Council services.

Ms Robertson said that many stakeholders had noted the lack of educational research underpinning the proposals in the Bill. Her staff had undertaken their own review of existing research and had shared this with schools during the consultation period. She also advised that she had facilitated discussions with Head Teachers and staff at different schools.

On the issue of partnership working, Ms Robertson said that this was a key question and there were concerns about aspects such as support for Looked after Children and other vulnerable young people.

Councillor Small asked how other Councils were viewing the proposals for a larger collaborative. Ms Robertson advised that two of the county's neighbouring authorities had discussed the consultation at their Council meetings and the minutes published on their websites indicated that they had similar concerns.

Councillor McLennan queried the timetable and next steps in the process. In addition, he asked whether consultations could in future be brought to the Education Committee before being considered by full Council. He also suggested the drawing up of an annual work plan for the Committee to include any future consultations.

Councillors Dugdale and Goodfellow also asked about the timing of this consultation and the possibility of providing feedback on timing to the Scottish Government.

Ms Robertson said she would be happy to bring consultations to the Committee at an earlier stage but that this was not always possible given the timings of the consultation periods and the Committee meeting dates. She outlined the timeline for the current consultation and advised that general feedback on timings was provided to the Scottish Government via CoSLA and other bodies.

Councillor Williamson advised that the standard consultation period was 12 weeks and advance notice of forthcoming consultations was provided on the Scottish Government's website. Ms Robertson confirmed that the Council was aware of the notifications. She added that there had been a number of consultations in the last year and that this had perhaps contributed to the frustration of some respondents who felt that their previous submissions had been ignored.

Elizabeth Malcolm queried the purpose of the Bill stating that the five areas it highlighted could not solely address the poverty related attainment gap. Other services were required to support the role of education.

Ms Robertson explained that the Scottish Government's view was that not all Head Teachers were currently empowered to do the best for their schools and addressing this was part of the basis for the proposals in the Bill and the rationale around closing the poverty related attainment gap.

Ms Robertson agreed with Ms Malcom that other services were required to support the education service role and that the consultation had not adequately taken account of these other services.

Councillor Mackie stated that the present system did not do enough to raise attainment and standards. While she supported giving greater empowerment to Head Teachers, she had concerns that the proposals regarding RICs would not improve attainment. Referring to the public meeting, she said that most parents had given these proposals a lukewarm reception. She concluded that any reforms needed to be clear about how they would improve attainment. She supported the Council's response to the consultation.

Councillor McLennan acknowledged that there were other factors involved in raising attainment and that if there were concerns about the proposals for RICs these should be relayed to the Scottish Government. However, he emphasised the need to improve parent participation and he believed that the general principles of the Bill were correct. He suggested setting up meetings with other local authorities to discuss how these proposals could be made to work and he urged Members not to dismiss them out of hand at this stage.

Stephen Bunyan observed that, as the Council's response to the consultation had to be submitted to the Scottish Government by tomorrow (7 February), there was no time for further discussion. He supported the proposed response.

Councillor Goodfellow said that, based on his own involvement within the schools in his ward, he felt that the response accurately reflected the views of Head Teachers, class teachers and parents. He added that a number of respondents had questioned the benefit of submitting a response to yet another consultation when their previous responses had been ignored and the proposals currently under consideration did not offer the improvements needed in schools.

The Convener thanked all of those who had been involved in arranging the consultation events and the respondents who had submitted their views either collectively or individually. She said that significant concerns had been expressed by stakeholders across the county and that she had heard similar views expressed by those in her own ward. She stated that parents and staff clearly valued the links with the local authority and other organisations, however, any new proposals needed to add value to the existing systems. She noted that there was already a range of good practice within the county's schools and work was continuing to encourage greater parental engagement. She concluded by echoing Ms Malcolm's remarks that schools could not address all of the issues in isolation and they needed to work in partnership across services to close the attainment gap. The Convener commended the Council's response to Members.

Decision

The Committee agreed to:

(i)   Note the contents of the report;

(ii)   Approve the contents of the Council's response to the *Empowering Schools: a Scottish Government Consultation on the Provisions of the Education (Scotland) Bill*;

(iii) Authorise the Head of Education to submit the Council's response to the Scottish Government by 7 February 2018. The Consultation closed on 30 January 2018. East Lothian Council has been granted an extension to the closing date on the basis that it submits its response no later than 7 February 2018.

Signed ....
Councillor Shamin Akhtar
Convener of the Education Committee

REPORT TO: Education Committee

MEETING DATE: 13 March 2018

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Roll Capping in East Lothian Secondary Schools – Session 2018/19

2

1 PURPOSE

1.1 The purpose of this report is to ask the Committee to approve the S1-S4 intake levels for our secondary schools for Session 2018/19.

2 RECOMMENDATIONS

2.1 The Committee is asked to agree a maximum intake level in S1-S4 for session 2018/19 in the schools listed below. The reasons for this are set out in section 3.

School	Maximum S1 intake level	Maximum S2 intake level	Maximum S3 intake level	Maximum S4 intake level
Dunbar Grammar School	220	210	160	180
Knox Academy	140	160	140	150
Musselburgh Grammar School	240	220	200	240
North Berwick High School	160	200	160	180
Preston Lodge High School	200	180	200	180
Ross High School	260	240	220	220

3   BACKGROUND

3.1   The main principles for managing secondary school rolls in East Lothian are to:

- provide high quality education at local schools for local pupils;

- ensure equality of resources throughout East Lothian;

- commit to a real choice of education inside our schools and not between our schools.

3.2   As an education authority, East Lothian Council has to manage public funds and ensure a balanced education service across the authority in terms of expenditure and resources. This is partly managed by agreeing to limit the overall school roll for a school or to limit the number of pupils in one specific year. This is commonly referred to as "capping".

3.3   When considering how to cap school rolls, East Lothian Council as an education authority must look at all its schools and available resources. We also consider the total population of children who require places in our secondary schools and how many of those are within each catchment area. We consider how each school will manage its resources and we then balance that with other schools' situations to ensure that resources are shared evenly throughout East Lothian, thereby avoiding unreasonable public expenditure.

3.4   Limiting the number of pupils that the school can admit each academic year allows schools to timetable and employ a suitable number and category of teachers. In general, capping will support appropriate and early organisation for schools to meet their pupils' needs for a high level of education. Capping prevents detrimental impacts on pupils' education, and ensures effective and efficient management of resources by the authority.

Note: Practical classes, such as science subjects, are set in multiplies of 20 pupils in secondary schools. Non-practical classes are set in multiples of 30 pupils and those classrooms are furnished to accommodate a maximum of 30 pupils. Where a limit has been set for S1 roll, this has been calculated in multiples of 20 and 30, as per practical and non-practical class maximum.

3.5 **S1 August 2018– Projected School Roll**

The pupil numbers projected for session 2018/19 are:

School	S1	S2	S3	S4	S5	S6	TOTAL
Dunbar Grammar	205	195	156	166	135	108	965
Knox Academy	120	151	122	138	115	99	745
Musselburgh Grammar	236	191	193	219	160	124	1123
North Berwick High School	150	180	150	154	129	142	905
Preston Lodge High School	190	165	184	164	154	114	971
Ross High School	260	217	214	205	145	90	1131

3.6 The projected total roll includes pupils who are expected to transfer to S1 in August 2018 and the number of pupils expected to move up into S2 and so on, to S6.

3.7 The process is complex owing to pupils moving to and leaving East Lothian late applications, and pupils choosing private schools. We consult with Head Teachers regularly and consider the statistics and information that we collate to decide on appropriate recommendations for the S1 intake. This has informed our capping recommendation, set out in 2.1 above.

3.8 Reserved places must also be considered as part of the roll for secondary schools and a separate report has been completed for this.

4 POLICY IMPLICATIONS

4.1 There are no policy implications in this report.

5 EQUALITIES IMPACT ASSESSMENT

5.1 The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

6 RESOURCE IMPLICATIONS

6.1 Financial - None

6.2 Personnel - None

6.3 Other - None

7 BACKGROUND PAPERS

7.1 None

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DESIGNATION	Principal Officer, School Planning and Admissions, Education Business Unit
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DATE	16 February 2018

East Lothian Council

REPORT TO : Education Committee

MEETING DATE: 13 March 2018

BY: Depute Chief Executive (Resources and People Services)

3

SUBJECT: Reserving Places in Schools for Catchment Pupils Who Move Into the Catchment Area during the Academic Year 2018/19

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1 PURPOSE

1.1 To obtain Committee approval for reserving places for incoming catchment pupils at the schools detailed in 2.1 for session 2018/19.

2 RECOMMENDATIONS

2.1 The Committee is asked to agree to hold in reserve places for incoming catchment pupils for session 2018/19 in the following schools:

i. Primary Schools

We recommend that the Committee reserve the number of places detailed below in each year group between Primary One and Primary Seven. The class organisation may be a mixture of non-composite and composite classes.

School	Number of reserved places per stage						
	P1	P2	P3	P4	P5	P6	P7
Aberlady Primary School	1	1	1	1	1	1	1
Campie Primary School	2	2	2	2	2	2	2
Cockenzie Primary School	1	1	1	1	1	1	1
Dunbar Primary School	5	5	5	5	5	5	5
Gullane Primary School	1	1	1	1	1	1	1
Haddington Infant School	4	4	4	-	-	-	-
King's Meadow Primary School	-	-	-	4	4	4	4

School							
Law Primary School	6	6	6	6	6	6	6
Longniddry Primary School	1	1	1	1	0	0	0
Loretto RC Primary School	1	0	0	0	0	0	1
Musselburgh Burgh Primary School	2	2	2	2	2	2	2
Pencaitland Primary School	1	1	1	1	1	1	1
Pinkie St Peter's Primary School	5	5	5	5	5	5	5
Sanderson's Wynd Primary School	2	2	2	2	2	2	2
St Martin's RC Primary School	1	1	1	1	1	1	1
Stoneyhill Primary School	1	1	1	1	1	1	1
Windygoul Primary School	2	2	2	2	2	2	2
Yester Primary School	2	2	2	2	2	2	2

We recommend that the Committee reserve the number of places detailed below in each composite class.

School	Number of composite classes	Number of reserved places per class
Humbie Primary School	1	1
Macmerry Primary School	6	1
St Mary's RC Primary School	5	ALL*
Stenton Primary School	1	2

*All available places within the school are reserved for incoming catchment pupils

ii Secondary Schools S1 and S2

We recommend that the Committee reserve the number of places as detailed in the table below.

School	Maximum number of places in S1 including reserved places	Number of reserved places in S1	Maximum number of places in S2 including reserved places	Number of reserved places in S2
Dunbar Grammar School	220	5	210	5
Knox Academy	140	8	160	8
Musselburgh Grammar School	240	6	220	6
North Berwick High School	160	12	200	10
Preston Lodge High School	200	6	180	6
Ross High School	260	6	240	6

iii Secondary Schools S3 and S4

We recommend that the Committee reserve the number of places as detailed in the table below.

School	Maximum number of places in S3 including reserved places	Number of places reserved in S3	Maximum number of places in S4 including reserved places	Number of places reserved in S4
Dunbar Grammar School	160	5	180	5
Knox Academy	140	8	150	8
Musselburgh Grammar School	200	6	240	6
North Berwick High School	160	10	180	10
Preston Lodge High School	200	6	180	6
Ross High School	220	6	220	6

2.2 We request that the Committee delegate any changes to the number of places held in reserve to the Head of Education in consultation with the Education Convener, should the number of pupils requiring a place at the school significantly increase or decrease**.**

3 BACKGROUND

Acts and regulations

3.1 The Education (Scotland) Act 1996 Placing Requests Part IV: Section 33, allows education authorities to reserve places for incoming pupils into catchment areas of schools. This has helped education authorities to manage their schools and prevent them being at capacity at commencement of an academic year, and furthermore enabling them to accommodate incoming catchment pupils at their catchment schools when they move into the area during the academic year.

3.2 Section 28A (3A) of the Education (Scotland) Act 1980 (as amended) provides a general principle that, "so far as is compatible with the provision of suitable instruction and training and the avoidance of unreasonable public expenditure, pupils are to be educated in accordance with the wishes of their parents". This is what we strive to do, whilst also ensuring that we can accommodate new pupils in their catchment schools. Acceptance of a placing request for a child who is resident out with the catchment area of a specified school could prevent the education authority from retaining reserved places:

- at the specified school, or
- in relation to any particular stage of education at the school.

It is for this reason that the education authority may refuse to grant a placing request that would impact on the ability to reserve places in schools.

3.3 Section 28A (3C) of the 1980 Act notes that "reserved places" means those "places (not exceeding such number or, as the case may be, such percentage of places at the school or relating to a particular stage of education as may be prescribed by regulations) as are in the opinion of the education authority reasonably required to accommodate pupils likely to become resident in the catchment area of the school in the period from the time of consideration of the placing request up to and during the year from 1 August to which the placing request relates".

3.4 Therefore, when establishing the number of reserved places required for a school, we have to consider the likely number of pupils becoming resident in the catchment area of the school during the coming academic year. We analyse various factors when deciding how many places should be reserved. These are detailed in Sections 3.5 to 3.7.

Factors influencing the decisions on reserving places

3.5 The following factors have to be considered for both primary and secondary schools when we are determining the appropriate number of reserved places that are likely to be required for pupils moving into the catchment area of the school during 2018/19:

   a) The proposed level of capping at the school and number of expected pupils
   b) Local development plans
   c) Current and planned house builds within those plans
   d) Projected school rolls
   e) Projected migration into the catchment area
   f) Information about reserved places from previous years
   g) School capacities
   h) Information known to us, for example, about families moving into the area before/after commencement of the academic year.

3.6 For secondary schools, where it has been identified that reserved places are likely to be required, we propose that a minimum of one place be reserved for every 30 pupils (rounded to the nearest 30 where the class intake has been capped). Pupils are timetabled in secondary schools in groups of 20 for practical classes and 30 for non-practical classes. In addition, rooms in schools are only furnished to accommodate a maximum of 30 pupils per non-practical class. The factors noted above shall then be considered to confirm whether this number is reasonable and reflects the number of pupils likely to become resident in the catchment in the coming academic year. The number of reserved places can then be increased or decreased accordingly. This method allows an immediate number of reserved places to be identified and then adjusted to ensure it fairly reflects both the education authority's requirements and the legislation.

3.7 The number of reserved places can be affected by pupils moving into and out of East Lothian, late applications and pupils being withdrawn from schools. This can mean the demand for places in a school for pupils in the catchment area can change before the academic year begins. The number of reserved places in this report reflects our current understanding of the likely number of pupils that we think will be in each catchment area or moving into it during the next academic year. Should some of the reserved places at schools not be required or the situation change, the Committee is asked to delegate any increase or decrease in reserved places to the Head of Education, who will consult with the Convener. If the reserved places detailed in this report are agreed by the Committee, they will be protected for incoming catchment pupils. If it is not possible to reserve all these places before the academic year begins, then we still intend to protect them so that they are there as reserved places for catchment pupils who come in during the year. Committee members will be contacted where changes to reserved places are made in their wards.

4   POLICY IMPLICATIONS

4.1   There are no policy implications in this report.

5   EQUALITIES IMPACT ASSESSMENT

5.1   The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

6   RESOURCE IMPLICATIONS

6.1   Financial - None

6.2   Personnel - None

6.3   Other - None

7   BACKGROUND PAPERS

7.1   None

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East Lothian Council

REPORT TO: Education Committee

MEETING DATE: 13 March 2018

BY: Depute Chief Executive (Resources and People Services)

4

SUBJECT: Included Engaged and Involved: A Positive Approach to Preventing and Managing School Exclusions

1 PURPOSE

1.1 To ask the Committee to consider the draft Policy Included Engaged and Involved: A Positive Approach to Preventing and Managing School Exclusions (Appendix 1) to enable further consultation to take place.

1.2 To make the Committee aware of the updated East Lothian Council Policy for the prevention and management of exclusion from school in line with Scottish Government guidance and the legislative framework.

2 RECOMMENDATIONS

2.1 The Committee is asked to**:-**

    i. Consider the draft Policy Included Engaged and Involved: A Positive Approach to Preventing and Managing School Exclusions (Appendix 1) and allow for further consultation to take place and feedback to the 19 June 2018 Education Committee.

    ii. Note specifically the guiding principles, legislative context, exclusion procedures, procedures prior to exclusion and procedures for appeals against an exclusion.

3 BACKGROUND

3.1 East Lothian is committed to providing the best education service in Scotland through a relentless focus on Inclusion, Ambition and Progress for All. We are committed to creating and sustaining a safe, positive and inclusive environment where respect is shown to and is given by all of its children, young people staff, and parents/carers.

3.2 It is recognised by Education Scotland and Scotland's Commissioner for Children and Young People that a school's culture, ethos and values are fundamental to promoting positive relationships and behaviour. Schools with a positive ethos promote pupil and staff participation, encourage achievement, celebrate success and have high expectations of every learner. These schools are shown to have lower exclusion rates and experience less disruptive behaviour.

3.3 Since 2011 there has been an overall drop in exclusion rates in Scottish schools. The overall rate in East Lothian has reduced however rates have shown fluctuations year on year and have not been consistent.

3.4 East Lothian temporary exclusion rate are above that of the national rates. In session 2016 / 2017 there were 34.2 pupils per 1,000 pupils excluded from East Lothian schools compared to 26.8 pupils per 1,000 pupils excluded as a national average. In sessions 2010/11, 2012/13, 2014/15 the temporary exclusion rate per 1,000 pupils in East Lothian have been greater than the national average temporary exclusion rate.

Cases of exclusion and rate per 1,000 pupils by type of exclusion

East Lothian Rates	2010/11	2012/13	2014/15	2016/17
Exclusions in total	**642**	**478**	**492**	**482**
Of which:				
Temporary exclusions	642	478	492	482
Removed from register	0	0	0	0
Exclusion rate per 1,000 pupils				
Of which				
Temporary exclusion rate	48.4	35	35.9	34.2
Removed from register rate	0.0	0.0	0.0	0.0

National Rates	2010/11	2012/13	2014/15	2016/17
Exclusions in total	**26,844**	**21,955**	**18,430**	**18,377**
Of which:				
Temporary exclusions	26,784	21,934	18,425	18,376
Removed from register	60	21	5	1
Exclusion rate per 1,000 pupils	**40.0**	**32.8**	**27.2**	**26.8**
Of which				
Temporary exclusion rate	39.9	32.7	27.2	26.8
Removed from register rate	0.1	0.0	0.0	0.0

3.5 The overall drop in temporary exclusion rates reflects the focus that staff and schools have placed on promoting inclusion and positive behaviour.

3.6   National statistics on exclusions from schools indicate that learners are more likely to be excluded where they:

- Are assessed or declared as having a disability;
- Are looked after;
- Are from the most deprived areas;
- Have an Additional Support Need;
- Have an Additional Support Need that has been identified as social and emotional and behavioural

Exclusions from school in East Lothian mirror this national trend.

3.7   This Policy supports our school communities to keep learners included, engaged and involved in their education and to improve outcomes for all East Lothian children and young people. This forms part of East Lothian's stronger focus on approaches that can be used to prevent the need for exclusion through positive relationships in East Lothian Schools.

3.8   Staff training on Attachment, Restorative Approaches and Nurturing Approaches has been established throughout East Lothian schools led by Educational Psychological Service.

THE POLICY

3.9   This Policy is designed to ensure a consistent approach across East Lothian which is in line with the Scottish Government's guidance *'Included, Engaged and Involved Part 2: A Positive Approach to Preventing and Managing School Exclusions (2017)'*.

3.10   The Policy sets out an emphasis on prevention, early intervention and response to individual need in line with the principals of *Getting it Right For Every Child* (GIRFEC).

3.11   The Policy states that exclusion from school should only be used as a last resort and must be a proportionate response where there is no alternative. All facts and circumstances should always be considered. Exclusion should not be used as a punitive measure.

3.12   It is vital that the purpose of an exclusion and the impact on the learner should be taken into consideration, including the long term impact on life chances.

3.13   The wellbeing and safety of the whole school community should be taken into account when an exclusion is being considered.

3.14   The Policy will be introduced within all East Lothian Education Settings. All partner agencies and colleagues will be informed of the Policy.

3.15   A process of consultation on this draft policy was undertaken involving all Head Teachers, Deputy Head Teachers in secondary schools, Quality Improvement Team, Principal Educational Psychologist and Educational Psychologist Team, Children's Wellbeing Management Team, Champion's Board and Parent Council Chairs.

MONITORING AND REVIEW

3.16   East Lothian Council's Head of Education and Education Officers will monitor and review the development of positive approaches in schools.

3.17   The Education Management Information System (SEEMiS) will provide valuable data which will allow outcome to be measured through review process.

3.18   A report will be made annually by the Head of Education to the Education Committee on exclusions in East Lothian. This information will be collated from Education Management Information System (SEEMiS).

3.19   A Monitoring and Review Group will meet throughout the year to discuss data and the impact of Positive Approaches in reducing exclusion.

4   POLICY IMPLICATIONS

4.1   The implementation of this Policy will ensure the local authority complies with legislation and Scottish Government's 'National Approach'.

4.2   East Lothian Council will continue to develop policies that promote integrated approaches with other services which will support pupils to maintain their school placements.

5   EQUALITIES IMPACT ASSESSMENT

5.1   The subject of this report has been through the Integrated Impact Assessment process and no negative impacts have been identified. The policy will have a positive impact on equalities for all. The Integrated Impact Assessment will be made available on the Council's website.

6   RESOURCE IMPLICATIONS

6.1   Financial – None

6.2   Personnel – None

6.3   Other - A programme of training will be provided to ensure a realignment of current practices and embedding of positive approaches to preventing exclusions. This will be provided through existing budgets.

7   BACKGROUND PAPERS

7.1   Children and Young People (Scotland) Act 2014, United Nations Convention on the Rights of the Child (UNCRC) and Scottish Government: Included, Engaged and Involved Part 2.

7.2 Included Engaged and Involved: A Positive Approach to Preventing and Managing School Exclusion (Appendix 1).

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East Lothian Council

Appendix 1

Included Engaged and Involved: A Positive Approach to Preventing and Managing School Exclusions

February 2018

getting
it right
for every child

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1 Introduction

East Lothian Council is committed to providing the best education service in Scotland through a relentless focus on Inclusion, Achievement, Ambition and Progress for All. We strive for all learners to be included, engaged and involved in their education in order for them to achieve the best possible outcomes and reach their full potential. We are committed to a vision of inclusive schools where effective positive relationships are embedded.

East Lothian Council is determined to create a safe, positive and inclusive environment where respect is shown to and is given by all its children, young people, staff and parents/carers. This is based on a shared approach of agencies working together and responding to the needs of learners early and effectively, in line with the principles of Getting it Right for Every Child (GIRFEC).

This policy will support our establishments to achieve these aims by:

- Promoting positive relationships and behaviour across all schools and supporting the implementation of evidence based approaches;

- Promoting inclusive practice through effective learning and teaching and a positive learning environment for all children and young people;

- Ensuring that the wellbeing of all our children and young people is integral to everything that we do;

- Embedding the rights and voices of children and young people;

- Ensuring that exclusion from school is used as a last resort and providing guidance on how to ensure continuity of learning and re-engagement of the learner;

- Ensuring compliance with legislation regarding school exclusions.

The legislative and policy landscape includes, but is not limited to, the following:

- The *Standards in Scotland's Schools etc. (Scotland) Act 2000* requires education authorities to provide education for all learners in mainstream schools, except under certain circumstances. In addition, it places a new duty: to secure that the education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential and to involve them in decisions, which will affect them significantly.

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

- The *Education (Additional Support for Learning) (Scotland) Act 2004* (and subsequent amendments in 2009 and 2018) outlines the concept of Additional Support Needs and the functions and duties that are placed on education authorities to identify and support those needs (see Appendix 1: The duties of the Authority under the ASL Act).

- *Supporting Children's Learning: Code of Practice (third edition) 2017* which explains the duties on Education Authorities and other agencies to support children and young people's learning. It provides guidance on the ASL Act's provisions as well as on the supporting framework of secondary legislation.

- The *Equality Act (2010)* simplified and strengthened previous protections for children and young people with 'protected characteristics' (e.g. age, race, disability and sexual orientation) from discrimination. This strengthened inclusion in education, including school trips and activities, for all children and young people regardless of their additional support needs or disability.

- The *Curriculum for Excellence* aims to provide a coherent, more flexible curriculum for all children and young people aged 3-18 years. The curriculum comprises the totality of experiences which are planned for children and young people wherever they are being educated. Entitlement includes: a coherent curriculum from 3-18 years; a broad general education until S3; a senior phase after S3 and personal support to enable them to gain as much as possible from the curriculum and support in moving into a positive and sustained destination beyond school.

- The *Children and Young People Act (2014)* has wide reaching powers to promote the Scottish Government's aims to encourage effective and targeted services for children and families as well as the promotion of children's rights. Through the GIRFEC National Practice Model, the Act promotes cross-boundary models of service delivery to make best use of expertise and resources in an integrated way with the wellbeing of children and young people being paramount. The wellbeing indicators (safe, healthy, achieving, nurtured, active, respected, responsible and included) ensures that a holistic approach is taken to ensure the wellbeing of all children and young people. The Act also introduced increased provision of early learning and childcare and a range of corporate parenting responsibilities to promote the wellbeing of children and young people in care.

- The National Improvement Framework for Scottish Education sets out the Scottish Government's vision and priorities for our children's progress in learning. The Framework, part of *the Education (Scotland) Act 2016*, is key in driving work to

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continually improve Scottish education and close the attainment gap, delivering both excellence and equity.

- *Included, Engaged and Involved Part 2: A Positive Approach to Preventing and Managing School Exclusions (2017)* provides guidance on approaches that can be used to prevent the need for exclusion, ensuring all children and young people are Included, Engaged and Involved in their education and summaries the legislative duties placed on Local Authorities regarding exclusion from school. Taken together these frameworks require Education Authorities to consider a wide range of issues facing children and young people and put in place processes and support to:

- Identify and provide support to allow children and young people to overcome any barriers to learning and reach their full potential;

- Prevent discrimination of pupils with disabilities/ protected characteristics and provide reasonable adjustments to ensue equality of opportunity in learning;

- Plan for accessibility of the curriculum, school information and physical access;

- Consider the wellbeing of children and young people.

1.1 Key Principles

In response to the policy context and the priorities of National and Local Government, this policy is based on the following key principles:

- All children and young people have a right to education; and East Lothian Council has a duty to provide this education;

- A consistent and well maintained commitment to a whole school ethos of prevention, early intervention and support as the context for the promotion of positive relationships, learning and behaviour;

- All children and young people need to be included, engaged and involved in their learning;

- Everyone in a school or learning establishment should feel they are in a safe and nurturing environment;

- All children and young people have the right to get the support they need to benefit fully from their education and fulfil their potential;

- Exclusion should be the last resort; it should be for as short a time as possible, and always have a positive, purposeful intention for the learning and wellbeing of the child or young person;

- Exclusion should not be viewed as punitive;

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- Where exclusion is used, it should be as a proportionate response where there is no appropriate alternative and the wellbeing of the children and young people should be a key consideration;

- The time during and after the exclusion period should be used constructively to resolve the situation and ensure positive and appropriate support is in place – restorative practice is to be encouraged;

- At all times a commitment to the United Nations Convention on the Rights of the Child should be demonstrated and developed.

1.2 School Culture, Ethos and Values

The promotion of positive relationships through whole school culture, ethos and values, is fundamental to raising attainment and improving behaviour.

Schools that promote positive relationships across the classroom, playground and wider school community have an ethos and culture that is essential for creating the right environment for effective learning, health and wellbeing. Children and young people are more likely to develop self-confidence, resilience and positive views about themselves where open and respectful relationships exist between adults and other children and young people.

'Relationships are the heart of every story of success. In every schools that succeeds, you find great teachers able to reach out and influence the lives of the children and young people in their classrooms'

John Swinney, 2017

The starting point for promoting positive relationships and behaviour is the provision of a coherent and inclusive curriculum, effective learning and teaching and a whole school ethos based on positive relationships and a whole school commitment to inclusion. This should be central to the vision and values in all schools and be demonstrated through planning and school improvement over time. It is the responsibility of all staff to contribute to this within their setting and role.

A review by Public Health England on the correlation between wellbeing and attainment (2014) found the following factors:

1. Learners with better health and wellbeing are likely to achieve better academically.
2. Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement.

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3. The culture, ethos and environment of a school influences the health and wellbeing of learners and their readiness to learn.

The Children and Young People Act (2014) places the wellbeing of children and young people at the heart of the work of the school and ensures that support, when required is appropriate, proportionate and timely. East Lothian Child's Planning Framework is the way in which agencies and establishments should take this approach forward. It provides a fundamental way of working through assessment, planning, intervention and evaluation to achieve the best possible outcomes for our children and young people.

East Lothian's ambition for an inclusive ethos and practice across all its learning establishments is firmly rooted in everyone's contribution being valued and everyone's voice being heard. Our drive to develop schools with a positive ethos is aligned with our drive to raise attainment. The two are inextricably linked. In building a more positive school ethos we will expect East Lothian schools to have higher expectations of themselves and their learners; build on current success in attainment and enable greater levels of achievement. As a result, our schools will see higher levels of engagement, and lower levels of exclusion and disruptive behaviour.

2 Strategic Approaches for Developing Positive Relationships and Behaviour

The Scottish Government have invested significantly in a wide range of evidence based approaches that focus on improving positive relationships and behaviour. These include the development of whole school solution oriented approaches, restorative approaches and nurture approaches; and programmes aimed to develop social, emotional and behavioural skills.

In addition to these approaches and programmes, under Curriculum for Excellence, all learners are entitled to experience a broad general education where the development of Health and Wellbeing is the responsibility of all staff. Learning through the Health and Wellbeing curriculum ensures that pupils develop the knowledge and understanding, skills, capabilities and attributes they need for mental, emotional, social and physical wellbeing now and in the future.

It is expected that all schools in East Lothian will, through their improvement planning and work with partners, recognise these approaches and ensure that all learners experience an ethos and curriculum which meets their needs to allow them to achieve the best possible outcomes and fulfil their potential.

2.1 Recognising and Realising Children's Rights

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The United Nations Convention on the Rights of the Child (UNCRC) is a comprehensive and internationally binding agreement on the rights of children. It is based on equality, dignity, respect, non-discrimination and participation. https://beta.gov.scot/publications/un-convention-rights-child-guide-children-young-people/

A rights respecting school is an environment where children's rights are taught, observed, respected, protected and promoted. Our ambition is to ensure that every child and young person in our learning communities experiences this.

All of East Lothian's schools are being encouraged to register with of UNICEF's Rights Respecting School Award (RRSA) programme. https://www.unicef.org.uk/rights-respecting-schools/. The benefits of this programme should go beyond the school and into the community as a whole:

- All children and adults learn about the UNCRC and the overarching set of values which should bring change to the whole school character and atmosphere improving the climate for learning;
- Positive relationships between learners and staff reducing the hierarchical divide due to the rights respecting language;
- Learners' self-esteem and feelings of being valued improve;
- Increased levels of respect for each other with a better understanding of religions, cultures and abilities which are different to their own;
- Improved attainment, attendance and a reduction on exclusions;
- The school develops a rights respecting ethos and children are empowered to become active citizens and learners;
- It strengthens a consultative approach and a platform for better parental engagement and discussion as well as collaborative working;
- A feeling of empowerment for both adults and learners.

2.2   Seven Golden Rules for Participation

To ensure that we actively involve children and young people in the exclusion process, we should refer to the 7 Golden Rules for Participation which is a resource developed by The Children and Young People's Commissioner Scotland. They provide advice on how best to plan and deliver participation rights for children and young people. A core principle of the United Nations Convention on the Rights of Children is the ongoing information sharing and dialogue between children and young people built on mutual respect where their views are taken into account and help shape processes.

Each East Lothian school has a set of 7 Golden Rules for Participation and they are encouraged to use them to facilitate engagement and discussion with learners. They are accessible at https://www.cypcs.org.uk/ufiles/Golden-Rules-young-people.pdf

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2.3 Nurturing Schools

At the heart of nurture is a focus on wellbeing and relationships and a drive to support the growth and development of children and young people.

Education Scotland, 2017

Nurturing approaches are underpinned by an understanding of attachment theory, which recognises the importance of early experiences in shaping children's social, emotional and cognitive development (Golding et al, 2016). When children and young people experience consistent safety, security and comfort from key adults, they develop the skills and desire to explore their environment and engage in learning opportunities.

Children develop cognitive models of how relationships work (called internal working models) based on their earliest attachment experiences. Internal working models guide behaviour and development in all future relationships. They help children to evaluate, predict and choose (what they think are) appropriate behaviours based on their previous expectations. These models are not consciously available to the child – the child may not know that this is how they feel about themselves the world and others – but they demonstrate their experience through behaviours.

The basic premise is that behaviour has meaning – whether it is provocative or reactive, or withdrawn and silent. Understanding the communication implicit in behaviour can protect the teacher from being adversely affected by pupil's feelings and defensive patterns, and can thus enhance practice and pupil achievement.'

Geddes, 2006

Nurture is a broad approach that can be embedded throughout schools to support any child who may be facing a barrier to learning. A child or young person may experience an additional support need at any point, which may arise from a range of factors (disability or health, learning environment, family circumstances or social and emotional factors) and may be temporary or long-lasting. Nurturing schools create positive environments, where the ethos is focused on warmth, empathy and attuned interactions between all staff and pupils. They provide structure alongside consistently high expectations of all learners, recognising that all children can reach their full potential when given the right balance between care and challenge.

Nurture has a strong evidence base for supporting outcomes for children and young people, including:

- Improved skills for learning (Gerrard, 2005)
- Improved language and literacy skills (Hosie, 2013)

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- Improved behaviour and social skills (Cooper & Tiknaz, 2005; Cooper & Whitebread, 2007)
- Positive changes in social and emotional functioning at home (Binnie & Allen, 2008)

In terms of nurture, early intervention is best for significant gains in social functioning and academic performance (Scott & Lee, 2009), which are maintained over time (O'Connor& Colwell, 2002).

Whole school nurturing approaches are becoming increasingly embedded in schools and early learning establishments across Scotland, and are supported by key policy and legislation, including:

- Getting it Right for Every Child
- Included, Engaged and Involved: Part 2
- Better Relationships, Better Learning, Better Behaviour

Education Scotland's *Applying Nurture as a Whole School Approach* provides a key framework to support schools to embed whole school nurture. Through a set of quality indicators and challenge questions, this framework supports schools to self-evaluate all areas of practice (e.g. leadership, learning and teaching, partnership working etc.) using the six nurture principles:

- Children's learning is understood developmentally
- The classroom offers a safe base
- The importance of nurture for the development of wellbeing
- Language is a vital means of communication
- All behaviour is communication
- The importance of transition in children's lives

Embedding a nurturing approach can help support children and young people's attendance and prevent school exclusions. It is fundamental to inclusive practice. It is expected that all schools in East Lothian will move towards becoming Nurturing Schools and can be supported by the Educational Psychology Service to do so.

2.4   Restorative Approaches

Restorative Approaches have come to be used in education to mean restoring good relationships where there has been conflict or harm; and developing school ethos, policies and procedures that reduce the possibilities of such conflict and harm occurring

McCluskey et al, 2011

Restorative approaches are *values* led and *needs* based. They can be seen as part of a broader ethos or culture that identifies strong, respectful relationships and a cohesive community as the foundation on which good learning and teaching can take place. In such a community the rights of children and young people are paramount, and they are given responsibility for decision-making in issues that affect their lives, their learning and their experience of school.

Restorative Approaches can be viewed as a whole school ethos and culture underpinned by the following principles and values:

- Strong, mutually respectful relationships and a cohesive community provide the foundations for good learning and teaching
- Children and young people's rights are paramount, and they should be involved in making decisions
- Children and young people change – and their behaviour can change
- The way adults work with and relate to children and young people can influence their thoughts, feelings, and actions
- Mistakes are an important learning tool
- All pupils should be viewed with positive regard – it's the person that counts, not the behaviour.

When pupils are excluded, isolated or 'punished' in some other way, there is often the expectation that the pupil will take responsibility for his/her actions and regulate their behaviour in future. However, studies have shown that exclusion is ineffective in changing students' behaviour (McCluskey, 2008). A study by Barnardo's found that 39% of pupils who are temporarily excluded are repeatedly excluded to the detriment of their education and social development (Evans, 2010).

Restorative Approaches are considered a pedagogical tool, where children and young people are actively supported to develop skills in resilience and relationship building. They support learners to reflect, take responsibility for their actions and show empathy for others, which is at the heart of all positive relationships (Kane et al, 2007). In this way, Restorative Approaches link directly with:

- Curriculum for Excellence – Health and Wellbeing Experiences and Outcomes
- HGIOS 4 – 3.1 Ensuring wellbeing, equality and inclusion
- GIRFEC – taking into account risk and protective factors and the wellbeing indicators

This is inherent in high quality learning and teaching where differentiation and support is provided to learners to meet their needs where they are at, not where they are expected to be. This also links with the nurture principles above that 'learning is understood developmentally' and 'all behaviour is communication'.

2.5   Solution Oriented Approaches

If communities are genuinely involved in shaping solutions to their own problems, those solutions will be enduring and effective.

Sir Harry Burns

Solution oriented approaches provide staff with opportunities to explore aspects of their working environment and relationships within it, by visualising the desired outcome rather than focusing on the problem. When difficulties arise, solution oriented approaches enable an individual or group of people to identify the skills, strengths and resources that they already have which can help them to reach a solution.

The approach helps individuals/groups identify what is working well, and how positive experiences can be built upon in the future. At the same time, by visualising in great detail what the desired outcome is, individuals/groups are more able to identify the next small steps needed in order to make progress. As progress is the key factor, sometimes the steps are very small. Those setting goals are encouraged to think about how others will know they are making progress: in this way, it facilitates reflective thinking and the capacity to see situations from different perspectives. Moreover, the persistent evaluation of goals, often on a 0 – 10 scale, encourages the same evidence based approach to monitoring progress that schools are asked to implement in an academic context. Initially, an individual or group is supported to use a solution oriented approach, but they then internalise the way of thinking which in turn supports the development of resilience.

Solution oriented approaches can be used in a variety of situations, including mental health difficulties and developing emotional self-regulation. In a review of outcome literature, Kim and Franklin (2009) found that solution oriented methods: *"did show promise as a useful approach in working with at-risk students in a school setting, specifically helping students reduce the intensity of their negative feelings, manage their conduct problems, and externalizing behavioral problems."*

Key principles include:

- If it's not broken, don't fix it
- If it works, do more of it
- If it's not working, do something different
- Small steps can lead to big changes

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- The solution is not necessarily directly related to the problem
- The language for solution development is different from that needed to describe a problem
- No problems happen all the time, there are always exceptions that can be utilised
- The future is both created and negotiable

There is an underlying belief that people have the necessary resources to make changes; everyone has their own ways of solving problems; collaboration enhances change; and people need to be engaged in the process of change to want it to happen. It is the role and responsibility of the adult/facilitator to find a way to engage the young person.

The solution oriented approach can often be seen in other methodology widely used in schools, such as visual planning. It can be used as a framework for meetings including multi-agency meetings, pre-and post-exclusion meetings and professional development reviews. Some schools use this approach for the setting of all behavioural targets, describing the behaviour they would like to see (the outcome), rather than the unwanted behaviour (the problem). This has found to be a more facilitative and encouraging way to support successful change. It is also more in keeping with the maintenance of positive relationships between staff and learners. In East Lothian's Children's Services, the Signs of Safety framework to assess safeguarding and child protection issues is based on a solution oriented approach.

Solution oriented approaches have been used in schools for a number of years with regard to supporting day-to-day practice and can also be used to support whole school strategic change. More recently, solution oriented practice has also been used effectively to actively support positive relationships and culture at the classroom level with a growing evidence base for its use at this level.

3   Impact of Exclusion from School

Understanding the impact that school exclusions can have on children and young people, is an important aspect of informed decision making.

Exclusions are particularly prevalent among children and young people who are:
- Looked After Children
- From areas of deprivation
- Registered as having a disability
- Recognised as having an Additional Support Need (particularly social, emotional and/or behavioural)

In Scotland, it is estimated that that the exclusion rate is more than 4 times higher for children and young people who have Additional Support Needs. Exclusion rates are more than 6 times greater among those living in the 20% most deprived areas.

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Being in education has long term benefits on outcomes for children and young people including life-expectancy, social and cognitive skills and a better sense of wellbeing and happiness (McVie, 2014).

Findings from the Edinburgh Youth Crime Study showed that around 65% of children and young people who were excluded in S1, were early school leavers compared to only 20% of their peers who were not excluded (McVie, 2014). Furthermore, children who were excluded from school by age 15 are 4 times as likely to be in the criminal justice system by the age of 24. A review of children and adolescent mental health carried out between 2004 and 2007, found that children who struggled with school or have poorer mental health are more likely to be excluded from school (Ford, Parker, Salim & Goodman, 2017).

4   Legislative Context

4.1   Human Rights Principle

Children and young people have a universal and inalienable right to an education. It is the duty of East Lothian Council, all schools, learning establishments and every member of staff to create the relationships and environments within which every child and young person can realise this right.

4.2   Legal Capacity

In Scotland, there is a presumption that a child age 12 years and over has a legal capacity to instruct a solicitor in connection with any civil manner. Children with legal capacity have the same rights of appeal as a parent or a learner who is a young person (a person over school age who has not attained the age of 18 years).

In any relevant procedures, including appeals, the views of the child over 12 years as well as those of the parent/carer should be accurately represented and appropriately taken into account. As the views of the child or young person may diverge from their parent/carer, it is clearly not sufficient to assume that the views of the parent/carer automatically reflect those of the learner.

A decision to exclude a child over the age of 12 years must be communicated directly to them and their parent/carer and they must be included and involved in any subsequent discussions and decisions.

Where the learner is a young person there is no legal grounds to involve parents/carers but it is good practice to do so.

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4.3 Power to Exclude

The power to exclude a child/young person from a school and the circumstances under which they may be excluded are set out in Regulations 4 and 4A of the Schools General (Scotland) Regulations 1975 ("the 1975 Regulations"), as amended [S.I. 1975/1135: the relevant amending Regulations are the Schools General (Scotland) (Amendment) Regulations 1982 (S.I. 1982/56) and the Schools General (Scotland) Amendment (No. 2) Regulations 1982 (S.I. 1982/1735)].

The power to exclude, and therefore legal responsibility for exclusion, rests with the Local Authority. The procedures outlined in this Policy apply equally to all schools and learning establishments and must be complied with in full. Any divergence from the procedures may result in the exclusion being defined as incompetent, resulting in the child or young person being reinstated without delay in the school and the exclusion being expunged from their school record.

Exclusion from school requires to be seen in the wider legislative context of East Lothian's duties to:

- "….secure that there is made for their area adequate and efficient provision of school education…." *Section 1 of the Education (Scotland) Act 1980*

- "….secure that the education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential." *Section 2(1) of the Standards in Scotland's Schools etc. Act 2000*

- "….have due regard, so far as is reasonably practicable, to the views (if there is a wish to express them) of the child or young person in decisions that significantly affect that child or young person, taking account of the child or young person's age and maturity." *Section 2(2) of the 2000 Act in regard of section2(1)*

- "….have regard to the general principle that, so far as is compatible with the provision of suitable instruction and training and the avoidance of unreasonable public expenditure, pupils are to be educated in accordance with the wishes of their parents." *Section 28 of the Education (Scotland) Act 1980*

East Lothian Council delegate the power to temporarily exclude children and young people from school to the Headteacher in primary schools and the Headteacher and Depute Head Teacher(s) in secondary schools.

The Headteacher (or their Depute) carrying out an exclusion should be aware that he/she may be required to justify the decision as part of the appeal's procedure and potentially in a court of law should the case go to the Sheriff Court or an Additional Support Needs Tribunal for

Scotland. In all circumstances it is vital that accurate records of the circumstances and the decision making process are recorded.

In exceptional circumstances the Headteacher may review the grounds leading to the decision to exclude. If this is followed by a decision to expunge the exclusion from the learner's record then the Headteacher should write formally to the parent and the young person informing them of this decision. The Headteacher should also inform the Head of Education of this occurrence.

4.4 Grounds for Exclusion

The grounds for exclusion and the procedures to be followed are contained in the Schools General (Scotland) Regulations 1975 (as amended 1982).

Regulation 4 states that an education authority **shall not exclude** a child or young person from school unless the authority:

- "are of the opinion that the parent/carer(s) of the child/young person refuses or fails to comply, or to allow the child/young person to comply, with the rules, regulations, or disciplinary requirements of the school" or;

- "considers that in all the circumstances to allow the child/young person 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."

Exclusion should only ever be used as a last resort. In most cases, the school should be able to demonstrate the support put in place to avoid exclusion: there should be clear evidence of the monitoring and evaluation of this support, over time. It should be a proportionate response where there is no alternative. Prior to an exclusion the views of the child or young person and parent/carers must be taken into account.

Careful consideration must be given to the facts and circumstances surrounding any incident(s) leading to exclusion, with particular reference to the nurture principle that all behaviour is communication. Schools are expected to put in appropriate support for what the child or young person is communicating, and not take behaviour at face value.

Head teachers or their delegated member of staff must be able and prepared to justify that any exclusion is a proportionate means of achieving a legitimate aim – a legitimate aim may be to ensure the health and safety of children and young people and staff within a school.

Head teachers, when deciding whether exclusion is necessary, must have regard to the particular facts and individual circumstances surrounding incidents and/or learners (see Section 5).

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4.5   Sending Home without Exclusion

Exclusion from school of a learner other than in conformity with the terms of the 1975 Regulations is illegal. Failure to comply with regulations in such circumstances may render the authority open to legal challenge by the parent/carer or the learner. In all situations where learners are sent home for periods of time to 'cool off' or for longer term assessments and planning, they must be formally excluded.

Children and young people must not be sent home from school for reasons relating to behaviour or an incident without being excluded.

5   Consideration of Individual Circumstances

Individual circumstances must be taken into account when excluding a child or young person from school, particularly with regard to those children and young people who have additional support needs, a disability, are looked after or where there are child protection concerns.

In addition, bearing in mind that all behaviour is communication, it is important for staff to investigate exceptional circumstances for individuals, such as bereavement or experience of abuse. In these cases, exclusion may exacerbate a child or young person's distress and be an inappropriate action; instead support should be identified.

While individual circumstances must be taken into account, the grounds for exclusion are the same for all children and young people.

Appendix 11 outlines a set of challenge questions that may be helpful when considering individual circumstances.

5.1   Additional Support Needs

The Education (Additional Support for Learning Act) (Scotland) Act (2004, 2009) places specific duties on Education Authorities to provide adequate and efficient support to ensure that all learners benefit from school education.

In considering the exclusion of a learner with Additional Support Needs (ASN), school staff should take into account the potential impact of the loss of both their learning and provision of support. The named person or lead professional should be aware of the arrangements in place with other agencies, such as Speech and Language therapy in making provision and take into account the impact of any disruption to the provision of these services to the learner and to the services themselves.

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Learners should be allowed to continue to access any therapeutic support such as physiotherapy, speech and language therapy as ongoing and necessary support and intervention. The exclusion does not affect the Local Authorities duty to provide these services therefore, such provision should continue notwithstanding the exclusion. Consultation with any other Service providers in order to maintain provision to an excluded learner should take place prior to the exclusion and plans put into place to ensure limited disruption to provision.

Staff should be aware that a period pf exclusion from school creates a transition point for children and young people with ASN which can be particularly challenging for some learners. In considering an exclusion from school, transition planning should be factored into the plans for return to school.

Where a learner with ASN is at risk of exclusion school staff should balance the case for exclusion with the needs to take all reasonable steps to secure that appropriate provision is in place to meet their needs. However, this additional consideration would not prevent exclusion where this is deemed absolutely necessary.

5.2   The Equality Act 2010

In considering the exclusion of a learner with a disability as defined by the Equality Act 2010 staff should ensure that they comply with provisions of the Act in relation to discriminatory behavior in the context of exclusion from school.

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 or young people on the specific grounds of behaviour resulting from their protected characteristic. In addition, it prohibits schools from discriminating against these children during the exclusion process. It is likely to be difficult to show that exclusion was an appropriate and proportionate response in these situations without such evidence.

5.3   Looked After Children

The Additional Support for Learning Act 2004 (as amended 2009) states that it is assumed that Looked After Children have additional needs unless otherwise stated. All Looked After Children should be considered in this context as requiring support. Understanding the specific needs and individual circumstances of the child or young person is essential. Exclusion can mean that their already potentially challenging circumstances will be exacerbated and an additional loss of learning will take place alongside a harmful impact on their wellbeing.

Looked After Children can be vulnerable to experiences of rejection, which then decrease their resilience and ability to trust adults. Exclusion feeds into this process, creating more barriers for the child in question to be able to develop a sense of belonging in a school. Ironically, this is more likely to lead to further behaviour communicating the distress they feel.

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Corporate Parenting provides an opportunity and a statutory duty on all parts of East Lothian Council to support the care and welfare of learners who are Looked After by them. Staff should consider very carefully the decision to exclude a Looked After Child or Young Person in their care and if at all possible should avoid taking the decision to exclude them.

Staff must discuss any potential decision to exclude a Looked After Child or Young Person with the designated Social Worker and lead professional (if different) prior to the exclusion taking place in order to allow for a full consideration of individual circumstances to take place.

There are particular responsibilities and considerations for the corporate parent regarding the exclusion of a Looked After Child including the implications for the placement, the emotional impact on a child or young person who may already have attachment issues and may have experienced considerable lack of stability. Staff should be able to answer the question "is this good enough for my child?" to ensure that the welfare of the child or young person is paramount in making decisions.

If a decision is made to exclude, this should be clearly documented with appropriate communication with those who hold parental responsibility and the child or young person's carers. Meetings to discuss support strategies and re-admission to school should be arranged in writing. Copies of all communication should be sent to the child or young person (if age appropriate) plus a trusted adult should be explaining to the child or young person of the current situation and plans. The child or young person should be attending planned meetings and have an opportunity to have their views heard either by themselves or by their trusted adult.

5.4 Child Protection Register

In considering the need to exclude a learner who may be on the child protection register or for whom there are current or previous child protection concerns, the designated member of staff for child protection within the school should be informed and involved in the decision-making.

Staff must discuss any potential decision to exclude a learner on the child protection register or for whom they are current or previous child protection concerns with Children's Wellbeing. It is essential that this is done immediately prior to the child or young person being sent home in order to ensure their health and wellbeing immediately, and throughout the period of exclusion from school.

In all cases where a decision to exclude has been taken, staff should in collaboration with Children's Wellbeing Services prepare a risk assessment to ensure the child or young person will not be placed at further risk while excluded.

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5.5   Socioeconomic Deprivation

Staff must also take into account that exclusion may have an immediate impact on the wellbeing of children and young people living in areas of socioeconomic deprivation. This might include children and young people missing out on free school meals and being prevented from accessing the security and continuity of school environment.

Staff must consider the impact that exclusion may have on a learner in receipt of Educational Maintenance Allowance.

6   Procedures for Exclusion from Schools

Excluding children and young people from school must comply with the relevant legislation. Accountability for all exclusions should be guided by this policy and the procedures must be followed at all times. Procedures for excluding learners should be available to parents/carers on the council's website and within individual schools' handbooks and websites. Appendix 10 provides a range of challenge questions

6.1   Definition of Temporary & Permanent Exclusion

The law does not differentiate between temporary and permanent exclusion. In either case there must be sufficient grounds that comply with the requirements of legislation, however the following distinction between Temporary and Permanent exclusion can be made:

Temporary Exclusion: a time-limited exclusion imposed by the Headteacher at the conclusion of which the child or young person returns to their current school.

Permanent Exclusion: a decision taken by the Head of Education to remove a child or young person from the register of their current school. In such circumstances, the Local Authority is required to identify an equivalent school in which the child or young person can continue their education immediately without undue delay. For further details see Section 6.7.

6.2   Length of Exclusion

Legislation devolves the length of exclusion to the Local Authority to determine. East Lothian Council establishments must resolve exclusions as quickly as possible. Where possible an exclusion should be resolved the following day or day after. However, this may be dependent on the availability of parent/carer, or in some cases other professionals, working with the learner or family.

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East Lothian Council have set the maximum period of 10 openings for each exclusion; this is the equivalent of 5 school days as the maximum period of exclusion in any case. Where an exclusion extends or is predicted to extend over the 5 day maximum period a memo should be submitted to the school's link Education Support officer. See Appendix 5.

All exclusions should be resolved within the same academic year. A single exclusion should not span more than one academic year even if there are only a few days of the summer term remaining. The Head of Education should be informed where this is unavoidable.

A learner or parent's decision to appeal against an exclusion should have itself no effect on the length of exclusion. Learners should return to school promptly regardless of the appeal process and timing.

6.3   Provision of Education during Exclusion Period

East Lothian Council have a legal duty to make available education provision for all excluded learners without 'undue delay'. In accordance, appropriate learning materials should be made available to all excluded learners immediately and ideally prior to them leaving the establishment. It is essential that access to education or educational progress is not stalled or hampered as a result of the decision to exclude.

It is important to note that providing learning tasks without the necessary teaching input to enable the pupil to understand the materials would legally be considered insufficient support. It is therefore essential that all arrangements should involve teacher contact with the child or young person on a regular basis. It may be appropriate for this contact to be made available using telephone, email or online learning. Steps must be taken to ensure appropriate teaching is provided and any queries over the education materials provided are addressed.

If a learner attends more than one school as part of their education e.g. to access subjects not available in one school, the Headteacher of the other school must be informed of any decision to exclude. An exclusion is only applicable to the school which issued it therefore arrangements regarding attendance at the other school should remain in place unless there is a very serious reason for not attending e.g. health and safety concerns for other learners.

All existing involvement in non-school based learning should continue. This may include college placements, therapeutic support or mentoring programmes. If the activity takes place in the school it may be necessary to arrange an alternative venue during a period of exclusion.

Children and young people who attend enhanced additional support provisions or have ASN must have their educational needs met during a period of exclusion. This may involve the use of specialist services as well as support from other agencies (see section 5.1).

In circumstances where an exclusion may affect attendance at an exam or assessment staff should make all reasonable attempts to ensure that the learner is not disadvantaged. Staff

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should contact the Scottish Qualifications Authority for advice and to progress any arrangements should this be required.

The responsibility for the provision of education for all children and young people during a period of exclusion rests with the Headteacher and they must ensure appropriate arrangements for learning are made immediately.

There is no legislative timescale defining 'undue delay' as the purpose is to continue East Lothian Council's duty to provide education for all their children and young people.

6.4   Intimation of Decision to Exclude

The Headteacher must contact the learner's parents/carers prior to them being required to leave the premises during school time to ensure the safety and wellbeing of the child or young person.

The Headteacher or their delegated representative, must on the day a decision to exclude is taken, intimate orally to the learner and their parent/carer the decision to exclude. On the day of the decision to exclude, the school must notify parent/carer/child/young person by letter. This is important as verbal information may be difficult to understand immediately or remembered fully, especially if the situation is emotionally difficult for parents.

The letter must outline:
- The decision to exclude and the date.
- The reason for the exclusion.
- The time and place for a meeting to resolve the exclusion, where the head teacher, depute Headteacher will meet with the parent/carer and pupil. This must take place within 7 calendar days following the decision to exclude.
- The conditions, if any, with which the parent and / or pupil must comply, or undertake to comply before the pupil may be readmitted.
- Information on the right of a parent/carer to refer the decision to exclude the pupil to an appeal committee under section 28H of the 1980 act and the right to appeal the committee's decision to the sheriff and how appeals can be initiated.
- Any other information, which the education authority considers appropriate such as a contact person to discuss any school work provided during the period of exclusion.

It is essential that letters are clear, accessible and personalised. The following template letters are available for use:

- The parent/carer - Appendix 1 (a).
- The child, where the child is over 12 and has capacity - Appendix 1 (b).
- The young person only where the young person is over 12 – Appendix 1(c).

In order to make sure there is sufficient review, assessment and preparation for return to school, successful reintegration and introduction of new or additional support it may be necessary to meet sooner.

The formal exclusion letter should be sent to parent/carer and the learner over 12 years old and include:

- The reason the learner was excluded;
- The right of appeal and how appeals can be made and;
- Any other relevant information considered appropriate.

For children or young people who are Looked After by the Local Authority, staff should provide notice to carer's and adults with parental responsibly (see Section 5.3).

Appendix 12 provides challenge questions

6.5 Support & Next Steps Re-admission Meeting

A Support and Next Steps Re-admission meeting should be held before the child or young person returns to school.

This meeting should focus on:
- The reasons for the exclusion and what the child or young person was communicating through their behaviour which led to the exclusion.
- The essential partnership between home and the school and how both parties can work together to support the child/young person.
- Strategies and supports that will be implemented to support the child or young person on their return should also be discussed and agreed.

The East Lothian Child's Planning Framework can be used to encapsulate and record all of this information.

The meeting should be solution oriented and focusing on the best interventions and outcomes for the learner. While it may be important for the school to set out some helpful conditions it is important that the Support and Next Steps Re-admission meeting is not purely a list of 'do's and don'ts' but is seen as positive and proactive discussion of strategies and interventions to support the young person's return to school.

The child or young person should be in attendance at this meeting, have a clear understanding of the reasons for the meeting and be given the opportunity to have their views heard and most importantly, understand strategies and supports suggested and agreed.

If a satisfactory agreement is reached, the parent/carer and learner (over 12 years) should sign the Support and Next Steps Re-admission Meeting Agreement, Appendix 4 (a) or 4 (b) or 4 (c) or 4 (d) as appropriate then the child/young person should be re-admitted and the outcome recorded.

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Copies of the signed Support and Next Steps Re-admission Meeting Agreement should be given to the parent/carer and learner if over 12 years. The original should be retained in the learner's Pupil Progress Record and electronically if using such storage system.

There may be occasions when the school feel that they require to undertake a risk assessment to minimise current or future risks and therefore allow the learner to continue to attend school supported through this risk assessment. The risk assessment should identify the priorities and needs of the pupil balanced against the strategies required to ensure the safety of all children and staff.

6.6 Failure to Reach Agreement on Re-admission

If the parent/carer or learner fails to come to an agreement on re-admission to school, or are unable to meet the Headteacher, Depute Headteacher or East Lothian Council officer, or they, refuse to agree to the conditions, then the matter should be reported to the Head of Education.

In this instance re-admission to the school can still take place, with the matter discussed in a consultation meeting with the Head of Education or delegate. The refusal should be noted on the appropriate documentation, and a solution oriented or restorative re-admission meeting attempted if possible.

When agreement has been reached the standard form - Appendix 3 (b) or 3(c) and 3(d) or 3(e) should be completed with one copy being placed in the child or young person's educational record and one copy given to the parent/carer with a further copy being given to the young person.

Until an exclusion has been concluded in terms of the above procedure, the child or young person will be deemed to be trespassing should they enter school premises or playground areas. It is within the Head Teacher's discretion to contact Police Scotland if the child or young person will not leave voluntarily. However, it is important to bear in mind the impact on the child of such a decision, especially if they are a child with protected characteristics (especially those on the autistic spectrum). It is the view of East Lothian Council that all other avenues should be tried first.

The parent/carer may not enroll a child or young person in another school until the exclusion process has been concluded.

6.7 Permanent Exclusion

The power to exclude on a permanent basis lies with the Head of Education or in the absence of the Head of Education, the Depute Chief Executive.

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The Headteacher should notify the Head of Education in writing that they are requesting a permanent exclusion; that is the permanent removal of a child or young person from that school's register.

The Headteacher should inform the parent that a request to permanently exclude their child or young person has been made to the Head of Education as soon as this request has been made - see appendix 4 (a).

The Headteacher should prepare all appropriate and relevant information for discussion with the Head of Education to allow a decision to be reached as soon as possible.

A permanent exclusion relates only to the East Lothian school from which the child or young person has been permanently excluded.

If the decision or preference is for the child or young person to remain at a school within the Local Authority, the Head of Education (or their delegate) will decide which school will be the receiving school; the parent/carer and child of young person should be notified of this decision as soon as possible.

East Lothian Council have a statutory obligation to provide education during any period of time where the child or young person cannot attend school. This temporary alternative educational provision should be in place without undue delay.

The parent/carer should not submit a placing request to another school until the exclusion procedures have been completed. This also applies in the case of Temporary Exclusion.

A Child's Planning meeting should be held within 5 days of the confirmation of permanent exclusion. The meeting should be held in the receiving school and be chaired and recorded by the receiving school. Relevant staff from the excluding school must attend along with parent/carer, learner and relevant professionals from the 'team around the child' in order that a full and reviewed Child's Plan can be developed. It is advised that in all cases a 'Risk Assessment' is completed.

Any alternative education arrangements should remain in place until enrolment takes place with the new school.

6.8 Part-time timetables and Flexible Learning Packages

As part of an initial support package on return to school it may be appropriate, particularly where a crisis has developed, for a learner to return to school on a part-time basis, or with a flexible learning package in place. Such an arrangement must be planned, transparent and agreed between the school, the parent/carer and the child or young person

The Child's Plan must accurately reflect the agreed flexible or part time arrangements. This arrangement should be used for a short and agreed period with the aims around this recorded in the Child's Plan. This should be discussed and agreed with the ASN Education Officer for the school.

Records must be kept, including records of attendance which accurately reflect the times that the child or young person spends at home with parent/carer permission. The SEEMiS code (Y-PTX) should be used for any children and young people who are returning to school on a part time basis following a period of exclusion.

6.9 Right of Appeal

The right of appeal against the decision to exclude is outlined in the Education (Scotland) Act 1980 and extended to learners with legal capacity in the Age of Legal Capacity Act (2000). Local Authority has a statutory duty to appoint an education appeal committee, that it is not a committee of the Authority, but is an independent body which operates under the supervision of the Scottish Committee of the Council on Tribunals under the Tribunals and Inquiries Act 1992.

The right of appeal and how to do this will be outlined in the formal exclusion letter sent following the decision to exclude. Appendix 14 provides and information sheet for parent/carer regarding the appeal process and this should be sent with the formal exclusion letter.

7 Recording and Documentation

The decision to exclude a learner must be recorded:

- In the child/young person's pupil progress record (PPR);
- Recorded in SEEMiS Click and Go attendance and;
- Noted in latest Pastoral Notes with details of any investigation carried in out relation to the exclusion (This may form part of a chronology if required).

Where the decision of an education appeal committee or sheriff court has been to annul an exclusion, this information should be:

- Deleted from the learner's PPR, their attendance in SEEMiS;
- 'Retired' from latest Pastoral Notes;
- Should not be disclosed as part of a learner's history.

A written record must be kept of all information leading to the exclusion on the pupil's educational record. This should include the reasons why the Headteacher or the Depute Headteacher decided on exclusion as a course of action. Comments should be specific and explicit including the names of teachers, dates times and any other information that may be deemed to be relevant. This information may, in certain circumstances, be required to

substantiate the authority's case in a court of law or an Additional Support Needs Tribunal for Scotland.

Given the legal duty that a child or young person's views are recorded when a significant decision is taken regarding them, they must be given the opportunity, where possible, to have their views documented at the point of exclusion. The views of the learner and the parent/carer should be accurately represented and appropriately taken into account.

8 Monitoring

Reducing exclusions is a target for both National and Local Government and, as such, exclusion figures for each school are monitored closely.

It is expected that Headteachers will review and monitor exclusions at an individual and school level to inform planning and interventions.

Within the Education Service officers meet on a monthly basis to review exclusion data and information to identify emerging issues and provide early and preventative support.

This policy will be reviewed annually to reflect any changes to National and Local practice.

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8.1 Appendix 1 (a): Letter of Exclusion to parent/carer of learner under 16-years. Must be sent on day of exclusion. Parent/carer to be verbally informed also

Dear *Parent/Carer's Name*

***Child/Young Person's Name* – TEMPORARY EXCLUSION FROM SCHOOL**

I regret to advise you that *Child/Young Person's Name* has been excluded from attendance at school today. *Child/Young Person's name* has been involved in *enter reason for exclusion as per code in Appendix 8.* It is my view that to allow *Child/Young Person's name* to continue attendance at the school would be likely to be seriously detrimental to school discipline or the wellbeing of the other learners.

Alternatively where parental non-cooperation is a factor:

Child/Young Person's name *has been involved in* *enter reason for exclusion as per code in Appendix 8.* *This means that you, as* *Child/Young Person's name* *parent/carer have allowed* *him/her* *to refuse or fail to comply with the positive behaviour code of the school.*

It is essential that we meet soon to discuss the exclusion and agree strategies and supports for *Child/Young Person's name* return to school. I *or name of other staff member if appropriate* will meet with you at *time* on *date* in *room* at the school. If you are unable to attend this appointment, please contact me as soon as possible in order that we can make suitable arrangements.

Your right of appeal under Section 28H of the Education (Scotland) Act 1980 will be explained to you when we meet. *Child/Young Person's name must accompany you to this meeting.*

In the meantime, *Child/Young Person's name* must not attend school, be within the school or school grounds, or take part in any school activities, until the exclusion has been resolved.

Yours sincerely
Head Teacher

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8.2 Appendix 1 (b): Letter of Exclusion to a child/young person under 16 years. Must be sent on day of exclusion. Pupil to be verbally informed.

Dear *Child/Young Person's name*

TEMPORARY EXCLUSION FROM SCHOOL

I regret to advise you that you have been excluded from attendance at school today. The reason for this decision is: *enter reason for exclusion as per code in Appendix 8.*

It is my view that to allow you to continue your attendance at the school would be likely to be seriously detrimental to order and discipline, or the wellbeing of the other children and young people, in the school.

I will be organising a meeting with your parent/carer where we can discuss your return to school and any help and support we can provide. You will also attend this meeting.

We will explain to you at this meeting about your right of appeal under Section 28H of the Education (Scotland) Act 1980. Please note that a letter of your temporary exclusion has been given to your *Parent/Carer(s) Name.*

Until we meet you must not attend school, be within the school or school grounds, or take part in any school activities, until the exclusion has been resolved.

It would be very helpful if you could have a look at the questions on the back of this letter before you come to the meeting. You may find it helpful to go over these questions with your parent /carer or someone that you know well.

Yours sincerely

Head Teacher

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Helpful questions before the return to school meeting.

Why were you excluded from school?	
What is going well for you at school?	
What is not going well?	
What can you do to make sure you are not excluded again?	
What can the school do to make sure you are not excluded again?	
Is there anything your parent/ carer do to help?	
Is there anyone else you would like to help you?	
Is there anyone else you would like to help you?	

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8.3 Appendix 1 (c): Letter of Exclusion to a learner over 16 years

Dear *Young Person's name*

TEMPORARY EXCLUSION FROM SCHOOL

I write to confirm that you that you have today been excluded from attendance at school. You have been involved in *enter reason for exclusion as per code in Appendix 8* and, as such, to allow you to continue your attendance at the school would be likely to be seriously detrimental to order and discipline, or the wellbeing of the other children and young people, in the school.

It is essential that we meet soon to discuss the exclusion and to consider the supports and next steps, for your return to school. I *or name of other staff member if appropriate* will meet with you at *time* on *date* in *room* at the school. If you are unable to attend this appointment, please contact me as soon as possible in order that other arrangements can be made

You can bring your parent/carer/a supporter to this meeting.

You will be advised at the meeting of your right of appeal under Section 28H of the Education (Scotland) Act 1980.

In the meantime, you must not attend school, be within the school or school grounds, or take part in any school activities, until the exclusion has been resolved.

It would be very helpful if you could have a look at the questions on the back of this letter before you come to the meeting. You may find it helpful to go over these questions with your parent /carer.

Yours sincerely

Head Teacher

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Helpful questions before the return to school meeting.

Why were you excluded from school?	
What is going well for you at school?	
What is not going well?	
What can you do to make sure you are not excluded again?	
What can the school do to make sure you are not excluded again?	
Is there anything your parent/ carer do to help?	
Is there anyone else you would like to help you?	
Is there anyone else you would like to help you?	

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8.4 Appendix 2 (a): Agreement for all learners following a 'Support and Next Steps return to School Meeting'.

Dear *Child/young person's name*

Supports and Next Steps agreed for Return to School

Today we (*you, your parent/carer/school staff*) discussed your exclusion from your school and agreed how we can support you upon your return to school.

At the meeting we have discussed:
- What is going well for you in school?
- What is not going well?
- What can you do to make sure you are not excluded again?
- What can the school do to make sure you are not excluded again?
- What can your parent/carer do to make sure you are not excluded again?
- Is there anyone else you would like to help you?

This is what we agreed:

-
-
-
-
-
- We also ask all learners to try to follow the school's positive behaviour code.

This information will form your Plan so that you, your parent/carer and the Headteacher can clearly see how we agree to work together to support you.

If you understand and agree with all the above, please sign here:

Signature of learner   --

Signature of parent/carer   --

Signature of Headteacher/Depute Headteacher --

Date

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8.5   Appendix 2 (b): Agreement for parent /carer following 'Support and Next Steps Return to School Meeting'.

Dear

Following the exclusion of *Child/Young Person's name* from school, we confirm that the reasons for this as described in the original letter of exclusion have been discussed and we have focused on how we can make *Child/Young Person's name*'s return to school a positive experience. We also explained your right of appeal.

At the meeting, you, *child/Young Person's name* and the school agreed the following:

This is what we agreed:

-
-
-
-
-

I, as Headteacher of the school, am satisfied with the arrangements made for *Child/Young Person's name* return to school.

Signature of Headteacher/Depute Headteacher

I as the parent/carer for *child/Young Person's name* agree with the arrangements set out above and will work with the school and others to support *child/Young Person's name*.

Signature of Parent/Carer

Date

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8.6   Appendix 2 (c): Parent/carer of learners under 16 years: Support and Next Steps Readmission Meeting Agreement

Dear *Parent/Carer(s) Name*

Child/Young Person's Name, Date of Birth, Class

I refer to my letter of *date* and to our subsequent meeting on *date* to discuss the exclusion of *Child/Young Person's Name* from school.

Regrettably, our meeting did not lead to an agreement on *Child/Young Person's Name*'s return to school. Accordingly, *Child/Young Person's Name* remains excluded. I am, therefore advising you that you have the right of appeal against the decision to exclude and / or the conditions of readmission under the terms of Section 28H of the Education (Scotland) Act 1980.

Such an appeal should be sent to:

Head of Council Resources
John Muir House
East Lothian Council
John Muir House
Haddington
EH41 3HA

If you wish to reconsider any part of our discussion at our meeting I will be please to meet with you again in the hope of reaching agreement regarding *Child/Young Person's Name*)'s return to school. In the meantime I am required to advise the Principal Officer, Inclusion and Equality of our present unresolved situation.

Yours sincerely

Headteacher

Reasons for decision to exclude: Enter reason for exclusion as per code in Appendix 8 (a)

Motivation for action: Enter motivation as per code Appendix 8 (b

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8.7 Appendix 2 (d): Learner under 16: No agreement following the Support and Next Steps Return to School Meeting

Dear Child/*Young Person's name*

I refer to my letter of *date* and to our subsequent meeting on *date* to discuss your exclusion from school.

Regrettably, our meeting did not lead to an agreement on your return to school. Accordingly, you remain excluded. I am, therefore advising you that you have the right of appeal against the decision to exclude and / or the conditions of readmission under the terms of Section 28H of the Education (Scotland) Act 1980.

Such an appeal should be sent to:

Head of Council Resources
John Muir House
East Lothian Council
John Muir House
Haddington
EH41 3HA

If you wish to reconsider any part of our discussion at our meeting I will be please to meet with you again in the hope of reaching agreement regarding your return to school. In the meantime I am required to advise the Principal Officer, Inclusion and Equality of our present unresolved situation.

Yours sincerely

Headteacher

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8.8 Appendix 3 (a): Head Teacher's Record where there is no agreement for return to school for learner under 16. Parent/Carer/Pupil Statement

Written record of Support & Next Steps Readmission Meeting for the parent/carer(s) of a child/young person under school leaving age

To be completed by the Headteacher in the event of the child or young person/parents decision not to agree with supports and strategies at the Support and Next Steps Return to School Meeting.

Child/Young Person's Name

Child/Young Person's and/or *Parent/Carer's* Verbal Statement

Signature of *Child/Young Person* and/or *Parent/Carer(s)*

Signature of Headteacher/Depute Headteacher

Date

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8.9 Appendix 3 (b): Parent/Carer of learner under 16: Failure to keep appointment for a Support and Next Steps Return to School Meeting.

Dear *Parent/Carer(s) Name*

Exclusion from School

I refer to my letter of *date* and to my invitation to meet me on *date* to discuss *Child/Young Person's Name's* exclusion from school.

Unfortunately you did not keep the appointment and so *Child/Young Person's Name* remains excluded. Our proposed supports and conditions, which will support his/her readmission, are given below. I must advise you that you have the right to appeal against the decision to exclude and/ or the conditions of readmission under the terms of Section 28H of the Education (Scotland) Ac t 1980.

Such an appeal should be sent to:

Head of Council Resources
John Muir House
East Lothian Council
John Muir House
Haddington
EH41 3HA

I will be pleased to meet with you in the hope of reaching agreement regarding *Child/Young Person's Name* return to school. In the meantime I am required to advise the Principal Officer, Inclusion and Equality of our present unresolved situation.

Yours sincerely

Headteacher

Reasons for decision to exclude: Enter reason for exclusion as per code in Appendix 8 (a)

Motivation for action: Enter motivation as per code Appendix 8 (b)

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8.10 Appendix 3 (c): Learner over 16 years: Failure to keep appointment for a Support and Next Steps Return to School Meeting.

Dear *Young Person's name*

Exclusion from School

I refer to my letter of *date* and to my invitation to meet me on *date* to discuss *your* exclusion from school.

Unfortunately you did not keep the appointment and so you remain excluded. It is important that we have the opportunity to discuss supports and next steps for your return to school. I must advise you that you have the right to appeal against the decision to exclude and/ or the conditions of readmission under the terms of Section 28H of the Education (Scotland) Ac t 1980.

Such an appeal should be sent to:

Head of Council Resources
John Muir House
East Lothian Council
John Muir House
Haddington
EH41 3HA

I will be pleased to meet with you in the hope of reaching agreement regarding your return to school. In the meantime I am required to advise the Principal Officer, Inclusion and Equality of our present unresolved situation.

Yours sincerely

Headteacher

Reasons for decision to exclude: Enter reason for exclusion as per code in Appendix 8 (a)

Motivation for action: Enter motivation as per code Appendix 8 (b)

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8.11 Appendix 3 (d): Parent/carer of learner under 16: Failure to keep appointment. Head Teacher agrees return to school.

Dear *Parent/Carer(s) Name*

Exclusion from School

I regret that you were unable to attend the meeting on *date*. I have decided that *Child/Young Person's Name* may return to school with effect from *date* on the understanding that the following supports and next steps are agreeable to both of us.

The first next step applies to everyone. They are required to follow the positive behaviour code of the school.

This is what I propose:

-
-
-
-
-
-

With your agreement to the above supports and next steps I, as Headteacher of the school, am satisfied with the arrangements made for *Child/Young Person's name* return to school.

Please let me know if you are in disagreement with any aspect of our discussion or with the entry as noted above

Reasons for decision to exclude: Enter reason for exclusion as per code in Appendix 8 (a)

Motivation for action: Enter motivation as per code Appendix 8 (b)

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Yours sincerely

Headteacher

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8.12 Appendix 4 (a): Parent/carer of pupil under 16 years: Letter informing parent/carer of Head Teacher's request to head of education seeking a permanent exclusion.

Dear *Parent/Carer(s) Name*

Permanent Exclusion from School

I am writing to inform you that I believe it would likely be seriously detrimental to order and discipline or the educational well-being of the pupil for Child*/Young Person's Name* to continue attendance at this school.

I am therefore informing you that I have written to the Head of Education requesting that *Child/Young Person's Name* is permanently excluded from attending *name of school.*

Despite all our efforts to put support next steps in place we have been unable to prevent situations arising which have led us to this serious action.

While we await the response from the Head of Education we will continue to provide work for you, but as *Child/Young Person's Name* is excluded, *he/she* are not permitted to enter the school grounds, without prior agreement with the school. Steps will be taken to arrange the best way to get this work to you.

If the Head of Education approves the permanent exclusion from this school the options for your child's education are;

- *Child/Young Person's Name* attends another school identified by East Lothian Council.
- *Child/Young Person's Name* educated at home, providing the Authority agrees your teaching and learning programme.
- *Child/Young Person's Name* attends a private school without financial assistance from the Authority.

You can appeal against the decision to exclude *Child/Young Person's Name* from school, by writing a letter to Democratic Services, East Lothian Council, John Muir House, Haddington, EH41 3HA.

Yours sincerely

Head Teacher

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8.13 Appendix 5 (a): Memo from the Head Teacher informing Link Education Support Officer that a period of exclusion will exceed the maximum 5 day period (10 openings)

Memo informing the ASN Education Link Officer that a period of exclusion is exceeding the maximum 5 days period (10 openings).

From: Head Teacher / School

To: Additional Support Needs Education Link Officer

Date

Child/Young Person's name
Child/Young Person's address

Dear *ASN Education Link Officer's name*

Exclusion exceeding maximum period

I am writing to advise you that the period of exclusion for *Child/Young Person's name/stage* will exceed the maximum period of 5 days (10 openings). The exclusion will total *please enter the number of days (openings).*

The reason for this is: *please enter the reason*

Yours sincerely

Head Teacher

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8.14 Appendix 6 (a): Parent/carer of pupil under 16 years: Failure to keep appointment for a Support and Next Steps Readmission Meeting

Dear *Parent/Carer(s) Name*

Exclusion from School

I refer to my letter of *date* and to my invitation to meet me on *date* to discuss *Child/Young Person's Name's* exclusion from school.

Unfortunately you did not keep the appointment and so *Child/Young Person's Name* remains excluded. Our proposed supports and conditions, which will support his/her readmission, are given below. I must advise you that you have the right to appeal against the decision to exclude and/ or the conditions of readmission under the terms of Section 28H of the Education (Scotland) Ac t 1980.

Such an appeal should be sent to:

Head of Council Resources
John Muir House
East Lothian Council
John Muir House
Haddington
EH41 3HA

I will be pleased to meet with you in the hope of reaching agreement regarding *Child/Young Person's Name* return to school. In the meantime I am required to advise the Principal Officer, Inclusion and Equality of our present unresolved situation.

Yours sincerely

Headteacher

Reasons for decision to exclude: Enter reason for exclusion as per code in Appendix 8 (a)

Motivation for action: Enter motivation as per code Appendix 8 (b)

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8.15 Appendix 6 (b): Young person over 16 years: Failure to keep appointment for a Support and Next Steps Readmission Meeting

Dear *Young Person's name*

Exclusion from School

I refer to my letter of *date* and to my invitation to meet me on *date* to discuss *your* exclusion from school.

Unfortunately you did not keep the appointment and so you remain excluded. Proposed Supports and Conditions for your readmission are given below. I must advise you that you have the right to appeal against the decision to exclude and/ or the conditions of readmission under the terms of Section 28H of the Education (Scotland) Ac t 1980.

Such an appeal should be sent to:

Head of Council Resources
John Muir House
East Lothian Council
John Muir House
Haddington
EH41 3HA

I will be pleased to meet with you in the hope of reaching agreement regarding your return to school. In the meantime I am required to advise the Principal Officer, Inclusion and Equality of our present unresolved situation.

Yours sincerely

Headteacher

Reasons for decision to exclude: Enter reason for exclusion as per code in Appendix 8 (a)

Motivation for action: Enter motivation as per code Appendix 8 (b)

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8.16 Appendix 6 (c): Parent/Carer of pupil under 16 years: Failure to keep appointment for a Support and Next Steps Readmission Meeting

Dear *Parent/Carer(s) Name*

Exclusion from School

I regret that you were unable to attend the meeting on *date*. I have decided that *Child/Young Person's Name* may return to school with effect from *date* on the understanding that the following conditions are met:

The first condition applies to everyone. They are required to follow the school rules.

There are also some special conditions for *Child/Young Person's Name* . They are:

1

2

3

The entry in your Pupil Progress Record regarding your exclusion is as follows:

Enter reason for exclusion as per code in Appendix 8 plus any appropriate pastoral notes

Motivation for action: Enter motivation as per code 8 (b)

Additionally, the Supports, for *Child/Young Person's Name* are:

1

2

3

The entry in *Child/Young Person's Name's* Pupil Progress Record regarding *his/her* exclusion is as follows:

Reasons for decision to exclude: Enter reason for exclusion as per code in Appendix 8 (a)

Motivation for action: Enter motivation as per code Appendix 8 (b)

Please let me know if you are in disagreement with any aspect of our discussion or with the entry as noted above.

Yours sincerely

Headteacher

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8.17 Appendix 7 (a): Parent/carer of pupil under 16 years: Letter informing parents of a request to the Head of Education seeking a permanent exclusion from school

Dear *Parent/Carer(s) Name*

Permanent Exclusion from School

I am writing to inform you that I believe it would likely be seriously detrimental to order and discipline or the educational well-being of the pupil for Child*/Young Person's Name* to continue attendance at this school.

I am therefore informing you that I have written to the Head of Education requesting that *Child/Young Person's Name* is permanently excluded from attending *name of school.*

Despite all our efforts to put support, conditions and next steps in place we have been unable to prevent to prevent situations arising which have led us to this serious action.

While we await the response from the Head of Education we will continue to provide work for you, but as *Child/Young Person's Name* is excluded, *he/she* are not permitted to enter the school grounds, without prior agreement with the school. Steps will be taken to arrange the best way to get this work to you.

You now have to choose how best to continue *Child/Young Person's Name* education. The choices are:

- *Child/Young Person's Name* educated at home, providing the Authority agrees your teaching and learning programme.
- *Child/Young Person's Name* attends a private school without financial assistance from the Authority.
- *Child/Young Person's Name* attends another school identified by east Lothian Council.

You can appeal against the decision to exclude *Child/Young Person's Name* from school, by writing a letter to Democratic Services, East Lothian Council, John Muir House, Haddington, EH41 3HA.

Your sincerely

Head Teacher

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8.18 Appendix 8 (a): Exclusion Circumstances

Fighting

Verbal abuse of pupil

Verbal abuse of staff

General or persistent disobedience

Insolent or offensive behaviour

Refusal to attend class

Fire raising

Parental non-cooperation

Substance misuse – not alcohol

Substance misuse – alcohol

Spitting

Damage to school property

Threat to school property

Indecent exposure

Sustained peer exclusion for the purpose of causing significant distress

Physical assault with no weapon against pupil

Physical assault with no weapon against staff

Physical assault using weapon against pupil (Please identify weapon. e.g. knife, knuckleduster)

Physical assault using weapon against staff (Please identify weapon. e.g. knife, knuckleduster)

Physical assault using improvised weapon against pupil

Physical assault using improvised weapon against staff

Damage to personal property of pupil

Damage to personal property of staff

Theft from pupil

Theft from staff

Threat of sexual violence against pupil

Threat of sexual violence against staff

Threat of physical violence, no weapon, against pupil

Threat of physical violence, no weapon, against staff

Threat of physical violence using weapon or improvised weapon, against pupil

Threat of physical violence using weapon or improvised weapon, against staff

Threat to personal property against pupil

Threat to personal property against staff

Malicious communications against pupil

Malicious communications against staff

Slander and libel (incl. website) against pupil

Slander and libel (incl. website) against staff

Stalking of pupil

Stalking of staff

Extortion from pupil

Extortion from staff

Other

8.19 Appendix 8 (b): Exclusion Motivation

Racial

Gender

Homophobia/Sexual orientation

Disability of victim

Religion

Sectarian

Substance misuse - alcohol

Substance misuse - not alcohol

Territorial/gang related

Assailant medical condition/disability

Other known factor

Not known

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8.20 Appendix 9: Process maps for Exclusion

Exclusion –Maximum of *five* days. Contact the Parent/Carer(s) and inform them of the exclusion. Are you able to get in touch with them? If exclusion is over five days submit (5a)

YES

Hold the pupil until the end of the day (where practicable)

NO

Exclusion letter (Appendix 1a,1b,1c,) signed by Head Teacher (or other authorised staff member).

Set date for readmission meeting. Target is within *three* days, but should not be more than *five* working or *seven* calendar days. Parent/carer(s) sent invitation letter (1a, 1b, 1c)

Copy to be given to pupil, copy sent to home address using Recorded Delivery, copy retained in pupil's file, copy scanned and sent to John Muir House (via exclusions@eastlothian.gov.uk)

Prior to the meeting the parent/carer(s) should be given opportunity to discuss issues with the Head Teacher (or representative of the school). Views of the child/young person should be sought by someone who knows young person them well.

Failure to attend support & next steps return to school meeting further attempt by school (Appendix 3a, 3b, 3c)

Parent/carer(s) and child/young person attend support & next steps return to school meeting

Head Teacher may agree to return to school pending discussion with parent/carer(s) 3d

Return to school terms agreed

(2a,2b,3d)

YES

NO

(2c, 2d)

Child/young person returns to school.

Further attempt by school

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9.1 Appendix 10: Challenge Questions: Key considerations prior to deciding on exclusion

Challenge Questions
Has the child or young person been excluded before? What was impact of this?
Has there been clear assessment of the child or young person and their needs?
Have additional support / interventions been provided for the child or young person?
Have alternative arrangements been made for the child or young person prior to the exclusion? e.g. curriculum alternatives, temporary placement in base, use of virtual learning
How can the child's planning framework be utilised to support this child or young person?
Has the incident that precipitated the consideration of exclusion been reviewed with all staff who were present to explore fully what happened?
Has another professional from within the school who is not directly involved, been consulted on the situation in order to provide a different perspective?
Has the child or young person been consulted on their view of the situation?
Has Pupil Support/Guidance/Key worker, or if available, lead professional been consulted?
Has the possible impact of exclusion on the child or young person been considered in light of individual circumstances?
Does the child or young person's recent presentation constitute a wellbeing concern?
What might the impact of an exclusion be on a child or young person's wider circumstances?
Has a risk assessment been completed for the child or young person if appropriate?
What are the hoped for outcomes of an exclusion? Are there other alternatives that might achieve this?
Has there been consideration given to length of exclusion to ensure it is proportionate and in best interests of child/young person?
Does the exclusion comply with the regulation 4 of the 1975 regulations as amended?
Have the rights of the child or young person been considered, with regard to articles of UNCRC?

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9.2 Appendix 11: Challenge Questions: Key considerations when considering Individual Circumstances

Challenge Questions
Looked After Child
Has the Lead Professional social worker consulted prior to decision?
Have appropriate arrangements been made with regard to support/care and wellbeing at home?
Child on Child Protection Register/CP concerns previously raised
Has school CP Officer and Social Worker been consulted?
Have appropriate arrangements been made with regard to support/care and wellbeing at home?
Child with ASN
Have other professionals involved been consulted on continuation of any additional input for child?
Has significant consideration been given that child or young person is not being excluded for reasons associated with disability?
Has significant consideration been given to ensure that child or young person is not being excluded for reasons associated with a protected characteristic?
Has account been taken of impact of exclusion on child or young person's learning and support provision?
Has consideration been given to review of any Child's plan or Coordinated Support Plan?
Children from an area of Socioeconomic deprivation
Has consideration been given to the impact on child's wellbeing, e.g. free school meals or Maintenance Allowance?

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9.3 Appendix 12: Checklist: Key consideration once the decision to exclude has been made

Checklist: Key considerations once the decision to exclude has been made	Completed
Child / Young Person to be informed he/she will be excluded	
Parents/Carers to be informed verbally immediately of exclusion	
Communication to take place with parents/carers and those with parental rights for Looked After Children, children on CP register / children with CP concerns	
Lead professional, social worker, key worker, foster carer, educational psychologist to be informed as soon as possible for Looked After Children, children on CP register / children with CP concerns	
Make arrangements for child to be collected or young person to be sent or taken home. Child or young person not to leave school until safety, health and wellbeing assured and appropriate arrangements are in place	
If parents/carers cannot be contacted child or young person must be supervised at school until suitable arrangements can be made	
If verbal contact made, follow up by written confirmation of exclusion on same day exclusion takes place. Include reason for exclusion and information on Right of Appeal	
Inform of date, time and place where Headteacher or official of authority is available to discuss the exclusion	
If child or young person is of legal capacity inform them in writing of exclusion and right of appeal	
Record of exclusion filled out – incident report form	
Ensure exclusion is recorded accurately on SEEMiS	
If appropriate Ensure RIVO is completed accurately with details of pre and post incident	
All documents relating to exclusion to be retained in Pupil's Progress Record	
Appropriate educational provision to be provided and monitored, e.g. course work, access to library, online learning	
Arrangements for the child or young person to access any existing support made (out with school if necessary)	
A contact person should be allocated for parent/carer/young person to liaise for educational provision	

Parent/carer should be informed of their responsibility to ensure child or young person is provided with appropriate education throughout the period of exclusion	
Parent/carer should be provided with information on support to assist them or advocate on behalf of child or young person	
Notify local authority If exclusion is lengthy or multiple, refer to local authority for support in decision making	

DRAFT

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9.4 Appendix 13: Checklist: Key considerations of return to school following exclusion

Checklist: Key considerations of return to school following exclusion	Completed
School meet or discuss with parent/carer and child or young person – re-admission to school not dependant on this taking place	
Appropriate planning takes place to ensure support is provided	
Risk assessment is completed where appropriate	
Needs of staff and other children and/or young people taken into account – solution oriented/ restorative meeting held if appropriate	
Flexible package of support agreed and implemented where appropriate	
Any changes to timetable for limited period recorded on SEEMiS	
Staged intervention processes continued and adapted in light of exclusion	
Consideration given to discussion at multi-agency forum	
Pupil Support/Guidance/Key worker or lead professional (where one exists) updated Monitoring and review arrangement put in place to ensure continued support	

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9.5 Appendix 14: Guidance for Head Teachers and Parents: Appeals against Exclusion from School

What is an Education Appeal Committee

The Education (Scotland) Act 1980 provided the foundation for the establishment of the education appeal committee system in Scotland. Every education Authority has a statutory duty to appoint an education appeal committee, but it is important to establish right at the outset that it is not a committee of the Authority, but should be an independent body which operates under the supervision of the Scottish Committee of the Council on Tribunals under the Tribunals and Inquiries Act 1992.

Under Section 28c of the Education (Scotland) Act 1981, provision is made to provide all parents with the right of appeal against decisions of the Education Authority as to the schools, excluding nursery schools or classes, their children should attend. These are known as *Placing* Appeals. Section 28h of the Act also provides parents with the right of appeal against decisions of the Education Authority to exclude a pupil from school. These are known as *Exclusion* Appeals. Each Education Authority must establish Appeal Committees to consider Placing Appeals and Exclusion appeals.

The Education (Appeal Committee Procedures) (Scotland) Regulations 1982 set out in detail the procedures that these committees must operate under.

Constitution and Membership of an Education Appeal Committee

An Education Appeal Committee is required to be made up of three, five or seven members who are to be nominated by the Authority. The membership must comprise members of the Authority (elected councillors) or of the Authority's Education Committee (which could include Teachers or religious representatives and co-opted members), and other people who are either: (a) parents of children of school age; (b) persons who, in the opinion of the Authority, have experience in education; or (c) persons who in the opinion of the Authority, are acquainted with the educational conditions in the locality, e.g., retired Head Teachers. Individuals who are employed in the Education Department of the Authority cannot be members.

The regulations stipulate that the members of an Education Appeal Committee, who are members of the Authority or of the Education Committee of the Authority, will not outnumber the other members of the Appeal Committee by more than one. A person who is a member of the Education Committee of the Authority may not act as chairman of an Education Appeal Committee, nor may any person who had a part in, or was even present at, discussions about the subject matter of an appeal be a member of an education appeal committee. The procedural rules also stipulate that Teachers, pupils, parents of pupils or school board members of a "relevant school" may not be members of the Education Appeal Committee. A "relevant school" means, in relation to a reference to the Appeal Committee:

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- the school which the child to whom the placing request relates attends,
- the specified school,
- the school which the Education Authority proposes that the child to whom the placing request relates should attend,
- a school from which pupils are normally transferred to the specified school, and
- the school from which the pupil has been excluded.

This is the structured framework under which the Appeals Committees should operate.

Notice of Appeal

Any appeal must be lodged with the Education Appeal Committee within twenty-eight days of the receipt by the parent of the decision of the Authority. Under certain circumstances the Appeal Committee can seek to extend this period of time.

Hearings

The Regulations state that the Education Appeal Committee must afford the appellant an opportunity of appearing and making oral representations and in all cases a time and place of hearing must be appointed. The notification which is given to an appellant must include a statement as to his or her rights:
- to appear or to be represented at the hearing;
- to be accompanied at the hearing by up to three friends including (if any) representing the appellant;
- to lodge written representations; and
- to allow the presentation of the case to rest on written representation, if any were lodged on the appellant's behalf

Procedures

The Regulations stipulate that the Education Authority must, in accordance with a pre-determined procedure, appoint a panel of persons from whom Appeal Committees can be constituted. The procedure for the selection of members and appointment of a chairperson from the panel must also be pre-determined. Additionally, the procedure for appointing a chairperson must have regard to the desirability of capitalising on previous experience in the conduct of hearings.

At the commencement of a hearing the chairperson of the Appeal Committee shall state the procedure which the Appeal Committee will adopt and unless the Appeal Committee decides otherwise the proceedings will be conducted in the following order:

- presentation of case for the Education Authority;
- questioning by the appellant;
- presentation of case for the appellant;
- questioning by the Education Authority;

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- summing up by the Authority; and
- summing up by the appellant

The appellant or any one person who is representing the appellant and the Education Authority represented by any one person duly authorised for the purpose will be entitled to call evidence, to question any person giving evidence including the appellant and any officer of the Education Authority and to address the Committee with the details of their case.

The chairperson has certain discretionary powers to disallow questioning that is elaborative or repetitive.

Decisions of the Appeal Committee

The chairperson of the Appeal Committee should inform the appellant and the Authority whether the Committee proposes to notify its decision, with the reasons for it, in writing at the conclusion of the hearing after the Appeal Committee deliberates the evidence or at some later date.   If the appellant is not present or represented at the hearing, then immediate written notification of a proposal to defer the decision must be given to the appellant.   It is important that the decision fully and clearly expressed and capable of being understood by a lay person.

If the Appeal Committee is not in a position to announce its decision at the end of the hearing, a written decision with full reasons for that decision must be sent within fourteen days from the date of the hearing.   Where it is appropriate, the letter must inform the appellant of any right of appeal to the sheriff and the time limits that will be applicable.

In order to reach its decision, each member of the Appeal Committee will, for the purpose of the Committee reaching a decision, be obliged to cast a vote either in favour of or against refusing to confirm the decision of the Education Authority to which the appeal relates.

Each Appeal Committee should have the services of a clerk whose role should be fully explained to the appellants. The clerk should normally be an appropriate officer of the Local Authority and will be responsible for arranging the hearings and ordering the business at the hearing.   The clerk should be an employee who, in the course of his/her employment by the Authority, does not deal regularly with the admission of children to school, the exclusion of children, or children with special educational needs.   Basically, there should be no conflict of interest.   The clerk will be expected to take notes and record decisions, the reasons for the decision, and generally ensure the smooth running of the hearing on the day.

It will also be one of the clerk's duties to remain with the Committee during the deliberative stage and, when necessary, offer advice on procedures.

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The clerk should keep brief notes of the proceedings – who was in attendance, the voting process and record the decisions – in such a form previously agreed by the Authority.

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9.6   Appendix 15: Guidance for Parents/Carers

What does exclusion mean?

Exclusion means that your child is not allowed to attend school for a set period of time. Exclusion from school is used as a last resort. We only exclude children when the case is very serious.

Why has my child been excluded?

Children are excluded when their behaviour makes it necessary to remove them from school for a period of time. This could be because:

- your child's behaviour makes it impossible for us to teach him/her in a class with other pupils.
- your child's behaviour makes it very difficult for other pupils in the class to learn and work.
- your child's behaviour is dangerous to other pupils or members of staff.
- you, as parent/carer, have been unwilling to co-operate with the school.

Who decides to exclude a child?

The Headteacher decides whether to exclude a child, after consulting with the child's Teacher(s). In a secondary school the Headteacher would consult with Pupil Support Teachers and/or the Head of House.

How long will my child be excluded?

Your child can be excluded for up to five days before we arrange a 'readmission meeting' with both you and your child . For the duration of their exclusion, your child must not come into school, or be in the school grounds at any time, unless for the purposes of an agreed meeting.

How do schools let parents or carers know that their child has been excluded?

If your child is being excluded during the school day we will phone you. If we cannot get in touch with you, at home or at work, or your emergency contact, we will send a letter home with your child at the end of the school day, explaining:

- why your child has been excluded.
- how long they are being excluded.
- the date of the 'readmission meeting'.

This letter will be followed up with another letter posted, by recorded delivery, to your home.

What happens if I don't agree with my child's exclusion?

If you disagree with the decision to exclude your child please write to:

Head of Education

Resources and Services for People
East Lothian Council
John Muir House
Haddington
East Lothian
EH41 3HA

What is a readmission meeting?

We arrange a readmission meeting within five days of your child's exclusion. At the meeting, we talk to you about why your child was excluded and how we can work together to ensure that your child has a successful return to school. Yourself **and** your child should attend the readmission meeting. The meeting is usually held at your child's school.

Can I bring someone else with me to the meeting?

You can bring a friend to support you, or someone who will help you discuss your child's welfare with us. This could be someone from an advocacy group, an interpreter or signer. Please let us know before the meeting who you would like to bring along.

Who else will be at the meeting?

The Head of House, Depute Headteacher or Headteacher chairs the meeting. In secondary schools, your child's Guidance or Class Teacher will normally attend the meeting. We will also invite anyone else involved with your child's welfare to come along if they can, for example, a social worker, educational psychologist. Because it is very important to get your child back to school as soon as possible, we will go ahead with the meeting even if everyone cannot come to the meeting.

What will happen at the meeting?

We will tell you why we excluded your child. This will cover your child's day-to-day behaviour and particular incidents that have led us to take this action. We would like to hear your views and those of your child. We will discuss ways in which your child can change their behaviour. We will agree targets with you to help your child return to school successfully. We will ask you and your child to sign an agreement. The agreement will set out how your child must behave when they return to school.

Are details of my child's exclusion kept on record?

Yes. Copies of the following letters will be kept in your child's file:

- the exclusion letter
- the letter outlining the agreements you made at the readmission meeting about your child going back to school.

Copies of these letters are also sent to the Education Department in Haddington.

What if I can't attend the readmission meeting?

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If you can't come to the meeting, please phone the school as soon as you can, so that we can arrange another time with you.

What if I don't attend the readmission meeting?

If you don't attend the meeting, then your child may not be allowed to return to school. We will write to you with a date and time for another meeting. We will keep copies of this letter in your child's file and at the Education Department in Haddington.

What contact will my child have with the school while they are excluded?

Your child must not come into school or onto the school grounds during the exclusion. The school will provide work for your child to do at home. Arrangements will be made with you about when and where the work is to be collected.

Where possible, your child's Guidance Teacher or Lead professional, or another person who knows your child well (for example, a social worker), will try to get the views of your child before the readmission meeting. Your child will be able to talk about the incident that led to their exclusion, and discuss how they could change their behaviour. Your child can talk about this at the readmission meeting.

How will the school help my child once they return to school?

When your child comes back to school, various measures will be put in place to help both you and your child meet the targets agreed at the readmission meeting. This could include some time in a support base outside the classroom setting or support in class. As part of this support, your child may carry a 'monitoring sheet' or 'support sheet'. This allows Teachers to note how your child is getting on and identify areas still causing concern. The sheets are then brought home each evening for you to see.

How can I help?

Your support for the school is vital and we will always welcome your help. While your child is excluded, you can discuss with the school what led up to your child's exclusion, and how you can encourage your child to change their behaviour. Please phone the school to talk or arrange a meeting. In a secondary school this would be with your child's key worker or Head of House.

We need your continuing support, so once your child is back at school, we would be happy to discuss how your child is getting on. The school might give your child a monitoring sheet and expect you to sign it nightly. This lets the school see that you have read the sheet and encouraged your child to keep the conditions of readmission.

What happens if my child is excluded more than once?

If your child is excluded three or more times, we will arrange a Child's Planning Meeting. We will invite various people involved with your child's welfare to this meeting, including:

- a senior member of staff from your child's school.
- (in secondary schools) your child's Guidance Teacher or Lead Professional.
- your child' s Support for Learning Teacher (if they have one).
- your child's Social Worker (if they have one).

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- your child's Educational Psychologist (if they have one).

We will ask you and your child to come to the case conference.

What happens if my child keeps on being excluded from school?

This doesn't happen very often. The school, working in partnership with yourself, will have done everything possible to help your child improve their behaviour. If we feel that this approach is not working, then we might decide that your child needs to be educated in another local school. The Head of Education would be involved in this decision and both you and your child would be involved in all discussions.

Can I appeal against my child's exclusion?

Yes. Should you wish to appeal, you must do so, in writing, within twenty-eight days of receipt of the exclusion letter, to:

Head of Council Resources
John Muir House
East Lothian Council
John Muir House
Haddington
EH41 3HA

Where can I get independent advice and support?

- Your local Citizens Advice Bureau (Website: www.cas.org.uk
- Scottish Parent Teacher Council (Tel: 0131 474 6199, Website: www.sptc.info)
- Govan Law Centre's Education Law Unit (Tel: 0141 445 1955, Website: www.edlaw.org.uk)

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East Lothian Council

REPORT TO: Education Committee

MEETING DATE: 13 March 2018

BY: Depute Chief Executive (Resources & People Services)

SUBJECT: Religious Observance Policy

5

1 PURPOSE

1.1 The purpose of the report is to inform the Committee of an updated policy on Religious Observance in Schools (Appendix 1).

2 RECOMMENDATIONS

2.1 The Committee is asked to approve the update Religious Observance Policy (Appendix 1).

3 BACKGROUND

3.1 The Education (Scotland) Act 1980 ("the 1980 Act") continues to provide the statutory basis for local authorities to provide Religious Observance in Scottish schools. Religious Observance is defined as follows:

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

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

3.2 This policy clarifies the current position regarding the provision of Religious Observance and supersedes that previously contained within Circular 1/2005 and the letter of 22 February 2011. It reflects Curriculum for Excellence and applies to all primary and secondary schools, including specialist provision. It should be read in conjunction with the Curriculum for Excellence Briefing Paper 16 – Religious Observance (Time for Reflection), which supports planning and delivery of Religious Observance in practice.

3.3 All schools are expected to develop and publish their own statements of practice on religious observance based on this policy. There will be opportunities in terms of the principles and practice of cluster-based working to maximise the benefits of joint approaches within the cluster community.

4 POLICY IMPLICATIONS

4.1 This new policy will replace the previous Religious Observance Policy produced in 2011.

5 INTEGRATED IMPACT ASSESSMENT

5.1 The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

6 RESOURCE IMPLICATIONS

6.1 Financial - None

6.2 Personnel - None

6.3 Other - None

7 BACKGROUND PAPERS

7.1 Religious Observance Policy (Appendix 1)

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DATE	20 February 2018

fair excellence healthy
included opportunity passion
happy believe
ambition positive
valued
thrive **Believe, achieve,** active
inspired **strive for excellence** care
inclusive **and care for all.** resilience
strive support
integrity included
equality motivate
equity potential respect
success collaborative consistency
achieve challenge community
partnership
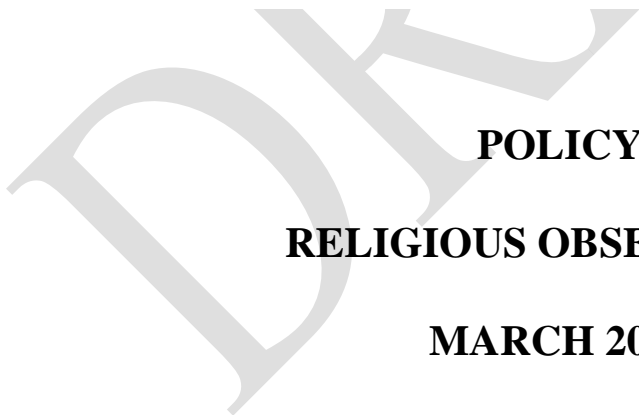
POLICY

RELIGIOUS OBSERVANCE

MARCH 2018

Introduction

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

This policy clarifies the current position regarding the provision of RO and supersedes that previously contained within Circular 1/2005 and the letter of 22 February 2011. It reflects Curriculum for Excellence and applies to all primary and secondary schools, including specialist provision. It should be read in conjunction with the Curriculum for Excellence (CfE) Briefing Paper 16 – Religious Observance (Time for Reflection), which supports planning and delivery of RO in practice.

https://education.gov.scot/improvement/Pages/rme26-religious-observance.aspx

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

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

Terminology

Religious Observance is defined as follows:

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

We recognise that whilst the 1980 Act uses the term Religious Observance, and as a consequence both Scottish Government and its partners (e.g. Education Scotland) use the same terminology, schools may feel that a different name for the events that meet their Religious Observance requirements will be more appropriate to their individual context and culture. For example, in a non-denominational school, the use of the term 'Time for Reflection' might be considered more appropriate by the school community. This term is also used in other contexts, such as in the Scottish Parliament. Thus this guidance uses the term Religious Observance (RO) but the guidance is equally applicable to 'Time for Reflection'.

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

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

All schools are expected to develop and publish their own statements of practice on religious observance based on this policy. There will be opportunities in terms of the

principles and practice of cluster-based working to maximise the benefits of joint approaches within the cluster community.

Diversity

Scotland is a society with a longstanding Christian tradition. However, East Lothian has for many generations also been home to other faith and belief traditions, never more so than at present. We can expect East Lothian to become increasingly diverse in the range of faith and belief traditions represented within the county. RO in schools needs to be developed in a way which reflects and understands this diversity. It should be sensitive to our traditions and origins and should seek to reflect these but it must equally be sensitive to individual spiritual needs and beliefs, whether these come from a faith/belief or non-faith perspective.

Approach

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

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

In recognition of Scotland's Christian heritage, non-denominational schools are also encouraged to draw upon the rich resources of this tradition when planning RO. However, school communities typically include pupils and staff from a variety of faiths and belief perspectives, and this must be taken fully into account in supporting spiritual development. It is of central importance that all pupils and staff can participate with integrity in forms of RO without compromise to their personal beliefs.

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

Faith/Belief Representatives

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

Frequency and Nature of Religious Observance

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

It is important to balance the frequency which would have a positive impact on children and young people with the need to ensure that the experiences are meaningful and inclusive. Every school should provide opportunities for RO several times in a school year, **in addition** to traditional celebrations central to the life of the school community. This will require careful planning, and the school community as well as parents and carers should be involved in making decisions about frequency. We recognise that many primary schools value weekly RO as part of their regular assembly programme and will wish to continue with this providing it represents a varied programme.

Communication

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

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

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

The Scottish Government's 'School Handbook Guidance' explains the Regulations and can be accessed at the following link:

http://www.gov.scot/Publications/2012/09/8694

Right to Withdraw

There is a statutory provision in section 9 of the 1980 Act for parents to withdraw their children from participation in RO. This right should always be made known to parents and their views respected. Parents should be provided with sufficient information on which to base a decision about exercising this right.

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

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

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

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

Religious Observance and Worship in schools

As mentioned at paragraph 10 above, where a school community is continuous with a faith community (such as in a denominational school) worship may be considered to be appropriate as part of the formal activity of the school.

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

Facilities

Consideration should be given to providing appropriate facilities in schools for RO. Locations need to be considered in the light of the size and diversity of participating groups. Locations for RO should be considered in the planning and design of new and refurbished school buildings, to provide facilities which meet school and community needs.

Support

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

https://education.gov.scot/improvement/Pages/rme26-religious-observance.aspx

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

www.sces.uk.com

Conclusion

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

REPORT TO: Education Committee

MEETING DATE: 13 March 2018

BY: Depute Chief Executive (Resources & People Services)

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SUBJECT: Curriculum for Excellence - Religious and Moral Education in Non-denominational Schools and Religious Education in Roman Catholic Schools

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1   PURPOSE

1.1   The purpose of this report is to inform the Committee of an updated policy regarding the provision of Religious and Moral Education in non-denominational schools and religious education in Roman Catholic Schools (Appendix 1).

2   RECOMMENDATIONS

2.1   The Committee is asked to approve the policy Curriculum for Excellence – Religious and Moral Education in non-denominational schools and Religious Education in Roman Catholic Schools (Appendix 1).

3   BACKGROUND

3.1   The Education (Scotland) Act 1980 continues to impose a statutory duty on local authorities to provide religious education in Scottish schools. This policy replaces the previous policy and reflects the implementation of Curriculum for Excellence across all of Scotland's schools.

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

3.3   The policy takes account of recent national and local guidance in relation to curriculum delivery and, current expectations regarding planning, teaching, learning and assessment in our schools. The key messages now contained within the policy makes clear what is expected in terms of

practice in all schools across the East Lothian to assist schools and practitioners when planning the curriculum.

4   POLICY IMPLICATIONS

4.1   This new policy will replace the previous Religious and Moral Education in non-denominational schools (RME) and Religious Education in Roman Catholic schools (RERC) policy.

5   INTEGRATED IMPACT ASSESSMENT

5.1   The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

6   RESOURCE IMPLICATIONS

6.1   Financial - None

6.2   Personnel - None

6.3   Other - Non

7   BACKGROUND PAPERS

7.1   Religious and Moral Education in Non-Denominational schools (RME) and Religious Education in Roman Catholic schools (RERC) policy (Appendix 1).

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POLICY

CURRICULUM FOR EXCELLENCE - RELIGIOUS AND MORAL EDUCATION IN NON-DENOMINATIONAL SCHOOLS and RELIGIOUS EDUCATION IN ROMAN CATHOLIC SCHOOLS

MARCH 2018

Introduction

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

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

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

The Education (Scotland) Act 1980 continues to impose a statutory duty on local authorities to provide religious education in Scottish schools. This letter replaces guidance previously contained within Circular 6/91 and reflects the implementation of Curriculum for Excellence across all of Scotland's schools.

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

Contents

Section 1- Religious Education in non-denomination schools and Roman Catholic schools.
Section 2- Learning Through Religious and Moral Education
Section 3- Planning learning, teaching and assessment using the East Lothian RME Curriculum Framework
Section 4- Religious and Moral Education in RC Schools
Section 5- Religious and Moral Education in non-denominational schools
Section 6- The Right to Withdraw
Section 7- Advice and Support

Religious Observance is covered in a separate policy.

Section 1

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

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

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

Section 2

Learning Through Religious and Moral Education and Religious Education

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

- recognise religion as an important expression of human experience
- learn about and from the beliefs, values, practices and traditions of Christianity and the world religions selected for study, other traditions and viewpoints independent of religious belief
- explore and develop knowledge and understanding of religions, recognising the place of Christianity in the Scottish context
- investigate and understand the responses which religious and non-religious views can offer to questions about the nature and meaning of life
- recognise and understand religious diversity and the importance of religion in society
- develop respect for others and an understanding of beliefs and practices which are different from their own
- explore and establish values such as wisdom, justice, compassion and integrity and engage in the development of and reflection upon their own moral values
- develop my beliefs, attitudes, values and practices through reflection, discovery and critical evaluation
- develop the skills of reflection, discernment, critical thinking and deciding how to act when making moral decisions
- make a positive difference to the world by putting their beliefs and values into action
- establish a firm foundation for lifelong learning, further learning and adult life.

Section 3

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

Key Messages for schools and practitioners

What to do:

- Become familiar with the 'On track' statements in the RME Curriculum Framework or the 'I can, I know , I recognise' statements' in 'This is Our Faith' and the Curriculum for Excellence RME Principles and Practice paper or the Curriculum for Excellence Religious Education in Catholic Schools Principles and Practice Paper.
- Plan and organise learning in a way which provides space and time for depth of learning.
- Plan for progression (look forward and backwards to help gauge progress and build towards the next stage), particularly at key points of transition.
- Make connections across levels and subjects to aid planning for interdisciplinary learning.
- Practise effective moderation within and between levels, subjects, departments and schools.
- Use the progression statements to plan for assessment
- Use the progression statements to assess whether learners are making suitable progress towards the national standards expected
- Use the evidence to plan next, challenging steps in learning
- When reporting give clear, positive and constructive feedback about children's and young people's learning and progress
- When reporting create an agenda for discussions between learners and those teaching and supporting
- Discuss the progression frameworks within and across your school to achieve a shared understanding of the national standards expected in RME and RE.

What not to do:

- Avoid undue focus on individual progression framework statements.
- Avoid spending time collating excessive evidence to assess learners' achievement
- Do not assess the framework statements individually. Plan periodic, holistic assessment of children's and young people's learning
- Do not tick off individual progression statements

The same messages can be applied to the RME benchmarks which may be used until the RME Progression Framework is published June 2018.

Section 4

Religious Education in RC Schools

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

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

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

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

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

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

Section 5

Religious and Moral Education in non-denominational schools

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

Building the Curriculum 3 states the importance of subject specialism as one of the four contexts for learning. In secondary schools, the role of qualified teachers of religious and moral education and religious education is therefore very much an important one

particularly when aiming to deliver high quality learning experiences and meeting principles such as depth and progression. East Lothian have a responsibility to ensure religious and moral education and religious education staff receive continued support and access to continuing professional development opportunities.

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

Section 6

The right to withdraw

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

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

Section 7

Support and Advice

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

Curriculum for Excellence, Principles and Practice

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

SCES

http://sces.org.uk/

East Lothian Council

REPORT TO: Education Committee

MEETING DATE: 13 March 2018

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: South East Improvement Collaborative

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1   PURPOSE

1.1   To provide the Committee with an update on progress with the South East Improvement Collaborative (SEIC).

1.2   To ask the Committee to approve the draft South East Improvement Collaborative Plan (Appendix 1).

1.3   To note that the SEIC Plan has been submitted to the Chief Inspector, Education Scotland for comment and approval.

2   RECOMMENDATIONS

2.1   The Committee is asked to:-

    i.   Note the ongoing commitment to and progress with enhancing support for our schools through the South East Improvement Collaborative;

    ii.   Approve the draft South East Improvement Collaborative Plan (Appendix 1) on the premise that the SEIC adds value to the East Lothian Education Service Local Improvement plan and enhances the support to schools through engagement and collaboration.

    iii.   Note that following feedback from the Chief Inspector from Education Scotland the plan will be brought back to Education Committee.

3   BACKGROUND

3.1   The Scottish Government's Education Governance: Next Steps published June 2017 set out a number of changes to the governance of Scottish education some of which require legislative change.

3.2   The Education Governance: Next Steps paper makes it clear that enhanced regional collaboration between education authorities will be a key feature of future arrangements. The proposed provisions within the Education (Scotland) Bill will provide legislative underpinning for Regional Improvement Collaboratives if required.

3.3   A Scottish Government and Local Government Steering Group was established to jointly scope out the design and development of Regional Improvement Collaboratives based on the policy direction outlined in the Education Governance: Next Steps paper. An agreed position between Scottish Government and Local Government on implementing the Regional Improvement Collaboratives was announced 28 September 2017.

3.4   East Lothian Council approved East Lothian's membership of the South East Improvement Collaborative at full Council 31 October 2017. The Council also agreed that update reports would be brought to the Education Committee on progress with the development of the South East Improvement Collaborative and Improvement plan.

3.5   Education portfolio holders, Chief Executives and Heads of Education have worked in partnership to develop and build on existing partnership arrangements to inform the South East Improvement Collaborative Plan.

3.6   Heads of Education have worked collaboratively to develop a Plan aimed at supporting the strategic priorities for improvement in each local authority. The Plan was also influenced by school improvement priorities, performance data and a staff survey. Further information on the views of staff can be found in Section 8 and Appendix 2 of the South East Improvement Collaborative Plan.

3.7   The South East Improvement Collaborative Plan has been created at pace for this first phase in order to be completed within the end of January 2018 deadline set by the Scottish Government. Further work is require in the Phase 2 period, February to September 2018, to ensure that the Collaborative is adding value across all 5 local authorities and allow for local accountability for outcomes.

3.8   To implement the Plan, the Regional Improvement Lead, Carrie Lindsay, Executive Director Education and Children's Services, Fife Council on behalf of the Collaborative, will bid for additional support from Education Scotland or the Scottish Government to help establish the initial stages of our work.

3.9   Section 9 of the Plan sets out the planned actions to support the improvement agenda across the Collaborative. East Lothian Council is the key lead in taking forward the improving attainment and achievement in

mathematics and numeracy workstream. Section 10 of the Plan outlines the staff identified from across the Collaborative to develop the identified workstreams.

Next steps

3.10 The Chief Inspector, Education Scotland provided feedback on the SEIC Plan at end of February 2018. The Chief Inspector reviewed the Plan using the criteria developed by Education Scotland and the Scottish Government. The Collaborative will discuss this feedback at a future SEIC Board meeting. Updates on amendments to the Plan and progress with key priority actions will be brought back to the Education Committee.

4 POLICY IMPLICATIONS

4.1 There are no direct policy implications associated with this report.

5 INTEGRATED IMPACT ASSESSMENT

5.1 The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

6 RESOURCE IMPLICATIONS

6.1 Financial – The Council is currently absorbing the costs incurred through participation in the Collaborative.

6.2 Personnel - Various officers of the Council are involved in the Collaborative either as members of governance groups or workstream participants.

7 BACKGROUND PAPERS

7.1 Education Governance- Next Steps Executive Summary June 2017
http://www.gov.scot/Resource/0052/00521038.pdf

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DATE	15 February 2018

South East Improvement Collaborative
Regional Improvement Plan

This draft South East Improvement Collaborative Plan has been noted by the Oversight Group (Conveners and Chief Executives) on 25 January 2018 but is still subject to political approval in each of the constituent local authorities.

Contents

Note:

- When using the term 'school' throughout this document we are referring to schools and early learning and childcare settings.
- When using the term 'parent' throughout this document we are referring to parents and carers.

Please note:

This plan has been created at pace for this first phase in order to be completed by end of January 2018.

To fully meet the guiding principles, as outlined in the steering group paper, further work is required in phase 2 to ensure that we clearly add value across our 5 local authorities and allow for both regional and local accountability for outcomes.

The work of the SEIC will have a clear focus on additionality ensuring no displacement of existing governance and service delivery.

The SEIC plan is an iterative plan that currently takes account of existing legislation and guidance and will evolve according to further analysis of data, plans, staff views and the views of partners and any further agreed guidance or legislation.

To implement the SEIC Plan we would propose to bid for additional support from Education Scotland or the Scottish Government to help establish the initial stages of our work and ensure we meet the functions required for phase 2 of the SEIC Plan in the timescales set.

3

1. Introduction

Our Vision for the South East Region

The South East Improvement Collaborative is the term being used to describe the collaboration between City of Edinburgh, East Lothian, Fife, Midlothian and Scottish Borders to improve schools, early learning settings and other services for children and young people.

Geographically, the South East of Scotland is a large and diverse area. Overall, the geography of the South East Region broadly resembles that of Scotland as a whole, with similar proportions living in rural areas, small towns and urban areas.
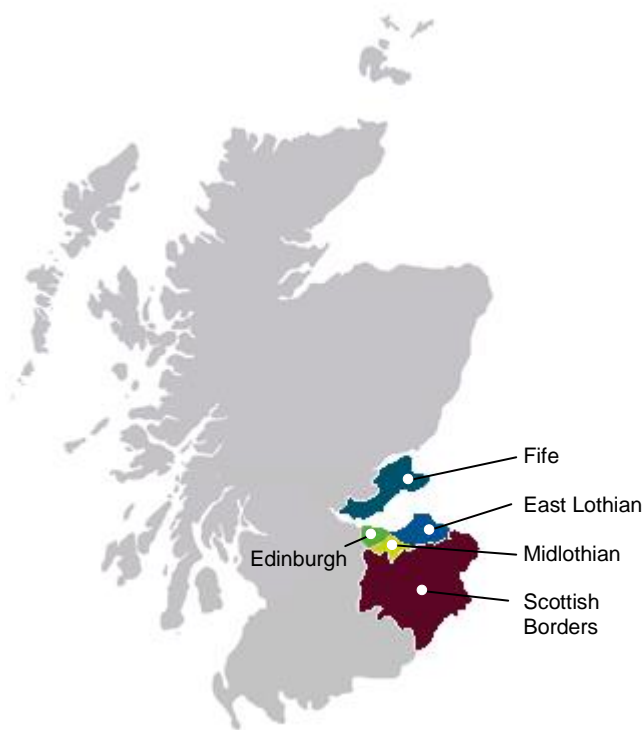
However, there are significant variations within the region, as the table below shows.

Local Authority	Rural areas *settlements of <1,000 people*	Small towns etc *settlements of 1,000-10,000*	Urban areas *settlements of >10,000 people*
East Lothian	11.0%	35.2%	53.7%
Edinburgh (City of)	0.4%	0.0%	99.6%
Fife	7.1%	21.3%	71.6%
Midlothian	7.0%	3.3%	89.7%
Scottish Borders	32.2%	40.0%	27.8%
SEIC	7.2%	14.2%	78.7%
Scotland	**10.8%**	**14.3%**	**74.9%**

The labour market in South East Scotland shows a similar degree of variety. Although the region as a whole enjoys lower unemployment than the national average, there are communities within the region that face significant problems of high and persistent concentrations of worklessness and unemployment. These issues are a particular challenge for the regions most disadvantaged and vulnerable individuals, for whom access to good jobs is effectively closed off.

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The region's low supply and high demand labour market is also driving growing skill shortages that could have a significant and adverse impact on the regional economy, if unaddressed.

There is need to take a more integrated and collaborative approach to public investment that will give disadvantaged individuals better career prospects and real power in the labour market, while helping businesses to find talented workers more easily and have the desire and confidence to invest in them over the long term. The Integrated Regional Employability and Skills (IRES) Programme of the Edinburgh and South-East Scotland City Region Deal aims to address both of these challenges by supporting work across the private, public and third sectors to enhance opportunities for the region's most disadvantaged communities and vulnerable individuals. The South East Improvement Collaborative will support IRES in its work to improve life chances of the region's most disadvantaged and vulnerable young people.

By working collaboratively, the partners within the South East Improvement Collaborative, will achieve **our shared vision:**

> ***"to improve outcomes for all learners within the context of GIRFEC, ensuring excellence and equity in our schools and increasing life chances through the skills agenda*.**"

How we will achieve our vision

As a South East Improvement Collaborative we see our work taking account of how we improve outcomes and close the attainment gap by looking at how we can add value and have impact at 5 levels.

Where will we make an impact for children and young people?

The figure on the left shows the *5 levels of impact*, where our collaborative working aims make a significant difference to outcomes. These are:

- At classroom level.
- At school level.
- At cluster level.
- At local authority level.
- At the level of the Regional Improvement Collaborative itself.
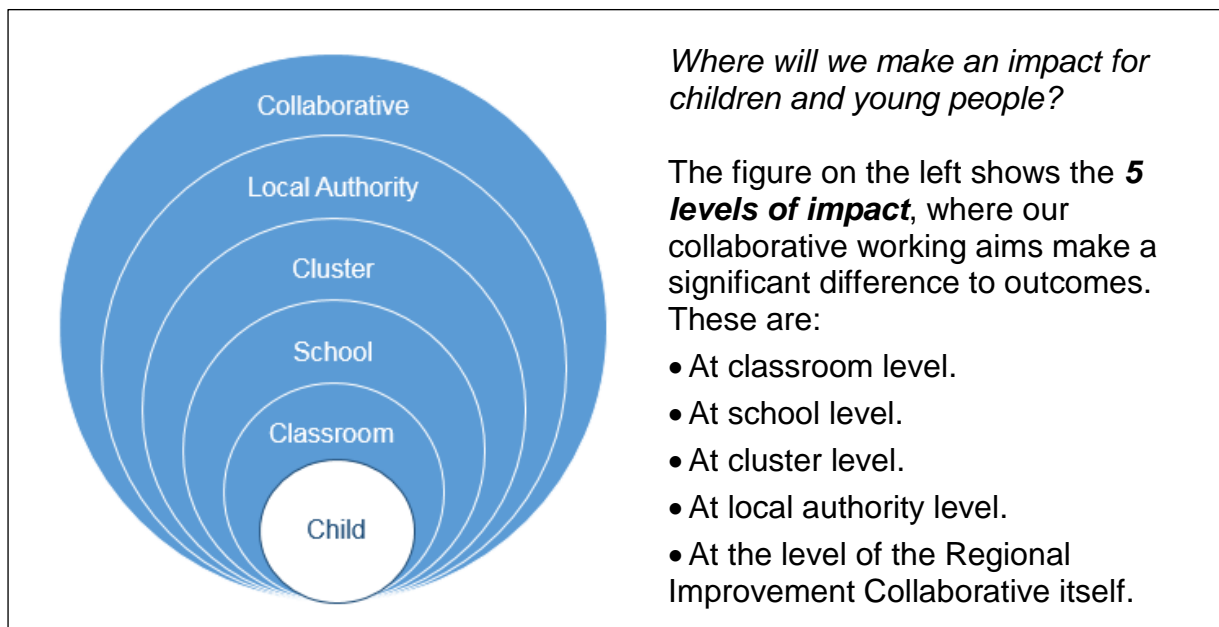
The South East Improvement Collaborative Plan is built on the National Improvement Framework set firmly in the context of GIRFEC.

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What impact will we achieve?

The figure on the left shows **the 3 key goals of our collaborative working**, which are:

- To support the implementation of *GIRFEC*.
- To deliver the National Improvement Framework Priority Outcomes (i.e. the *Key Priorities of the NIF*).
- To develop the six *Drivers for Improvement* of schools and local authorities within the Collaborative.
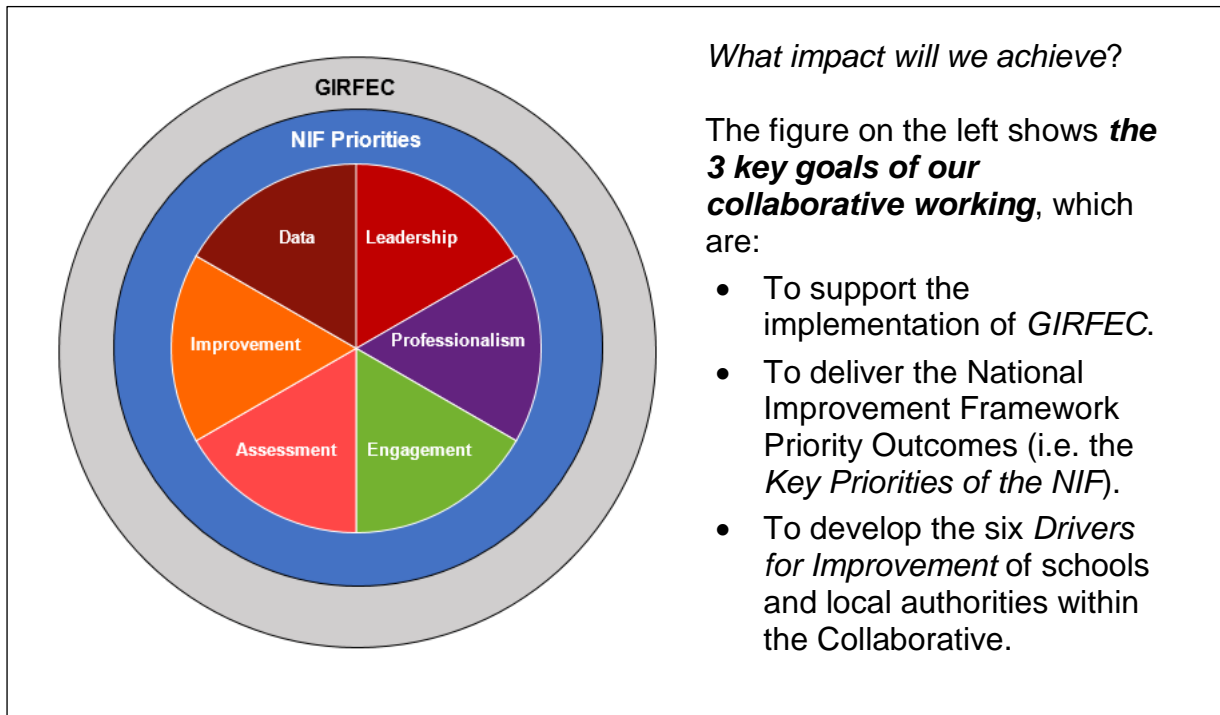
The South East Improvement Collaborative is a new grouping and is committed to getting to know each other's contexts through a thorough analysis of our data and through building trusting and respectful relationships as we develop our vision and focus going forward.

This South East Improvement Collaborative Plan outlines how we have started to develop our shared vision and agreed activities in phase 1. The plan also provides an overview of work to be undertaken in phase 2 – during which further analysis will be undertaken to inform a review of the Collaborative's Improvement Plan, with more specific actions and SMART measures to track the Collaborative's progress in improving outcomes.

Our plan has a focus on the key areas that we have identified from our initial analysis of Children's Services Plans, local authority education plans, school plans, a data set built on the National Improvement Framework outcomes and what our staff are telling us.

The two areas of our focus are described as:

1. Improving attainment and achievement, including closing the attainment gap;
2. Quality Improvement in schools and early years' settings.

Both are set within the context of GIRFEC.

2. The National Context

Children and Young People (Scotland) Act 2014

The Children and Young People (Scotland) Act 2014 is a key part of the Scottish Government's strategy for making Scotland the best place to grow up. It is underpinned by the Scottish Government's continued commitment to the UN Convention on the Rights of the Child and the GIRFEC approach.

The Act aims to ensure that the planning and delivery of services is: integrated across partners; focused on securing quality and value; based on a preventative approach; and dedicated to promoting, supporting and safeguarding children's wellbeing. In order to achieve this, the Children and Young People (Scotland) Act 2014 requires:

- The publication of a three-year strategic Children's Services Plan in each area of Scotland, in April 2017, setting out how outcomes are to be improved for children and young people.
- The publication of an annual report on progress towards improving outcomes for children and young people, achieved through delivery of the Children's Services Plan.
- The publication of a report every three years to describe the steps taken to better secure, or give further effect to, rights of children and young people.

Governance Review

In June 2017 the Deputy First Minister, John Swinney, announced how the Scottish Government intends to take forward its review of Education Governance. The Next Steps paper has a clear message that headteachers and teachers should have more power over decisions on learning and teaching, staff selection and management structures. The Next Steps paper also outlined a move towards Regional Improvement Collaboratives, comprised of local authority staff from the regional grouping and staff from Education Scotland.

The Establishment of Regional Improvement Collaboratives

The idea of the Regional Improvement Collaborative was first introduced in the Education Governance: Next Steps document published in June 2017. More detail was provided in the steering group paper Education Governance: Improvement Collaboratives agreed by COSLA, SOLACE, ADES and the Scottish Government on the functions to be undertaken by each Improvement Collaborative.

Six Regional Improvement Collaboratives have been established across Scotland. Our Regional Improvement Collaborative covers City of Edinburgh, East Lothian, Fife, Midlothian and Scottish Borders. The functions of the Regional Improvement Collaborative must support and directly contribute to nationally and locally identified priorities with the overall objective of empowering our teachers, parents, partners and communities to deliver excellence and equity for all our children and young people.

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The Regional Improvement Collaborative is expected to provide excellent educational improvement support for headteachers, teachers and practitioners drawing on Education Scotland staff, local authority staff and partners. It is also expected to provide a coherent focus for all partners across the region through a Regional Collaborative Improvement Plan, aligned to the National Improvement Framework. The Regional Improvement Collaborative will facilitate collaborative working across the region, including sharing best practice, supporting collaborative networks and pursuing partnership approaches.

A plan to describe the work of the Regional Improvement Collaborative will take account of the following functions over time;

- reflect the full range of functions agreed by the Local Government/Scottish Government Steering Group;
- be based on a detailed analysis of all available evidence on educational performance within the region;
- draw on data and information from other key sources such as health, justice and local community planning information;
- make clear how schools will access the support for improvement they require;
- make clear to headteachers what is being provided by the RIC, what is being provided by their individual local authority, and where to go for specialist advice;
- support continuous improvement in curriculum design and development, including literacy and numeracy and other national priorities, such as STEM, 1 + 2 languages, DYW and the Learner Journey;
- be underpinned by a clearly understood approach to improvement/theory of change/change model;
- include clear information about how the RIC will go about measuring progress/the impact of the plan;
- be designed in a 'bottom-up' manner, based on the needs and improvement priorities of schools;
- outline clearly how key partners such as parents, communities, third sector and young people have contributed to the development of the plan;
- include how priorities will be delivered and outline the professional learning offer from the collaborative;
- include subject specific support and advice across all eight curriculum areas, for example through networks of teachers.

The initial Regional Improvement Plans are to be developed by 30 January 2018 and should set out regional priorities for improvement. These regional priorities will be informed by existing school and local authority priorities as well as the National Improvement Framework. In the first phase of the plan there should also be an indication of how the Regional Improvement Collaborative will take forward work to develop the plan further through additional analysis, consultation and engagement. A further iteration of the Regional Improvement Plan will be produced in Autumn 2018.

The consultation on the forthcoming Education Bill may require amendments to the plan in the future but due to being in the consultation phase has not been considered in the current SEIC Plan.

3. Our Local Context

City of Edinburgh

Geography

- Population: 498,810 (9.3% of Scotland)
- Area: 102 square miles

Social Context
- Poverty: 17.0% of children living in poverty (17th highest level in Scotland)
- SIMD: 20.5% of school pupils live in SIMD deciles 1 & 2
- FMR P4-P7: 13.1% (19th highest rate in Scotland)
- FMR Secondary: 10.2% (20th highest rate in Scotland)

Early Learning & Childcare
- 8,895 Funded registrations for ELC

Schools
- Pupils: 49,637 (7% of Scotland)
- Schools: 123 schools
- Teachers: 3,281 (6% of Scotland)

City of Edinburgh is one of the fastest growing local authorities in the UK with a rate of population growth exceeding 12% over the last 10 years which is more than double the national rate.

Driven by a birth rate and increased investment in housing, one of the main contributors to this growth has been a child (0-15) population which has expanded by 11.4% since 2006. This has attributed to increased demand for Early Years provision and school places across the city.

The local authority maintains a unique partnership with the large number of independent sector where almost a quarter of young people of secondary age attend independent schools. However, there remains significant pressure on the Secondary sector with the 12-17 aged population projected to grow by around 23% by 2024. With one dedicated Gaelic primary school in the city already popularity for GME at both primary and secondary levels continues to increase.

Although Edinburgh attracts significant investment and is home to the most successful and vibrant economy in Scotland, the map of poverty demonstrates a picture of inequality, with the poorest communities often adjacent to, and intertwined with areas which are home to some of the most affluent residents. Some 21% of all Edinburgh's children grow up in poverty, meaning that over 20,000 children in the city live in families who get by on very low incomes. These pockets of poverty and deprivation are as severe as those recorded in any part of Scotland.

Geography
- Population: 103,050 (1.9% of Scotland)
- Area: 262.2 square miles

Social context
- Poverty: 14.1% of children living in poverty (22nd highest in Scotland)
- SIMD: 4.1% of school pupils live in SIMD deciles 1 & 2
- FMR P4-P7: 9.9% (25th highest rate in Scotland)
- FMR Secondary: 8.1% (25th highest rate in Scotland)

Early Learning & Childcare
- 1,885 Funded registrations for ELC

Schools
- Pupils: 14,104 pupils (2% of Scotland)
- Schools: 41 schools
- Teachers: 935 (2% of Scotland)

East Lothian is the 21st largest area out of Scotland's 32 local authorities in terms of population. Western areas of East Lothian tend to have a higher proportion of 0-15 year olds. Rural and coastal areas are more likely to include a higher proportion of pensionable age. East Lothian's population is projected to grow by about 1% a year over the next 20 years from just over 100,000 to over 125,000 by 2037. Significant growth is projected across all age groups but particularly among children and older people: the 0-16 year age group is projected to grow by almost a third.

The SIMD data shows the persistently high levels of income related benefits in parts of East Lothian but does not show the full picture of the impact of the recession and changes to welfare benefits over the last six years. *Reducing inequalities within and across our communities* continues to be the overarching objective of the Council's Plan.

East Lothian is divided into 6 clusters each with a secondary school and varying numbers of associated primary schools. In total there are 6 secondary schools and 35 primary schools. Specialist provision in enhanced learning centres is provided within 5 mainstream primary schools and 3 mainstream secondary schools.

Overall, there is high level out-commuting to employment and lower local jobs density. A higher proportion of the population is employed in professional and managerial occupations than the Scottish average.

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Fife	

Key facts
- Population: 368,080 (6.9% of Scotland)
- Area: 512 square miles

Social Context
- Poverty: 19.8% of children living in poverty (9th highest in Scotland)
- SIMD: 22.6% of school pupils live in SIMD deciles 1 & 2
- FMR P4-P7: 20.7% (7th highest rate in Scotland)
- FMR Secondary: 17% (7th highest rate in Scotland)

Early Learning & Childcare
- 6,866 Funded registrations for ELC

Schools
- Pupils: 49,155 (7% of Scotland)
- Schools: 162 schools
- Teachers: 3,498 (7% of Scotland)

Fife's population is distributed through a diverse range of communities and – in terms of its mix of urban areas, small towns and rural areas – Fife broadly resembles Scotland as a whole.

Beyond the major towns of Kirkcaldy, Dunfermline, and Glenrothes there are rural communities founded on agriculture and settlements in former mining areas. The range of coastal communities owe their existence to tourism or, to a lesser degree now, fishing. While Glenrothes is an established product of the "New Town" approach, St Andrew's is one of Scotland's oldest settlements underpinned by an ancient University.

Fife has 18 clusters, each with a high school and a number of associated primary schools (16 non-denominational and 2 Roman Catholic). There are 5 special schools in Fife and a range of Fife-wide services for the most vulnerable and those with significant support needs, including: the Pupil Support Service (supporting vulnerable young people) and the Supporting Learners Service (for those with additional support needs).

Across a range of measures, child poverty is relatively high in Fife compared with the national average and has been generally increasing over recent years.

The Education and Children's Services Directorate in Fife comprises early learning and childcare, primary schools, secondary schools, special schools, Supporting Learners Service, Pupil Support Service, Educational Psychology Service, Out of School provision, Children and Families Social Work and Criminal Justice.

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Midlothian

Geography
- Population: 88,610 (1.6% of Scotland)
- Area: 136.6 square miles

Social Context
- Poverty: 18.7% of children living in poverty (12th highest in Scotland)
- SIMD: 10.9% of school pupils live in SIMD deciles 1 & 2
- FMR P4-P7: 16.2% (16th highest rate in Scotland)
- FMR Secondary: 12.9% (13th highest rate in Scotland)

Early Learning & Childcare
- 2,040 Funded registrations for ELC

Schools
- Pupils: 12,378 (2% of Scotland)
- Schools: 40 schools
- Teachers: 892 (2% of Scotland)

Midlothian, covering an area to the south of the City of Edinburgh bounded by the Pentland hills on one side and the Moorfoot hills on the other, bisected by the valleys of the north and South Esk rivers which join at Dalkeith before flowing into the Forth Estuary. Midlothian's population (2017) is 88,610, an increase of 5,423 on the Census 2011 estimate of 83,187. Midlothian's population is growing very rapidly. The most recent population projection predicts a population of 99,090 by 2027 but planned housing development means this is likely to be an underestimate. Midlothian's current population can be characterised by a population swell between the ages of 30 and 59 and the 0-15 year age bands. The area was formerly the home of heavy industries, chiefly mills and mines, but has experienced significant redevelopment in the past 30 years to become an attractive rural setting for small commuter towns serving the City of Edinburgh, and home to major innovation centres of animal science and biotechnology at the Midlothian Science Zone adjacent to Penicuik, food manufacturing excellence at the Bilston Glen industrial park, including McSween's haggis makers and Stewarts Brewers. Tourism centres have developed at the National mining museum of Scotland in Newtongrange, Roslin Chapel, Penicuik and Arniston Houses. Situated on the City bypass and with a new railway line crossing the east of the County, the area has rapid transport links to nearby Edinburgh Airport, Rosyth ferry port and main trunk routes south to England along the A1, A7, A68 and A702.

For catchment purposes, Midlothian is divided into 6 learning communities each with a secondary school and varying numbers of associated primary schools. In total there are 6 secondary schools, 32 primary schools and 1 special school. There are 7 Roman Catholic primary schools and 1 Roman Catholic secondary school. The Education service manages early learning and childcare, primary schools, secondary schools, special schools, Additional Support Needs, After School Provision, Educational Psychology Service, Arts and Culture, Digital Learning, Lifelong Learning and Employability and the Resources service.

Geography
- Population: 114,030 (2.1% of Scotland)
- Area: 1,827 square miles

Social context
- Poverty: 14.4% children living in poverty (19th highest in Scotland)
- SIMD: 7.4% of school pupils live in SIMD deciles 1 & 2
- FMR P4-P7: 11.9% (23rd highest rate in Scotland)
- FMR Secondary: 10.2% (20th highest rate in Scotland)

Early Learning & Childcare
- 1,926 Funded registrations for ELC

Schools
- Pupils: 14,563 (2% of Scotland)
- Schools: 72 schools
- Teachers: 1,055 (2% of Scotland)

Scottish Borders is a rural local authority where 30% of the population lives in settlements of under 500 people or in isolated hamlets. The largest town is Hawick followed by Galashiels. The only other towns with a population of over 5,000 people are Peebles, Kelso and Selkirk. Almost half the population in Scottish Borders have been resident in their locality for over 10 years, which is higher than the Scottish average.

For catchment purposes, Scottish Borders is divided into 9 clusters each with a secondary school and varying numbers of associated primary schools. In total there are 9 secondary schools and 64 primary schools. There are 4 Roman Catholic schools situated in Peebles, Galashiels, Selkirk and Hawick. There is a primary and secondary Inclusion and Wellbeing Service and 1 special primary school which is designed to cater for children with autism. In addition there are 4 primary and 4 secondary enhanced provisions which meet the needs of young people with severe and complex additional needs. These provisions cover all areas of Scottish Borders.

Despite interventions by partners since the Scottish Index of Multiple Deprivation (SIMD) was first published, the same areas within the Scottish Borders are still showing as some of the most deprived in Scotland.

Overall there is a well-educated and skilled workforce in the Scottish Borders with a lower proportion of people of working age with low or no qualifications compared to Scotland.

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4. Our Regional Improvement Plan

As the South East Improvement Collaborative we have agreed to ensure a collaborative approach that has the function to:

- Raise attainment and achievement
- Help to deliver excellence and equity
- Develop work related to GIRFEC and tackling attainment inequity
- Share expertise across the Collaborative to effect change
- Maintain local democratic accountability
- Contribute to the growth of the regional economy
- Contribute to relevant Edinburgh City Deal outcomes

The South East Improvement Collaborative Plan is based on robust analysis of available data leading to prioritisation of our initial two areas of focus:

1. Improving attainment and achievement, including closing the attainment gap;
2. Quality Improvement in schools and early years' settings.

Work on these priorities is underpinned by further work to improve the implementation of GIRFEC across the Collaborative ensuring that key children's services partners are contributing to the improvement in outcomes.

The South East Improvement Collaborative Improvement Plan has been informed by evidence from across *the **5 levels of impact***, including:

- Current *local authority* strategic priorities for improvement (as described section 5).
- Current priorities for *schools* and *clusters* across the collaborative region (as described in section 6).
- A review of the current performance of *schools* and *local authorities* within the region and of the *collaborative* itself (as described in section 7).
- The views of *classroom* stakeholders, including staff, children and young people (as described in section 8).

Collaborative
Local Authority
Cluster
School
Classroom
Child
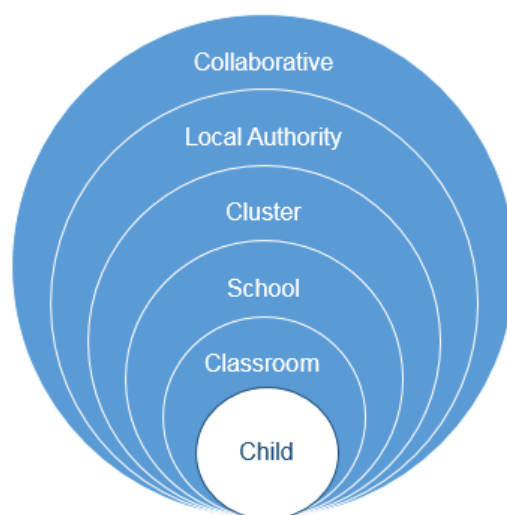
This initial plan outlines:

- The actions that will be taken in the first phase of our plan (section 9).
- A workforce plan for delivering phase 1 and developing phase 2 of our collaborative workplan (section 10).
- The risk assessment that we have undertaken in developing the plan (section 11).
- How we will manage the implementation of the Regional Improvement Plan and how we will evaluate its impact (section 12).

The plan also details how we will undertake additional analysis and consultation to develop a further iteration of our plan by Autumn 2018 (as described in section 13).

This Regional Improvement Plan will help the South East Improvement Collaborative to improve outcomes for children, young people and families. It will also fulfil a range of duties and legislative responsibilities, including:

- Leading local authority contributions to the implementation of GIRFEC and the delivery of Children's Services Plans.

- Delivering the National Improvement Framework, to help ensure a continued improvement in attainment and a further closing of the attainment gap.

- Supporting local systems for school improvement planning.

- Enabling the ongoing self-evaluation and improvement of schools and wider children's services, supported by inspection by Education Scotland and other national agencies and scrutiny bodies.

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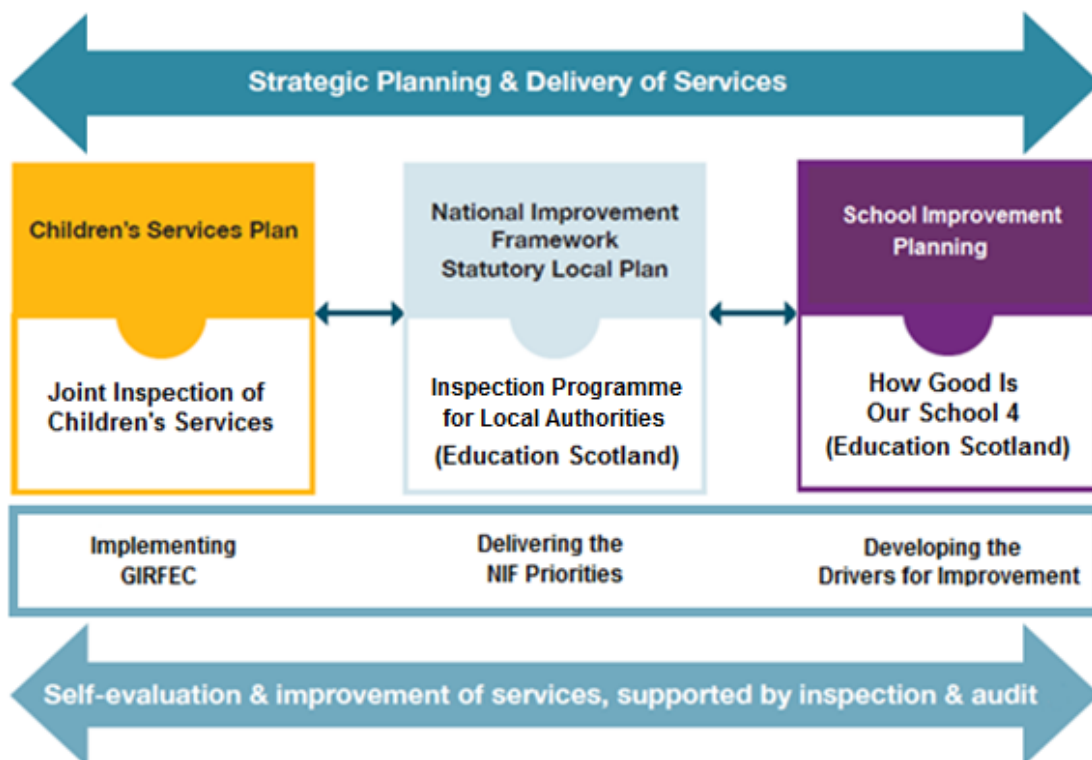
5. Current Strategic Priorities

An analysis has been undertaken of the key strategic priorities (appendix 1) within each of the strategic plans for education of the five local authorities within the South East Region. The analysis was done under the key headings from the National Improvement Framework – equity, literacy and numeracy, wellbeing and employability. The analysis showed a high level of synergy across a number of key topic areas, but also highlighted a number of areas that are a particular focus across the 5 local authorities at this time.

In terms of the national priority outcomes, aspects of the following were identified by all five authorities as a focus for improvement:

- Improving attainment, including literacy and numeracy
- Closing the attainment gap
- Improving employability and delivering the *Developing the Young Workforce* agenda.

Whilst there was a strong focus on Health and Wellbeing, generally, there was a particular focus on Mental Health and Emotional Wellbeing in each of the five authorities.

All of the five authorities also placed a strong emphasis on:

- Embedding GIRFEC approaches.
- The role of family engagement and support for parenting skills, to enable successful prevention and early intervention.
- Improving outcomes for our most vulnerable children and those with the most significant needs (including Looked After Children, those on the child protection register and those with significant Additional Support Needs).

In terms of the key drivers for improvement, there was a strong focus across the five authorities on the importance of effective self-evaluation and evidence-based approaches to improvement. This was supported by a strong focus, generally, on the effective use of data to support improvement and the importance of leadership.

The analysis has allowed us to explore the further analysis of data relating to the areas identified. This has helped to identify and confirm the focus for our initial workstreams (as described in section 9) and other collaborative activity across the South East Alliance.

It also gives us an opportunity to explore work in phase 2 that would allow identification of evidence based best practice to share across the South East Improvement Collaborative.

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6. Current School Priorities

Work has been undertaken to identify the current key priorities of schools across the South East region, as identified within current School Improvement Plans and by headteachers at engagement events. The figure and table below show the results of schools' key priorities.

Figure. Number of schools within the South East region identifying each key priority from the National Improvement Framework as a current school priority for improvement
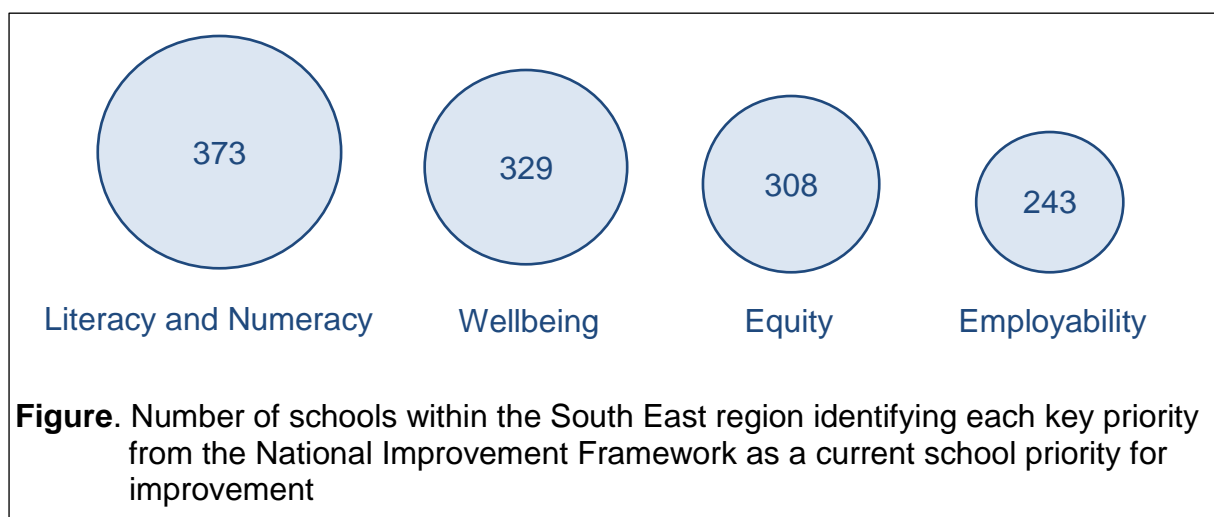
Driver for Improvement	No of Schools
Assessment of Children's Progress *including moderation, etc*	229
Parental Engagement *including family learning, parental engagement, etc*	195
School Improvement *including improvement methodologies*	233
Leadership *including partnership working, etc*	203
Teacher professionalism *including particular aspects of practice and pedagogy*	239
Performance information *including use of data, etc*	207

Table. Number of schools within the South East region identifying each Driver of Improvement as a current school priority for improvement

Schools across the South East region have a range of improvement priorities, covering all of the key priorities and drivers for improvement within the National Improvement Framework.

In phase 2 of the South East Improvement Collaborative plan it is our intention to take account of schools' new priorities for 2018/19.

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7. Current Performance

Analysis Undertaken

An initial review of current performance within the South East Improvement Collaborative has been undertaken during the preparation of the initial Improvement Plan, as part of the work within the Data and Analysis workstream.

This workstream has looked at data for schools within the collaborative, the five SEIC local authorities and the collaborative itself. Where appropriate, outcomes have been benchmarked against national performance, performance across all 32 local authorities in Scotland and the virtual comparator (for senior phase outcomes).

The analysis has included a review of data across a wide range of outcomes for children and young people, including:

- Participation of young people aged 16-19 years old
- Positive destinations from school
- SQA and other attainment of school leavers, including literacy, numeracy and measures of wider attainment
- Achievement of CfE levels for reading, writing, listening & talking and numeracy across the Broad General Education
- Early years outcomes (27 – 30 month review)
- Other measures of wellbeing, including P1 healthy weight
- Attendance, absence and exclusion

The measures that have been reviewed provide an overview of outcomes against the *key priorities* within the National Improvement Framework. In addition, analysis has been undertaken of available data for the *drivers of improvement* – in particular:

- Outcomes from school inspections for 2016-17

Review of Current Outcomes – high level messages for the South East Region

School leavers
- The proportion of school leavers entering a positive destination on leaving school is similar in the SEIC region to the rest of Scotland.
- A key challenge for the Collaborative is to understand and support the skills base needed by the regional economy. This is a key element of the City Deal.

Senior phase attainment
- The attainment of the highest attaining school leavers is relatively strong. This is reflected in the relatively strong performance in Advanced Highers of all SEIC authorities, in comparison with the rest of Scotland.
- The attainment of middle to lower attaining school leavers shows a more varied picture. A lower proportion of school leavers have achieved awards at SCQF levels 5 and 6 or better than in the rest of Scotland. Outcomes for literacy and (particularly) numeracy at SCQF level 5 are also, generally, an area for improvement for SEIC local authorities.

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- Outcomes for the lowest attaining pupils are broadly in line with the rest of Scotland. The proportion of school leavers achieving awards at SCQF level 4 or better is broadly similar to the rest of Scotland. Outcomes for literacy and numeracy at SCQF 4 are also broadly similar to the rest of Scotland.

Attainment in the Broad General Education
- Data published on Achievement of Curriculum for Excellence (CfE) levels in Scotland are classified as experimental statistics. This reflects the fact that support for moderation of a common national standard (e.g. the introduction of a Scottish National Standardised Assessment) is still developing.
- Further work will be undertaken within the Data and Analysis workstream to develop the potential of cross-collaborative data to support improved moderation across the region.

Early Years
- Generally, the proportion of children within the SEIC region receiving a 27-30 month review is slightly lower than in the rest of Scotland. Across the SEIC region the proportion of children for whom a concern was recorded for speech, language and communication was lower than in the rest of Scotland.

Attendance
- Levels of attendance across the Collaborative region as a whole are broadly in line with those seen nationally. However, there is significant variation in attendance across the region.

Next Steps

Analysis of available data on current performance within the South East region is continuing within the Data and Analysis workstream. Work during phase 2 will focus on:
- Validating the key strengths and areas for improvement within the region – at regional, local authority and school levels.
- Identifying the key cohorts within the region for which outcomes particularly need improved.
- Assuring the quality of data available (particularly at school level).
- Investigating the potential of additional, local data sources (e.g. local authority stakeholder surveys of children and young people, parents and staff and local data on aspects of wellbeing)
- Agreeing an appropriate range of high-level measures to provide a strategic overview of the Collaborative's progress in achieving excellence and equity for the region's schools and early learning and childcare settings.
- Developing a performance pack, to support Collaborative leadership groups in better understanding current performance and improvement trends across the region.
- A baseline of measures for each of the workstreams will be developed to identify success and inform further planning.

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8. Stakeholders' Views

The Views of Our Staff

A staff survey has been undertaken across the Collaborative to help establish staff views on:

- The support that schools require in order to secure improved outcomes for children and young people;
- SEIC's proposed approach to supporting schools across the Collaborative region in their improvement journey.

The survey was made available to all school and support staff and was conducted via Survey Monkey during December 2017. In total, more than 1,300 responses were received from across the five Collaborative authorities, which were broadly representative of the proportion of staff working within each sector across the Collaborative region (see table below).

Sector	Number of responses by sector	Proportion of responses by sector (%)
Central Support Staff	17	1.3
Early Years	123	9.3
Primary	587	44.3
Secondary	531	40.1
Special / ASN	67	5.1
Total	1325	100.0

Table. Number and proportion of staff completing the staff survey by sector

The results of the survey suggest that:

- The Collaborative's schools have development needs across a broad range of curricular areas and aspects of professional learning.
- There is a significant demand for support in the curricular areas of health and wellbeing, numeracy, literacy, sciences and technology.
- The workstreams proposed as a priority for initial action by SEIC (as described in section 7) are appropriate.
- Schools recognise the importance of, and value, an approach that reflects the wider principles of GIRFEC. They would be strongly supportive of an approach that incorporates a focus on the early years, family engagement and inclusion.
- Responses would indicate a request from schools for support to improve work relating to individual child level needs in the classroom setting.

The 5 local authorities involved in the South East Improvement Collaborative each establish feedback from staff as part of their established planning processes. This feedback comes from a range of formal and informal sources (e.g. staff surveys,

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consultations, regular meetings with key staff groups, etc). This feedback has been used to inform the development of the local strategic plans and priorities described in section 4.

The strategic priorities identified through this local planning process (as outlined in appendix 1) are also in line with the survey feedback, as summarised above.

The Views of Other Stakeholders

Each of the 5 local authorities who are partners in SEIC already gather feedback from a range of other stakeholders, including:

- *Parents and carers*. Feedback is gathered through a range of formal and informal sources (including parent surveys, consultations, etc). Evidence on the views of parents and carers is also available from the questionnaires gathered by Education Scotland as part of their school inspection process.
- *Children and Young People*. Again, feedback is gathered through a range of formal and informal sources (including pupil surveys, forums, consultations, etc). Evidence on the views of children and young people is also available from the questionnaires gathered by Education Scotland as part of their school inspection process. In addition, children's services partnerships for each area gather a range of evidence about the views of children and young people as part of the statutory planning process for children's services.
- *Children's services partners*. Each children's services partnership supports approaches to joint working, including feedback on the development of strategic plans by individual partners.

These sources of feedback have informed the development of the local strategic priorities identified in appendix 1, which have been used to help shape this initial action plan.

A more detailed analysis of the feedback from these stakeholders will be undertaken during phase 2 of the action plan. This will help to inform an updated version of the Collaborative's action plan.

Work will also be undertaken to scope the approaches needed by SEIC to gather feedback from all key stakeholders over the medium to long term.

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9. Our Planned Actions

The Action Plan is structured in line with the National Improvement Framework with 2 key themes identified:

- Improving Attainment and Achievement, including closing the attainment gap – supporting a focus on **Key Priorities within the National Improvement Framework**
- Quality Improvement in Schools and Early Years settings – supporting a focus on the six **Drivers for improvement**

Work that had already begun to support the embedding of GIRFEC across the Regional Improvement Collaborative will be included in phase 2 of the plan.

Improving Attainment and Achievement, including closing the attainment gap

Two initial workstreams have been identified within this key theme. They are:
- *Mathematics and Numeracy*
- *Improve outcomes for children living in poverty*

Quality Improvement in Schools and Early Years settings

Three initial workstreams have been identified within this key theme. They are:
- *Quality Improvement Approaches*
- *Data and Analysis*
- *Professional Learning / Leadership*

Embedding GIRFEC in Schools and Early Years Settings

Two further workstreams, already in existence will be included in the plan, to support the embedding of GIRFEC. They are:
- *Early Learning and Childcare*
- *Additional Support Needs*

The following pages provide an overview of these seven initial workstreams with 4 detailed in full and 3 in preparation. The overview includes a summary of:

- The **context**: why this workstream has been identified as an initial priority for working across the Collaborative, including the objectives of the work involved.
- The **aims** of the work: the expected outcomes from the workstream, including measures of success.
- The **actions** planned: a summary of key activity planned over the short, medium and longer term, with timescales for progressing this work.
- The **measures of success**: how the impact of the work will be identified and evaluated.

Key theme: Improving Attainment and Achievement, including closing the attainment gap   **Workstream:** Mathematics and Numeracy

Context

Improvement in attainment in numeracy is a key priority in the National Improvement Framework. All 5 collaborative authorities have identified raising attainment in numeracy within their local service plans and have a history of working collaboratively on Mathematics and Numeracy through the national numeracy hub, shared staff development opportunities and work on moderation through the QAMSO network. There is scope to build on this practice with a strategic focus through the collaborative on strategies to address the attainment gap, improving attainment for school leavers and building capacity through staff development and moderation.

Aims

- To raise attainment in mathematics and numeracy 3-18.
- To promote packages for achievement in numeracy to ensure meaningful qualifications for all and to improve attainment in numeracy for school leavers.
- Continue to improve pedagogical approaches to mathematics and numeracy through increased access to high quality staff development across all 5 LAs, building capacity and ensuring greater consistency.
- Build confidence and expertise in assessment and moderation of mathematics.
- To share and develop targeted strategies to support schools to address the poverty related attainment gap.

Actions

Short term (February – June)

- Identify leads from each authority to develop a network of practitioners to promote and support best practice in improving attainment in numeracy for school leavers
- Share professional learning materials on National Numeracy & Mathematics Hub tile for SERC.
- Identify representatives from each authority to meet to share practice in moderation.
- Work with the data and analysis SEIC workstream and individual LA MIS teams to share identified gaps within and across LAs in relation to numeracy and mathematics.
- Identify good practice where schools and LAs are successfully closing the gap.

Medium term (during 2018-19)

- Identify and share effective practice in delivering courses and tracking pupil progress.
- Share/create resources and training as required, including online materials.
- Build opportunities for shared staff development opportunities into collegiate calendars.
- Moderation of assessment evidence from each authority/all levels of numeracy and of mathematics.
- Develop and share materials for moderation through the development of a support pack for each authority
- Plan and develop shared approaches to targeted support with a focus on closing the attainment gap.

Longer term (2018-19 onwards)

- Analyse data to track progress and identify improvements and areas for further development.
- Evaluate the effectiveness of staff development approaches
- Continue to review and develop shared moderation opportunities
- Use learning to continue to plan and develop approaches 2019-20.
- Looking at ways to promote teaching of mathematics as positive career pathway.

Measures of success

- Increase in mathematics attainment
- Closing of the gap in numeracy

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Key theme: Improving Attainment and Achievement, including closing the attainment gap
Workstream: Improve the outcomes for children living in poverty

Context

Nationally and locally, there is a much greater understanding of the impact of poverty on attainment.

The introduction of the Pupil Equity Fund has been largely successful in raising awareness across the profession of the need to target resources to improve outcomes for children in poverty.

The use of data to target and measure the effectiveness of interventions is developing well, particularly in those schools who were already Scottish Attainment Challenge schools.

There is significant research available to support staff on which interventions are most appropriate.

While schools are creative about how best to deploy funds and resources, support for headteachers is essential to ensure that their capacity is maximised, not diminished.

Aims

- To provide clear strategic guidance for headteachers on ensuring equity and raising attainment for all, in line with national frameworks and improvement advice.
- To develop professional learning opportunities on the use of QI 3.1 to determine the impact in each school on chosen cohorts for closing the gap.
- To share good practice of effective strategies, use of improvement methodology and the way we measure impact.

Actions

Short term (February – June)

- Actions and measures identified to develop Equity Theme: Families and Communities
- Identification of schools/projects demonstrating impact in delivery of service/intervention to enhance approaches to family learning
- Guidance produced around 6 sub-themes of Involvement (School, Family, Community & Partnerships – SPTC) using pilots ongoing across the Collaborative
- Review of each LA guidance on PEF: production of Collaborative PEF Guidance
- Scoping of actions that measures subsequent themes for Equity:
    - Leadership (PEF)
    - Learning & Teaching (PEF)

Medium term (during 2018-19)

- Professional Learning Networks/Leadership Learning Communities for F&C
- Development of 'Toolkit' to assess and plan for interventions for F&C (or implementation of Education Scotland Toolkit)
- Identification of School Improvement Partnerships to develop approaches: Families and Communities
- Links with other workstreams
    - Data & Analysis
    - Quality Improvement

Longer term (2018-19 onwards)

- Development of 'Toolkit' to assess and plan for interventions for:
    - Leadership (PEF)
    - Learning & Teaching (PEF) (or implementation/revision of E Scotland toolkit)

Measures of success

- Use of effective strategies to close attainment gap
- Improved confidence in measuring the impact of PEF

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Key theme: Quality Improvement in Schools and Early Years settings
Workstream: Data and Analysis

Context

Effective use of data and analysis are key to identifying the right outcomes for improvement and enabling the drivers for improvement.

At present, data and analysis processes vary widely across the 5 Collaborative authorities, as do approaches to performance reporting at school level.

However, the key education datasets are common across the authorities, as is use of the SEEMIS management information system.

There is significant scope for the Collaborative authorities to improve the impact of their data and analysis on school improvement.

Aims

- To improve the recognition of strengths and areas for improvement across the collaborative (identifying the right focus on outcomes for improvement).

- To improve the quality assurance (QA) of data and to improve its capacity to support more effective moderation (enabling key drivers for improvement to have a greater impact).

Actions

Short term (February – June 2018)

- Completion of analysis to support the delivery and ongoing development of the Collaborative's action plan, based on data for the 2016/17 leaver cohort.
- Identification of cohorts for targeted interventions.
- Quality assurance of school level data (e.g. comparing NIF QI data/ACEL with social context, etc) to help inform moderation processes and to better identify strengths and areas for improvement at school and Collaborative level

Medium term (during 2018-19)

- Development of quality assurance processes across the Collaborative (e.g. to support moderation of teacher judgements)

Longer term (2018-19 onwards)

- Development of performance reporting that provides useful information for assessing the impact of interventions (e.g. linking ACEL/Insight outcomes measures and other summary measures of performance to individual pupils)
- Development of value-added reporting to support improved learning journeys / pathways (e.g. linking social context and SNSA prior attainment data to attainment and destination outcomes, better understanding how the participation measure reflects pathways to improved life opportunities across the regional economy)
- Investigating the potential opportunities to achieve a more unified approach to managing, analysing and using data across the Collaborative.
- Develop comparator school groupings across SEIC in conjunction with the BGE dashboard to be able to make contact and learn from each other.

Measures of success

- An improved evidence-base for decision making at authority and school levels (assessed by self-evaluation); greater confidence in conclusions reached (assessed by staff feedback); evidence of improved attainment for low attaining groups.

- Development of a cross-collaborative approach to the quality assurance of data to support and inform moderation in schools; improved consistency in teacher judgement.

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Key theme: Quality Improvement in Schools and Early Years settings
Workstream: Professional Learning / Leadership

Context

The Scottish Government's National Improvement Framework identifies School Leadership and Teacher Professionalism as key drivers of improvement and key factors in improving children's learning and the outcomes that they achieve.

School leadership is second only to classroom teaching as an influence on pupil learning. The OECD report on CfE emphasises the importance of developing the skills and knowledge of middle leaders in particular in order to bring about sustained changed for positive outcomes in learning for our young people.

The Regional Improvement Collaborative recognises the need to develop and maintain the professional skills and competences of all staff and the impact of this on children's progress and achievement. Leadership is recognised as one of the most important aspects of the success of any organisation and is key to ensuring the highest standards and expectations are delivered across the Regional Improvement Collaborative's services and schools to achieve excellence for all.

Aims
- To create a collaborative culture throughout our learning communities and build collaborative networks across the regional collaborative
- To improve the quality and impact of leadership at all levels
- Recruitment and retention of quality leadership staff
- To develop leadership capacity and develop a collaborative leadership pathway

Actions

Short term (February – June)
- Analysis of stakeholder feedback on current and future professional learning opportunities
- Audit of existing professional learning opportunities and collation of CLPL opportunities across the collaborative
- Evaluation of leadership programmes and further development of leadership programmes
- Delivery of the Leadership Matters course for experienced depute headteachers

Medium term (during 2018-19)
- Development of professional learning opportunities and leadership programmes across the collaborative
- Build a comprehensive leadership pathway using GTCS Standard for Leadership and Management and the SCEL Framework for Educational Leadership

Longer term (2018-19 onwards)
- Development of CLPL calendar of activities and specialist support directory

Measures of success
- Increase in number of schools evaluated as good or better QI Leadership of change
- Increase in number of teachers completing leadership programmes, including Into Headship
- Regional Improvement Collaborative stakeholder survey responses indicate staff can access high-quality professional learning and leadership development opportunities ensuring staff have the range of skills to do their current and future jobs as effectively as possible.

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These workstream descriptions require further work for phase 2 of the South East Improvement Collaborative Plan but groups are already meeting and working together.

Key theme: Quality Improvement in Schools and Early Years settings
Workstream: Quality Improvement Approaches

The work needs to add value and lead to processes and outcomes which are better than what it replaces. It will lead to improved outcomes in attainment and achievement – at a classroom level and have an impact on leadership and management and the way schools approach improvement. The group is determined to be both ambitious and realistic in its goals with any output being seen as useful and credible. The work needs to have integrity, be focused and proportionate and in this way should help us foster and develop professional trust across the five local authorities.

This workstream aims to work collaboratively and productively as a group, sharing practice across the five local authorities and learning from each other. The workstream will endeavour to influence and improve practice across the SEIC supporting tangible improvement in outcomes.

The principal vehicle for us will be our work with, and impact upon, the leadership and management of improvement.

Key theme: Embedding GIRFEC in Schools and Early Years Settings
Workstream: Additional Support Needs

ASN remains a key priority in every LA, with policies and development of existing policies it is vital that the Alliance work together to create shared values around inclusion and exclusion policies. It has been recognised that a collaborative approach may also help enhance policy development and that there may be significant benefits in shared commissioning of services which each LA already use.

To provide clear strategic guidance for headteachers on ensuring equity of provision for all, in line with national legislation and government updates. Develop core principles for policies, and work together to write and update following on from legislation changes.

Key theme: Embedding GIRFEC in Schools and Early Years Settings
Workstream: Early Learning & Childcare

The South East Early Years group was established at the beginning of 2017 and meets regularly to discuss key issues within the early years' sector.

The main focus for the group has been the expansion of funded early learning and childcare from 600 hours to 1140 hours by 2020. The group has explored key aspects of the expansion plan including sharing learning from the 1140 trials in Edinburgh and Scottish Borders. Other aspects of this collaboration have enabled the local authorities to share approaches to working in partnership with private providers and childminders as well as solutions to addressing the challenges of implementing the increased hours e.g. delivering lunches to large numbers of children.

Following submission of the expansion plans, the South East Early Years group is exploring opportunities to address workforce related matters including combined training for existing staff and implementation of the Additional Graduate programme.

10. A Workforce Plan to Support Delivery

Section 9 outlined the seven initial workstreams that are being developed, to support school improvement across the South East Improvement Collaborative region. The following staff have been identified to develop this work:

Workstream Title	Workstream Participants
Improving Attainment and Achievement, including closing the attainment gap	
Improve the outcomes for children living in poverty	Edinburgh: Service Manager East Lothian: Service Manager (ASN) Fife: Education Officer Midlothian: School Group Manager Borders: Attainment Officer *NB: Additional support will be provided by the Principal Educational Psychologists, Improvement Advisors and Attainment Advisers for the local authorities within the Collaborative*
Mathematics and Numeracy	Edinburgh: Quality Improvement Officer East Lothian: Quality Improvement Officer Fife: Development Officer Midlothian: Education Support Officer Borders: Quality Improvement Officer
Quality Improvement in Schools and Early Years settings	
Quality Improvement Approaches	Edinburgh: Quality Improvement Manager East Lothian: Quality Improvement Manager Fife: Head of Education & Children's Services Midlothian: Senior Education Manager Borders: Quality Improvement Manager
Data and Analysis	Edinburgh: Quality Improvement Officer East Lothian: Principal Officer Fife: Executive Support Officer Midlothian: Performance Group Leader Borders: Business Services Officer *NB: Additional support will be provided by the Attainment Advisers for the local authorities within the Collaborative, as appropriate.*
Professional Learning / Development & Leadership	Edinburgh: Quality Improvement Manager East Lothian: Principal Officer Fife: Education Officer Midlothian: School Group Manager Borders: Quality Improvement Officer
Embedding GIRFEC in Schools and Early Years Settings	
Additional Support Needs	Edinburgh: Quality Improvement Manager East Lothian: Service Manager Fife: Education Officer (ASN) Midlothian: School Group Manager (ASN) Borders: Quality Improvement Manager

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Early Learning and Childcare	Edinburgh:	Senior Education Manager
	East Lothian:	1140 Hours Lead Officer
		Quality Improvement Manager
	Fife:	Acting Education Officer
	Midlothian:	School Group Manager (Early Years)
	Borders:	Quality Improvement Officer

Group Title	Group Participants	
SEIC Oversight Group	Edinburgh:	Chief Executive
		Head of Schools & Lifelong Learning
		Education Convener
		Education Vice Convener
	East Lothian:	Chief Executive
		Head of Education
		Education Convener
		Education Vice Convener
	Fife:	Chief Executive
		Executive Director of Education and Children's Services
		Education Convener
		Education Vice Convener
	Midlothian:	Chief Executive
		Head of Education
		Education Convener
		Education Vice Convener
	Borders:	Chief Executive
		Chief Officer – Education
		Education Convener
		Education Vice Convener
SEIC Board	Edinburgh:	Head of Schools & Lifelong Learning
	East Lothian:	Head of Education
	Fife:	Executive Director of Education and Children's Services
	Midlothian:	Head of Education
	Borders:	Chief Officer – Education
	Education Scotland:	Regional Adviser
	Skills Development Scotland: Area Manager	

Other Support	
SEIC Chief Executive Lead	Chief Executive, Fife Council
SEIC Regional Improvement Collaborative Lead	Executive Director of Education and Children's Services, Fife Council
Project Support	Project Officer, Fife Council
Data and Analysis Support	Executive Support Officer, Fife Council
Education Scotland	Regional Adviser, Education Scotland

A more detailed workforce plan will be developed during phase 2 of the Improvement Plan and will outline where support from Scottish Government, Education Scotland and Care Inspectorate would be requested.

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11. Risk Assessment

Risk Register for South East Improvement Collaborative

The South East Improvement Collaborative is developing its functions and will continue to work collaboratively when looking at risk. To be aware of the key challenges allows a focus on mitigation and therefore managing effectively any risks posed.

Key Risks	Mitigating Actions
• Differing political views and understanding of SEIC at local level	• Ensuring effective communication • Input locally and regionally for elected members
• Sharing data sets	• Data sharing agreement • Use of data already publicly available
• Data on CfE still experimental	• Moderation exercises to have confidence in CfE declarations
• Capacity of workforce across SEIC to deliver actions in SEIC Plan	• Agree equitable resource allocation relative to scale of local authority • Ensure clarity of roles and responsibilities
• Trade Union agreements – LNCT/SNCT and working time agreements	• Develop an agreed way of working across SEIC
• Further legislative changes through the Education Act	• Flexibility in SEIC plan to allow for any required changes • Clarity on communication regarding changes required
• Accountability at local authority and SEIC levels	• Clear governance structures agreed for SEIC • Clear reporting mechanisms in place at a local level

12. Implementing Our Improvement Plan

Managing the Implementation of the Plan

The governance arrangements for the SEIC Improvement Plan have been designed to support local democratic accountability whilst at the same time bringing together the key representatives involved in decision-making across the SEIC.

In order to achieve this, three groups have been established to provide the relevant staff to drive improvement across the South East region and to provide accountability for the work of SEIC.

SEIC Oversight Group

SEIC Board

SEIC Delivery Plan Groups
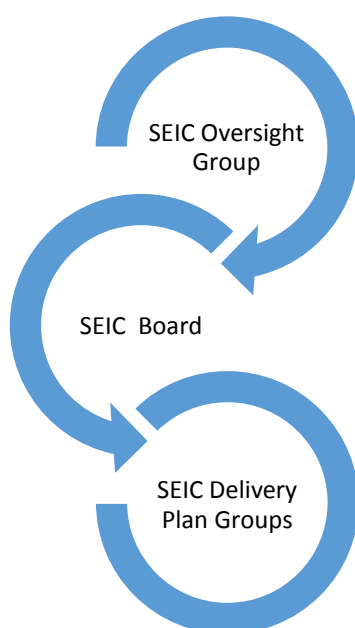
The **SEIC Oversight Group** is comprised of Education Conveners/portfolio holders, Vice Conveners/Vice Chairs, Chief Executive Officers and Directors of Education or Chief Education Officers for the five SEIC local authorities. The group oversees the work of SEIC and provides political accountability for the Collaborative's work.

The **SEIC Board** is formed of Directors of Education or Chief Education Officers from each of the five SEIC local authorities, a headteacher representative from each SEIC authority, Regional Adviser from Education Scotland and Skills Development Scotland. The SEIC Board meets quarterly and is chaired by the SEIC Lead. It develops the Improvement Plan and oversees the progress of the plan and its impact. It acts as the key officer leadership group, agreeing priority areas for collaboration, commissioning workstreams and receiving reports from workstream leads. The first meeting in each new financial year will consider progress and set new priorities for the coming academic session, as well as overseeing the formulation of the SEIC Plan.

SEIC Delivery Plan Groups accept commissions from the SEIC Board. Officers, headteachers and teachers collaborate to undertake specific tasks, with Heads of Service, senior officers or headteachers taking the lead as appropriate to levels of expertise and need.

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Evaluating the Impact of the Plan

The *Framework for Evaluating the Quality of Services and Organisations* is the basis for the models of self-evaluation and improvement used for education and children's services in Scotland.

These underpin the approaches to inspection taken by national agencies, including: How Good is Our Early Learning & Childcare (HGIOELC), How Good is Our School (HGIOS 4), How Good is the Learning and Development in Our Community (HGILDIOC), How Well are We Improving Learning, Raising Attainment and Closing the Poverty Related Attainment Gap (INPLA), and How Well are We Improving the Lives of Children, Young People and Families (Joint Inspection of Children's Services).

The Framework is based on the EFQM Excellence Model, an internationally recognised and widely used framework for improving organisational performance.

Figure. Schematic Outline of the EFQM Excellence Model
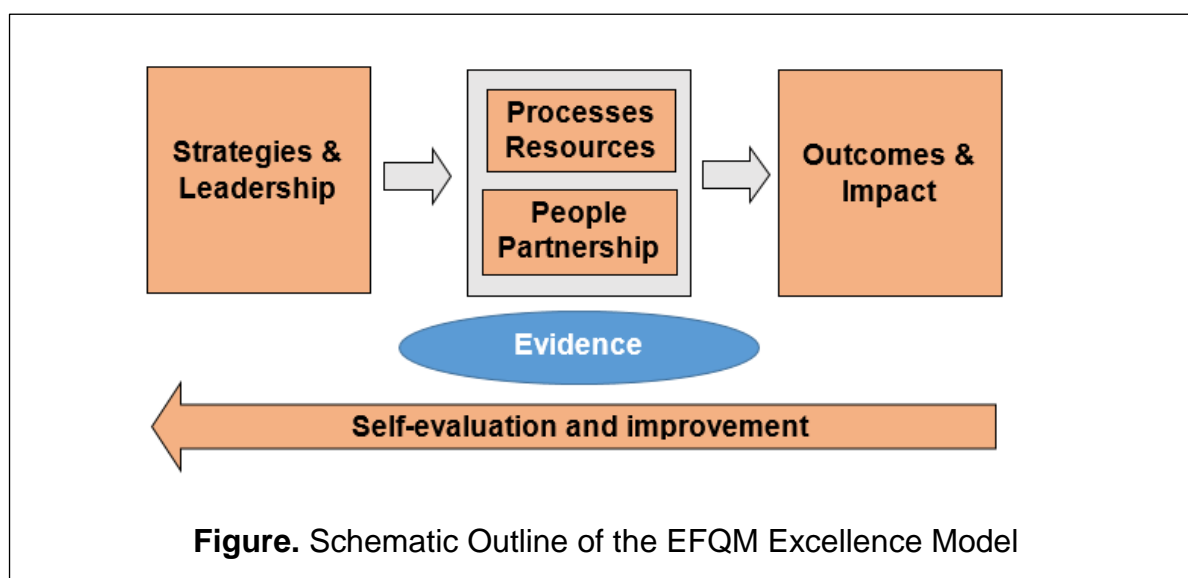
During phase 2 of the SEIC Plan, work will be undertaken to develop a framework for evaluating the work of the Collaborative. This will enable SEIC to:

- Evaluate the impact of its work and the progress that is being made against the objectives of the Improvement Plan.
- Support improved self-evaluation and improvement within each local authority area.
- Better meet the demands of the inspection frameworks for education and wider children's services that support schools and local authorities within the South East region.

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13. Next Steps

Learning from Phase 1

As a new Regional Improvement Collaborative we will continue to build relationships across our local authorities and learn from the feedback on phase 1 of our plan. All learning from phase 1 will help to inform phase 2 of our plan not just from our SEIC plan but the learning from across the other 5 Regional Collaboratives.

Phase 2 – SEIC Plan

Consultation / Engagement

The timeframe for phase 1 allowed an element of time for consultation and engagement with elected members, staff and other relevant stakeholders. However, in phase 1, we as a Collaborative felt we needed time to consult more widely with our key stakeholders. This further engagement will take place prior to the next iteration of the plan and will take account of views of the following groups:

- Children and Young People;
- Parents;
- Staff / Schools;
- City Deal Consultation;
- Politicians;
- Other relevant stakeholders.

Some of this will include looking at the outcomes of consultations already carried out but will also include new engagement with key groups.

Analysis of Data, Plans and Consultation

In phase 1 there was an analysis at a high level of our plans, data and consultation outcomes. It is our intention in phase 2 of the SEIC plans to spend time through the data workstream to undertake more detailed analysis of the following:

- CfE and SQA data to identify cohorts requiring intervention/support
- New school priorities 2018/2019
- New local authority plans 2018/2019
- Existing local authority / Community Planning Partnership surveys
- NIF evaluations at school level
- Education Scotland reports on local authority performance

A high level performance report card will be developed as a way to measure impact.

Workforce Plan

Further scoping work is required beyond the staff roles identified in each workstream for phase 1 of the SEIC plan.

Areas of Expertise

The South East Improvement Collaborative local authorities are aware that each local authority has its own areas of expertise. It is our intention to work on identifying expertise and evidence based good practice to be able to be communicated to schools and partners as part of phase 2.

In partnership with our University colleagues we would hope to be able to identify evidence based good practice.

Inclusion of Further Partners

In phase 1 preliminary discussions have taken place regarding the inclusion of the City Deal 'skills and innovation' workstream to develop this work within the context of the SEIC. Similarly early discussions with our CLD colleagues have identified a desire for us to see how we include CLD in our SEIC Plan. Currently our CLD groupings do not match the Regional Improvement Collaborative groupings. Phase 2 will detail work in this area.

Communication

The pace of the development of the plan did not allow for as much consultation and engagement as we would have liked. We recognise a need for better communication about the developing work of the SEIC and in phase 2 we intend to work with our schools and partners to help us create the best ways to communicate the work of the SEIC.

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Appendix 1. Current strategic priorities – evidence

The tables below and on the following page map the current local priorities to the NIF.

Local Authority	Literacy / Numeracy	Health & Wellbeing	Equity
City of Edinburgh	• Analysis of Data • Tracking & Monitoring • Literacy Strategy • Close vocabulary gap • Numeracy Strategy	• Mental health and wellbeing interventions • Training on ACEs • Anti-bullying	• Use of data to provide equity of access • Attendance • Pilot of 1140hrs • Poverty proof the school day • Engaging parents in Learning • Review Exclusion policy • Equity strategy
East Lothian	• Improve attainment and achievement • Implement curriculum frameworks • Continue to improve tracking and monitoring	• Continue to improve inclusion • Implement H&WB Framework • P1 obesity • Mental Health • Child's Planning	• Improve attendance and reduce exclusions • Inclusion policy and support for children with ASN • Readiness to learn • Closing attainment gap
Fife	• Effective learning & teaching • Quality of learning environment • Professional Learning matched to need • Using evidence based approaches to L&T	• Supporting families • Child's Plan • Improving physical health and reducing obesity • Opportunities for play and physical activity • Our Minds Matter – emotional wellbeing Framework	• Closing the gap in the BGE • Responding to families in need • Pupil and Parental Participation • Supporting Learners Strategy • Use of PEF/SAC • Greater equity in health outcomes • Improve attendance
Midlothian	• Improve attainment • EY focus on L&N • Planning, tracking, monitoring • Work of QAMSOs • Data analysis, measure with meaning	• Improvement in H&WB • Inclusion review • Teenage pregnancy • Mental health & wellbeing • Promote Healthy Lifestyles	• Closing gap • Family Learning Models • SAC / PEF monitoring
Scottish Borders	• Improving attainment • CfE, National Qualifications • Improved L&T	• Improve inclusive practices • Mental wellbeing strategy • Parenting programmes • CP/neglect	• Closing gap • School engagement • Included & engaged
Universal themes across all SEIC authority plans (5)	• Improving attainment, including literacy & numeracy	• Mental health and emotional wellbeing	• Attendance / exclusion / inclusive approaches • Closing the gap
Common themes across most SEIC plans (3-4)		• Physical health and activity	

Local Authority	Employability	NIF Drivers	GIRFEC	Other
City of Edinburgh	• **STEM** • Digital Learning • Audit Careers progression • **Deliver DYW Plan** • **Career pathways for ELC**	• **Teaching & Learning Strategy** • **Self-evaluation/VSE** • **Leadership** • Review assessment policy	• **LAC Plan** • **Corporate Parenting Plan** • **Parental engagement strategy**	• Needs of Syrian refugees • Gaelic Medium education
East Lothian	• **Access to vocational qualifications** • **Improving employability skills**	• **Leadership** • **Moderation** • School **Reviews and VSE** • **Family Learning**	• **Family Learning**	• School Estate Resources
Fife	• **Senior phase attainment** • DYW Strategy • **Key worker for those at risk of negative destinations** • **School leaver destinations** • **Increasing attainment of key qualification sets** • **Improve school leaver destinations**	• **Self-evaluation** • Progression across nursery/P1 • Increase pupil and parental participation • Improve assessments	• **1140hrs ELC** • **GIRFEC** • **Prevention & early intervention** • **ACEs** • **Better parenting skills through family engagement**	• Person-centred & collaborative services
Midlothian	• **Improvement in employability skills and PSD** • **Promote Midlothian employability skills** • **DYW 9 priorities** • Centres of Excellence	• Transitions • **Moderation**	• **Referral Processes** • Focus on 3.1	• Visible learning
Scottish Borders	• **Embrace DYW** • **Improve positive destinations** • Increased partnership working	• **Leadership** • **Partnership with families**	• **Partnership with families**	
Universal themes across all SEIC authority plans (5)	• **DYW / employability**	• **Self-evaluation and evidence-based approaches to quality improvement**	• **Family engagement / parenting skills** • **Vulnerable children / children with needs**	
Common themes across most SEIC plans (3-4)		• **Effective use of data and evidence to inform improvement** • **Leadership**	• **Early intervention & prevention**	

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Appendix 2. The views of our staff

This appendix provides a summary overview of the results from the SEIC staff survey. There were 1,325 responses to the survey across all sectors.
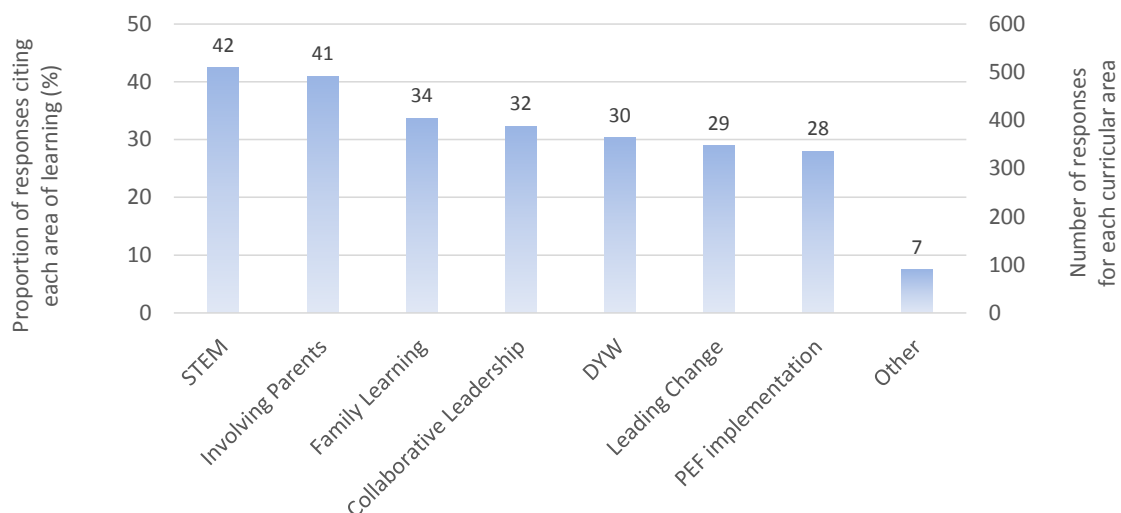
Responses to question 1
What curricular area(s) would you hope to access support for from the South East Improvement Collaborative?
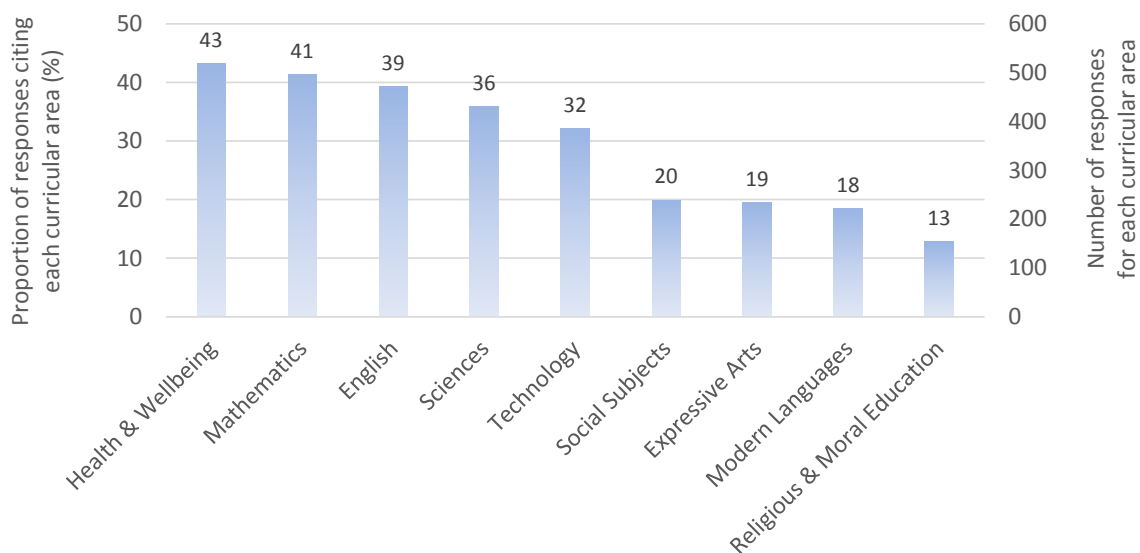
Responses to question 2
Please indicate the areas of professional learning that you would hope to seek support for from the South East Improvement Collaborative.

A range of suggestions for other areas of professional learning that required support were also made. These included a number of responses in each of the following areas:
- Early years
- Inclusion / inclusive practice / nurturing approaches
- Support for learners with particular needs (e.g. autism, dyslexia, complex ASN, etc)

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- Mental health awareness and support
- Curriculum design and IDL

Responses to question 3

The initial 4 workstreams identified are looking to focus on Maths, Pupil Equity Fund, Use of Data and Quality Improvement approaches. Do these seem an appropriate focus to start planning our work?

8 out of 10 said Yes

1 out of 10 said No

1 out of 10 gave no opinion
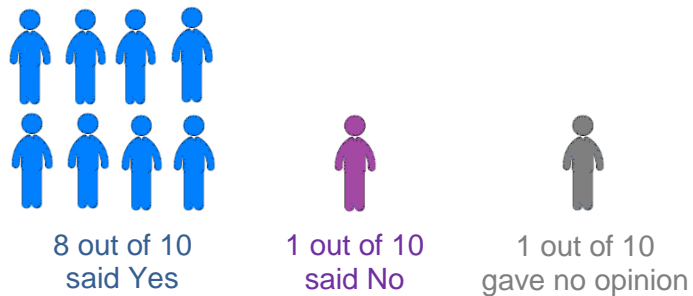
Comments received highlighted the need to ensure that the following aspects were not neglected:

- Health and wellbeing
- Literacy
- Early years
- Family learning and family engagement
- STEM

Responses to question 4

What would be your preferred means of communication to engage with to communicate with other schools and staff across the South East Improvement Collaborative?
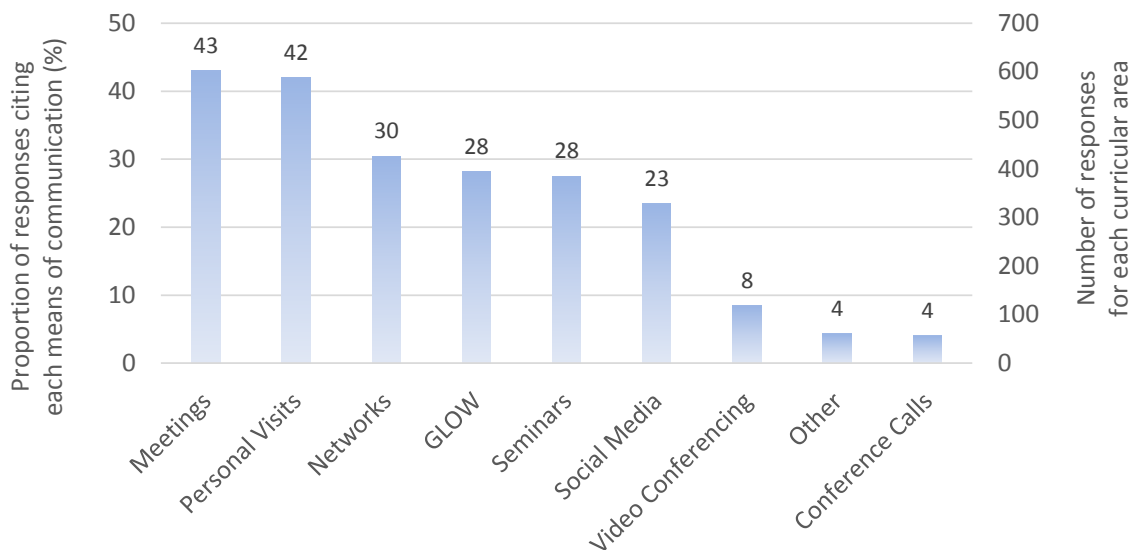
Comments under the category of "other" highlighted the importance of online communication (e.g. email) and training delivery (e.g. webinars).

Responses to question 5

Should early learning and childcare be included in the work we develop across the South East Improvement Collaborative?

8 out of 10 said Yes

1 out of 10 said No

1 out of 10 gave no opinion
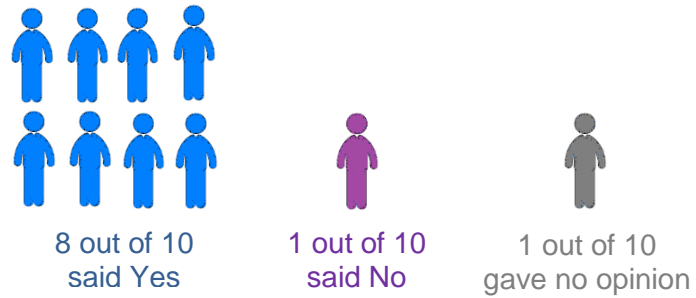
The overwhelming majority of comments offered on this question were strongly supportive of the inclusion of early learning and childcare within the work of SEIC. For example, typical comments highlighted: the 3-18 nature of the curriculum, the importance of the early years as a foundation for later educational and life outcomes, the need for early intervention to improve outcomes, etc.

Responses to question 6

What would you want your school to gain from being part of the South East Improvement Collaborative?
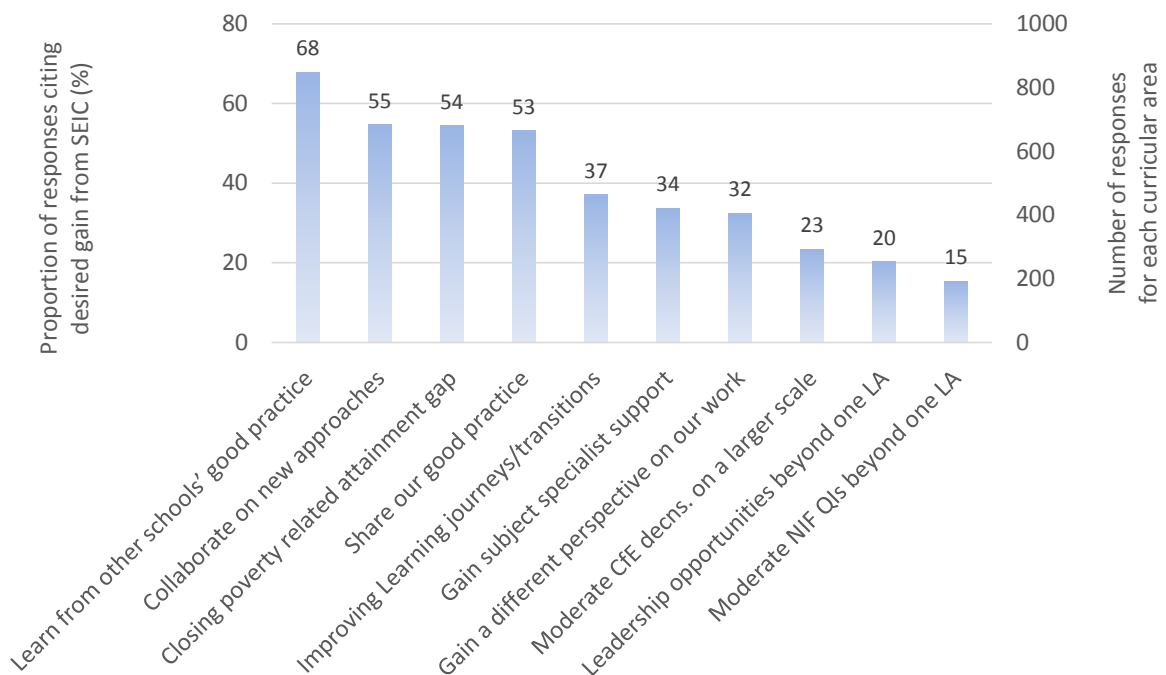
East Lothian Council

REPORT TO: Education Committee

MEETING DATE: 13 March 2018

BY: Depute Chief Executive (Resources and People Services)

SUBJECT: Head Teacher Appointments

8

1 PURPOSE

1.1 To inform the Committee of the Head Teacher appointments made by the Appointments Sub-Committee.

2 RECOMMENDATIONS

2.1 The Committee is asked to note the undernoted Head Teacher appointments.

3 BACKGROUND

3.1 The following Head Teacher appointments are intimated:-

School	Appointee	Commencement Date	Previous Post and School
Sandersons Wynd Primary School	Lynsey Blair	January 2018	Depute Head Teacher Windygoul Primary School Tranent
Stenton and Innerwick Primary Schools	Ronald Taylor	January 2018	Depute Head Teacher Philiphaugh Community School and Lilliesleaf Primary School, Scottish Borders

4 POLICY IMPLICATIONS

4.1 None

5   INTEGRATED IMPACT ASSESSMENT

5.1   The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

6.   RESOURCE IMPLICATIONS

6.1   Financial – None

6.2   Personnel – None

6.3   Other - None

7.   BACKGROUND PAPERS

7.1   None

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DATE	26 January 2018

East Lothian Council

REPORT TO: Education Committee

MEETING DATE: 13 March 2018

BY: Depute Chief Executive (Resources & People Services)

9

SUBJECT: Developing the Young Workforce (DYW)

1 PURPOSE

1.1 To update Committee on a range of recent developments and activities associated with Developing the Young Workforce (DYW).

2 RECOMMENDATIONS

2.1 The Committee is asked to:-

    i. Note the range of developments and activities associated with Developing the Young Workforce as outlined in this report.

    ii. Also to note that work will remain ongoing with regular updates to our Developing the Young Workforce plans, engaging all partners in the planning process and to jointly celebrate and report more of our successes.

3 BACKGROUND

3.1 Developing the Young Workforce (DYW) is a seven-year programme (2014-2021) that aims to better prepare children and young people from 3–18 for the world of work. The programme builds on the foundations already in place as part of Curriculum for Excellence and its headline aim is to reduce youth unemployment by 40% by 2021.

3.2 The Commission for Developing Scotland's Young Workforce, chaired by Sir Ian Wood, published their final report, Education Working for All, in June 2014. The Government's response to this report was published in the form of the Youth Employment Strategy in December 2014. The strategy includes milestones for the seven-year programme across all sectors, challenging schools, colleges and employers to embrace the

recommendations and implement the measures required to effect lasting change.

3.3   The complexity of delivering on DYW should not be underestimated. The strategic recommendations span the whole of the education and training system and call for more effective joint working between schools, colleges, training providers and employers across the board.   Some activities require to be taken forwards at a National level with others more effectively addressed at a local level.

3.4   In summary the Youth Employment Strategy sets out:

- How a high quality intermediate vocational, education and training system, which complements our world class higher education system, can be developed to enhance sustainable economic growth with a skilled workforce;

- How to achieve better connectivity and co-operation between education and the world of work to ensure young people at all levels of education understand the expectations of employers, and that employers are properly engaged;

- How to achieve a culture of real partnership between employers and education, where employers view themselves as co-investors and co-designers rather than simply customers.

3.5   Local implementation of the Youth Employment Strategy requires significant cultural change to develop the young workforce in constructive partnership with all partners involved and for schools, ambitions can be summed up under the following key themes:

- Expanding the offer – increasing the route from schools into employment, or further education which is closely linked to employment

- Promoting and shaping the offer – engaging with young people, parents, teachers and practitioners, partners and employers

- Supporting teachers and practitioners to develop children's and young people's learning about the world of work

- Providing earlier relevant, labour-market focused career advice when young people need it, leading to better outcomes

- Embedding meaningful employer involvement

- Consolidating partnership working with colleges and other training providers

- Young people able to access more vocational options during the senior phase of secondary school, which delivers routes into good jobs and careers, developed through effective partnership between schools, colleges, local authorities and other partners

- Improving opportunities and experiences for all learners, with a focus on reducing gender imbalance on course take-up

- Development of foundation apprenticeships in schools

- Stronger partnerships between employers and education

3.6   Already in the lifetime of the programme much has been done to shift cultural attitude. There have been reforms to college education; a growth in the number of Modern Apprenticeship opportunities and there is a strong system of vocational qualifications underpinned by the well-established Scottish Credit and Qualifications Framework (SCQF). Career services are better informed by labour market information and Opportunities for All measures are in place - ensuring that all 16-19 year olds are guaranteed an offer of a place in learning or training. All have provided a strong platform to take the strategy forward.

3.7   Much has also been done locally. East Lothian Works, East Lothian's employability hub was established in April 2013 and brought together all employability-related services under the East Lothian *One Council Approach*. East Lothian Works is the central point of contact for employment advice and training and works closely in partnership with a number of external partners including Queen Margaret University, Edinburgh College, Skills Development Scotland, DWP Job Centre Plus and a range of Third Sector Agencies, local business and industry.

3.8   An East Lothian Partnership Strategic DYW Group is also well established comprising representation from all key sectors and meets bi-monthly to ensure plans are monitored and updated regularly. The group reports progress to East Lothian Sustainability Economy Partnership (SEP) and also East Lothian Children's Strategic Partnership (CSP).

3.9   In May 2015 East Lothian Council cabinet agreed the broad principles and approaches of Scotland's Youth Employment Strategy with aspirations to consistently maintain statistics for unemployed young people aged 18- 24 years below that of the national average reported figures over the period. This consistently remains the case and statistics for East Lothian school leavers progressing into positive destinations recently peaked to their highest recorded level of 93.5%. Equally, the Participation Measure for East Lothian has increased by 2.5% to 93.1%, resulting in East Lothian being the second most improved Local Authority for young people aged 16-19 positively participating in education, training or employment.

3.10   A recent assessment of partnership progress made against identified milestones also concluded that work plans and actions to date were in line with or ahead of timescales/milestones set and this was bringing about the needed cultural change across the range of organisations and agencies involved, both at local and national levels. By way of example, some key local achievements to date, together with some examples of work in progress and some proposed planned actions for the future are included in Appendix 1.

3.11 Also in February 2017, the DYW strategic group engaged in a process of self-evaluation focusing on themes of operational management and leadership. An improvement plan has since been produced and prompted a review of individual partner's business plans ensuring strategic fit with DYW, identifying gaps and any other areas for improvement. Also recommendations to engage staff teams more in the planning process and the plan underwent a further iteration in September 2018 resulting in a revised format produced in consultation with DYW partners.

3.12 Recruitment of a Quality Improvement Manager and School Curriculum and Estates Manager has helped to build our capacity and help drive and accelerate the pace towards full strategy implementation.

4 POLICY IMPLICATIONS

4.1 Developing the Young Workforce is an integral component in contributing to the delivery of the new Council Plan. Namely, the overarching objective of *'reducing inequalities within and across our communities'* - reducing unemployment and improving the employability of East Lothian's workforce. Also reducing the attainment gap and raising the attainment and achievement of our children and young people.

5 INTEGRATED IMPACT ASSESSMENT

5.1 The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

6 RESOURCE IMPLICATIONS

6.1 Financial - None

6.2 Personnel - None

6.3 Other - None

7 BACKGROUND PAPERS

7.1 Education Working for All

http://www.gov.scot/Publications/2014/06/4089/0

7.2 Developing the Young Workforce – Scotland's Youth Employment Strategy

http://www.gov.scot/Publications/2014/12/7750/downloads

7.3 Draft Council Plan 2017 - 2022

http://intranet.eastlothian.gov.uk/downloads/file/1940/draft_council_plan_2017_-_2022

7.4 East Lothian Council Cabinet – Developing the Young Workforce update

http://www.eastlothian.gov.uk/meetings/meeting/5512/cabinet

7.5 Sustainable Economy Partnership (SEP) – Developing the Young Workforce update

http://www.eastlothian.gov.uk/meetings/meeting/5778/east_lothian_partnership-sustainable_economy_partnership

7.6 East Lothian Community Planning Economic Development Strategy

http://www.eastlothian.gov.uk/downloads/download/1831/east_lothian_economic_development_strategy_2012_-2022

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DATE	19 February 2018

Initiative	Achievements to date	Next Steps
Evidence based Progress with Developing Scotland's Young Work Force- in schools	• We are in the process of auditing all schools against the KPI's for DSYW. We can use this self-evaluative information to celebrate success, support cross fertilization in terms of best practice and plan for improvement.	• Identify and share best practice in secondary schools. • Promote a consistently higher level of engagement and understanding in EL Primary schools. • Create opportunities for training and development • Nurture employer engagement and sustainable relationships with Business.
School to College partnership	• In June 2018 all six secondary schools will be offered a common and greatly extended vocational offer, in partnership with Edinburgh College, QMU and the SRUC. We have 55 skills based courses leading into work, Modern Apprenticeship, Graduate Apprenticeship, Further and Higher education • Every Course is mapped to a positive destination • We are working with the SRUC and the NFU to introduce sector leading agricultural qualifications into East Lothian Schools. • A process for the smooth flow of essential information between partners has been negotiated. This should help us to support ASN and raise attainment through careful monitoring and tracking of progress. • The number of applications to Edinburgh College rose from 183 in 2016/17 to 312 in 2017/18. • Our number of applications for SESAP Academies rose from 42 in 2016/17 to 56 in 2017/18 (24-29 courses)	• To develop an extended Modern Apprenticeships portfolio, in line with ELC workforce Development Strategy. • To further extend the programme to future technologies and sustainable development? • To further develop options for winter leavers and ASN pupils. • To further extend opportunity to pupils of all abilities.

		- To seek greater parental and business engagement. - A Service Level Agreement is being constructed to manage rules of partnership engagement.
Foundation Apprenticeships	- Initial Education visit to Fife took place in November 2017. NCC working with Derek Brown. - East Lothian Works and Education Follow Up visit took place in December 2017. - East Lothian Education Department successfully secured £404,000 funding, through SDS and Scottish Government to deliver Foundation apprenticeships in: **Financial Services** (Ross High) Blackrock Financial Services **Scientific Technologies** (Dunbar Grammar) Charles River Laboratories **Social Care- Young People and Children** (Knox Academy) East Lothian Council	- Schools in partnership with key employers partners are developing courses in line with SQA guidance. - ELC have put contracts out to tender for training providers to assess SVQ work based elements of the courses. These agencies will work closely with schools and employers to create sector leading experiences with real opportunities. - Courses will start in June 2018 and be monitored closely. - Case studies will be collated.
CAT Centre	- The construction and Trades Centre has been reconfigured to better align with the common vocational offer and the SCP. - A Principal Teacher of Construction and Technology has been advertised. - Partnerships with local and National Construction partners are in the pipeline.	A Service Level Agreement is being constructed to manage rules of partnership engagement.

	• Morrison's Construction donated £1000 of PPE equipment.	• New courses will be promoted, recruited and selected. • Routes into work, Further and Higher Education, Modern and Graduate Apprenticeships are in development. • The profile of partnership working is to be raised with parents and stakeholders. • Partnerships with other Local authorities are being discussed. • Meeting to be arranged with MacTaggart Scott.
East Lothian Curriculum/Coursing Boot Camps	• The Education Plan is for all East Lothian pupils to access experiences and opportunities with a renewed sense of equity and excellence. • Because we have evolved so much in the previous year, it has become essential to upskill and train schools coursing teams, to ensure that a parents and pupils, no matter what school they attend receive the same quality of information pertaining to choices. • Boot Camps took place on the 5/6th February 2018	• Evaluation of Boot Camps. • Evaluation of school coursing procedures.
Career Education Standard Training	• All Secondary Schools, with the exception of one, have received SDS Career Education training. • All Secondary Head teachers have received Career Education and Market Intelligence training from SDS.	• Primary colleagues and leadership to undergo Career Education and Market

		Intelligence training.
Oxford Evening and Internship Opportunities 13rd March, North Berwick High School, 6.30pm.	• For the First time ever, East Lothian will be hosting an Oxford University Information Evening • Schools are promoting the summer internship programme.	• NCC is investigating a holiday internship, sponsored by an Oxford College, for able pupils in the Broad General Education.
Esgoil	• Education and Estates visit to Esgoil. • East Lothian Council now have a reciprocal staffing and IT infrastructure development agreement with Esgoil.	• IT and Education to run a successful pilot at Preston Lodge high School. • Esgoil training visit to be arranged. • Staffing network to be identified and formed. • Teacher training and ongoing support to be arranged.
P7 STEM Transition Events	• The Ross High Cluster all attended a P7 STEM transition Event in 2017. This initiative was nominated for a 'Game Changers Award' and held by Scottish Government as an example of excellent partnership practice. We were invited to speak at the Edinburgh College Celebration of Success, sharing a platform with Jamie Hepburn, Minister for Employability and Training and Anette Bruton, Principal of Edinburgh College.	• It was agreed that we would like to run this project in P7 and S2, across clusters- to ensure progression in STEM skills for all EL pupils. Transport costs are a very real barrier to equity. • Musselburgh Grammar Cluster have signed up to engage with Edinburgh University Bush Centre on a P7/S2 Bovine

		DNA transition project.
School Estate	• **Dunbar Grammar:** Professional Kitchen- links with MacDonald Hotels and the Scottish Chefs network to create talent streams and a community resource. • Ross High School: • Wallyford Secondary School • North Berwick High School • Aberlady Primary:	• Please see the Flash report for all ongoing projects.
Common School Day	• The current school day across Primary and Secondary Estates is inefficient in terms of P1/2 curriculum, Learning and Teaching, Parental wait times, School to college partnership and transport costs.	• We are working with HTs and EL transport to consult upon an aligned model.
Career Pathways Information Sheet	• In partnership with SDS we have produced our first publication of 'Career Pathways'. This newsletter highlights all of the strong work going on in East Lothian and helps families to identify opportunities and useful connections.	• To review and improve the publication.
BESA	• BESA presented Modern Apprenticeship opportunities in: Facilities Management Gas Engineering Refrigeration or Air Conditioning Engineering Heating and Ventilation Engineering	• Assessment centres to be taken to all six secondary schools.
CBIP and Marketplace	• Morrison's Construction provided £1000 of PPE equipment and are looking at work placements and apprenticeship opportunities at the CAT Centre. • North Berwick High School leading the way on Marketplace engagement. • East Lothian Work and Education looking at the Modern Apprenticeship offer. • The use of Marketplace as a resource was discussed, in detail, with all Guidance, Employability and Senior Managements teams- at the EL Bootcamps.	• Renewed focus on CBIP opportunities on contracts over £50,000 • Marketplace engagement to be supported, promoted and monitored. • A strategic discussion about how all teachers can easily access these opportunities will

		need to take place with school leadership. • Training and weekly updates ongoing.
Participation Measure	• Positive Destinations stand at 93.5%. The participation Measure has increased by 2.5% to 93.1%. East Lothian is the second most improved Scottish Local Authority for young people aged 16-19 who are positively participating in education, training or employment.	• Continue to explore pathways and opportunities for all East Lothian young people.
Career Ready	• Initial talks are taking place with Career Ready. Edinburgh and Midlothian are really benefitting from this employability model. https://careerready.org.uk/resource/impact-report-2017-scotland	• Investigate School • Investigate costs and funding.
Business Start-up and entrepreneurial opportunities for young people	• Initial discussions with Edinburgh City Chamber. • Introduction to Orbit	• Explore opportunities.
Newlands Junior College	• Early Intervention (S2) and employability pathways for children at risk of a negative destination. The Newlands model has a 97% success rate. Glasgow Council have just commissioned three further colleges. • Education and Estates team visited Newlands. • Initial discussions with the Senior Management Team from Newlands. They have already met with Fiona Robertson	• Children's Services and ASN teams to visit Newlands. • Follow up meeting with Angela Leitch and Douglas Proudfoot.
LEAPs and Robertson's Trust	• NCC will take the lead in this area	• Investigate opportunities