

# Public Document Pack



## EXECUTIVE COMMITTEE TUESDAY, 21 JANUARY 2020

A MEETING of the EXECUTIVE COMMITTEE will be held in the COUNCIL CHAMBER, COUNCIL HEADQUARTERS, NEWTOWN ST BOSWELLS, TD6 0SA on TUESDAY, 21 JANUARY 2020 at 10.00 am

J. J. WILKINSON,  
Clerk to the Council,

14 January 2020

<b>BUSINESS</b>		
1.	<b>Apologies for Absence</b>	
2.	<b>Order of Business</b>	
3.	<b>Declarations of Interest</b>	
<b>EDUCATION BUSINESS</b>		
4.	<b>Inclusion Framework</b> (Pages 3 - 130)  Report by Interim Service Director, Children & Young People. (Copy attached.)	20 mins
5.	<b>Proposed Holiday Dates and In-service Days for the Academic Years 2021/22 to 2025/26</b> (Pages 131 - 140)  Consider report by Interim Service Director, Children & Young People. (Copy attached.)	10 mins
	<b>Education Theme Additional Membership of Committee:- Mr I. Topping, Ms C. Thorburn, Mrs L. Craig, Mr Gareth Wilkinson (Parent Representative), Mr T. Davidson (Parent Representative), Pupil Representatives.</b>	
<b>OTHER BUSINESS</b>		
6.	<b>Minute</b> (Pages 141 - 146)  Minute of meeting held on 19 November 2019 to be approved and signed by the Chairman (copy attached).	2 mins
7.	<b>Jim Clark Rally 2020 Public Consultation Process</b> (Pages 147 - 164)  Consider report by Executive Director & Service Director Assets & Infrastructure. (Copy attached.)	30 mins

8.	<b>Any Other Items Previously Circulated</b>	
9.	<b>Any Other Items which the Chairman Decides are Urgent</b>	
10.	<p><b>PRIVATE BUSINESS</b></p> <p>Before proceeding with the private business, the following motion should be approved:-          “That under Section 50A(4) of the Local Government (Scotland) Act 1973 the public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information as defined in the relevant paragraphs of Part 1 of Schedule 7A to the aforementioned Act.”</p>	
11.	<p><b>Minute</b> (Pages 165 - 166)</p> <p>Private Minute of meeting held on 19 November 2019 to be approved and signed by the Chairman.</p>	2 mins

#### NOTES

1. **Timings given above are only indicative and not intended to inhibit Members’ discussions.**
2. **Members are reminded that, if they have a pecuniary or non-pecuniary interest in any item of business coming before the meeting, that interest should be declared prior to commencement of discussion on that item. Such declaration will be recorded in the Minute of the meeting.**

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**Membership of Committee:-** Councillors S. Haslam (Chairman), S. Aitchison (Vice-Chairman), G. Edgar, C. Hamilton, E. Jardine, T. Miers, S. Mountford, M. Rowley, R. Tatler, G. Turnbull and T. Weatherston

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## **APPROVAL OF FINAL DRAFTS OF INCLUSION FRAMEWORK AND INCLUSION POLICY**

**Report by Service Director Children & Young People**  
**EXECUTIVE COMMITTEE**

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**21 January 2020**

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### **1 PURPOSE AND SUMMARY**

- 1.1 **This report proposes that the attached Inclusion Framework (Appendix 1) and Inclusion Policy (Appendix 2) both reflect and align with National guidance and legislation to provide a clear strategic direction on inclusive practice for all schools and Early Years settings in Scottish Border Council.**
- 1.2 The Inclusion Framework (Appendix 1) replaces the previous Inclusion Strategy and the Inclusion Policy (Appendix 2) is a revised and updated version of the draft presented to the Executive Committee in June 2018.
- 1.3 In line with National Legislation and Guidance listed in the previous Committee Report (June 18), recent documents have been published by Scottish Government (Education Scotland) to provide further guidance to Local Authorities and their policy making and outline Scotland's vision and underlying principles of inclusion:
- 1) [Included, Engaged and Involved part 1: A positive approach to promoting and managing attendance in Scottish schools](#) (June 2019)
  - 2) [Guidance on the presumption to provide education in a mainstream setting](#) (March 2019)

Scottish Borders Council has a clear commitment to ensuring children and young people are '*in our sight, in our minds, in our actions and are being heard*' as part of the Council's vision to raise attainment and achievement for all learners whilst ensuring full participation and inclusion. The Inclusion Framework and Policy, along with other associated documents, have been designed to provide learning establishments within Scottish Borders Council a clear framework to build on the developing inclusive culture.

### **2 RECOMMENDATIONS**

**2.1 I recommend that the Executive Committee:-**

- (a) Agrees to approve the final drafts of the Inclusion Framework (Appendix 1) and Inclusion Policy (Appendix 2) and confirm these can be circulated to all learning establishments in Scottish Borders.**

### 3 BACKGROUND

3.1 The Scottish Government produced two new documents:

- 1) [Included, Engaged and Involved part 1: A positive approach to promoting and managing attendance in Scottish schools](#)  
This guidance replaces 'Included, Engaged and Involved Part 1: Attendance in Scottish Schools' originally published in 2007. It draws together advice on good practice. This guidance seeks to explore and address wider issues around the promotion and management of good attendance and seeks to make stronger links between absence and the protection of children. Attendance is one of the five key drivers for raising attainment, alongside attainment, exclusion, engagement and participation.
- 2) [Guidance on the presumption to provide education in a mainstream setting](#) in March 2019, which provides guidance to education authorities on their duty to provide education in a mainstream school or early learning and childcare setting, unless certain exceptions apply. This guidance sets the presumption of mainstreaming within inclusive practices.

These documents helped support the revisions and updates made to the Inclusion strategy and Policy to form the Inclusion Framework and Policy to align with national advice and policy.

3.2 The Inclusion Framework sits within a suite of frameworks:

- a) Quality Improvement
- b) Learning Teaching & Assessment
- c) Inclusion
- d) Partnerships with Parents

3.2.1 Each of these frameworks are informed by research and strategies known to be successful in pursuit of the overarching aim of raising attainment. They form part of the Council's strategy to raise attainment for all – "**Achieving Excellence in Learning** play **#yourpart**". The Inclusion Framework, and its associated documents, details the actions required by all to ensure the ongoing development of inclusive practices in all learning establishments within Scottish Borders Council.

3.2.2 The Inclusion Framework (*Appendix 1*) is the overarching document of a suite of 5 policies and guidelines which align with Scottish Borders Council Directorate's vision for all young people – *In Our Sight, In Our Minds, In our Actions and Being Heard*. These are:

- 3.2.3 The Inclusion Framework and associated documents, aim to provide a clear framework which supports Scottish Borders Council to implement the national guidance and legislation for inclusion in educational settings whilst building upon the inclusive practice that has been a focus for development in recent years. The framework also allows for flexibility within learning communities and clusters throughout the Scottish Borders to adapt strategies to best meet the needs of learners within their own unique context. All documents in Appendices 1,2 and 3 continue from the previous work to further develop and embed inclusion in Scottish Borders Council's learning settings.

## **4 CONSULTATION PROCESS**

- 4.1 The Council consulted a range of stakeholders in order to ensure that the following aspects of the Inclusion Framework and Policy were reliable, relevant and valid. The aspects for consultation were:
- a) The guiding principles within the Inclusion Framework;
  - b) A 3 year training programme for all staff to support inclusion;
  - c) All key elements within the Inclusion Policy except those covered by statute and national legislation.
- 4.2 Since bringing the draft Inclusion Strategy and Policy to the Executive Committee in June 18, the documents have been out for extensive consultation with a number of stakeholders, namely:
- a) Headteachers – November 2018
  - b) Depute Headteachers – November 2018
  - c) Cluster groups of school staff – Nov – Dec 2018
  - d) Focus groups of parents – Nov to Dec 2018
  - e) Focus group of pupils – Nov to Feb 2018
- 4.2.1 Taking into account revised National guidance, the Inclusion Strategy was replaced by the Inclusion Framework and the Inclusion Policy was revised and updated. These revised documents have been out for consultation and shared with:
- a) Support for Learning Teachers across the authority at a Network meeting in August 2019
  - b) Strategic Inclusion Working Party – Aug – Oct 2019 (HT representatives from 9 Clusters and Educational Psychologists)
  - c) Quality Improvement Team – October 2019
  - d) Strategic Cluster Headteacher Chairs – October 2019 (who shared with other colleagues in the cluster and provided feedback)
  - e) Children & Young People Leadership Group – November 2019
  - f) The Senior Education Officer and Education Officer of Inclusion from Education Scotland at a meeting held in December 2019

Stakeholders' views have been incorporated within the framework and policy as appropriate.

- 4.2 The methods of consultation included:
- a) Online surveys
  - b) Attendance at parent groups
  - c) 1-2-1 meetings with individual parents and Headteachers
  - d) School based events (specific for pupils)
  - e) Engagement with head teachers, teachers and wider staff
  - f) Strategic Inclusion Working Party

## **5 CONCLUSION**

- 5.1 These final documents have been amended and developed based on the information gathered during consultation and national guidance.
- 5.2 The Inclusion Framework (Appendix 1) will be supported by 5 documents of guidance and resources which will further enhance the educational experience of young people in Council learning settings. Appendix 2 (Inclusion Policy) and Appendix 3 (Framework for Staged Intervention) are the final revised versions. The remaining policies and guidelines (Respectful Relationships Policy, Attendance Policy and Nurturing Approaches) are due to be revised and presented to the Executive Committee later this year.
- 5.3 The Council's approach will ensure that all young people living in Scottish Borders experience an inclusive education. The Council will work together to ensure that all children and young people are included, develop a sense of self-worth, a sense of belonging and a self-confidence to achieve.

## **6 IMPLICATIONS**

### **6.1 Financial**

There are no costs attached to any of the recommendations contained in this report.

### **6.2 Risk and Mitigations**

The Council has considered new national documentation and ensure that Council policy and guidance takes account of all national advice, guidance and statute. Officers have fully consulted with a range of partners before finalising documents, therefore mitigating any potential risks to practice.

### **6.3 Equalities**

- (a) An Equalities Impact Assessment has been carried out on this proposal and it is anticipated that there are no adverse equality implications.
- (b) It is anticipated that there are no adverse impact due to race, disability, gender, age, sexual orientation or religion/belief arising from the proposals in this report.

### **6.4 Acting Sustainably**

There are no significant impacts on the economy, community or environment arising from the proposals contained in this report.



SCOTTISH BORDERS COUNCIL  
ACHIEVING EXCELLENCE IN LEARNING  
Play # yourpart

## SBC INCLUDES: INCLUSION FRAMEWORK

*In our sight, in our minds, in our actions and being heard*

**Inclusive Practices / Equity / Health & Wellbeing**



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## OVERVIEW

**Achieving Excellence in Learning** play #yourpart, the council strategy to Raise Attainment for All comprises of four frameworks:

**Quality Improvement**  
**Learning, Teaching & Assessment**  
**Inclusion (including Equity & Mental Health & Wellbeing)**  
**Partnership with Parents**

Each of these frameworks are informed by research and strategies known to be successful in pursuit of the overarching aim of raising attainment. This **Inclusion Framework** details the actions required by all to ensure the ongoing development of inclusive practices in all Learning Establishments within Scottish Borders Council.

This framework is the overarching document of a suite of policies and guidelines which align with Scottish Borders Council Directorate's vision for all young people – *In Our Sight, In Our Minds, In our Actions and Being Heard*.



This framework and its associated documents, will allow flexibility for each learning community to meet the needs of children and young people within their own unique context.

There has been a significant drive to create a culture and ethos of inclusion in Scottish Borders and we are committed to providing an education service which has a relentless focus on Inclusion, Achievement, Ambition and progress for all, with a particular focus on reducing the poverty related attainment gap.

## **Aims and Outcomes**

This framework aims to support schools and establishments to:

1. Promote positive relationships and behaviour across all learning establishments.
2. Ensure schools deliver inclusive practice through effective learning and teaching and maintain positive learning environments for all children and young people.
3. Support the implementation of evidence-based approaches by identifying and providing core professional learning and development for staff.
4. Ensure compliance with legislation and National and Local Guidance.
5. Ensure the mental health and wellbeing needs of our children and young people are included through recognising their rights and hearing their voice.
6. Ensure that every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.
7. Provide targeted support within local communities to meet the needs of our most vulnerable children, young people and families.
8. Ensure that exclusion is only ever used as a last resort and provide guidance to schools to ensure appropriate support is in place for the child or young person so that they are able to re-engage in education.

## NATIONAL AND LOCAL CONTEXTS

Scottish education is based on the belief that education is a human right and that all children and young people should be supported to reach their fullest potential. Scotland’s education system is designed to be an inclusive one for all children and young people in Scottish schools with or without additional support needs.

Scotland’s ‘needs led’ system places the learner at the centre and the provision of support is not dependent upon a formal label or identification of need such as dyslexia, autism or a physical disability. Figure 1 below, provides an overview of the national legislation and policy which underpins the Scottish educational context of inclusive and equality. It is not intended as an exhaustive list of all Scottish policies which refers to inclusion, but gives a broad overview of some of the key policy documents.

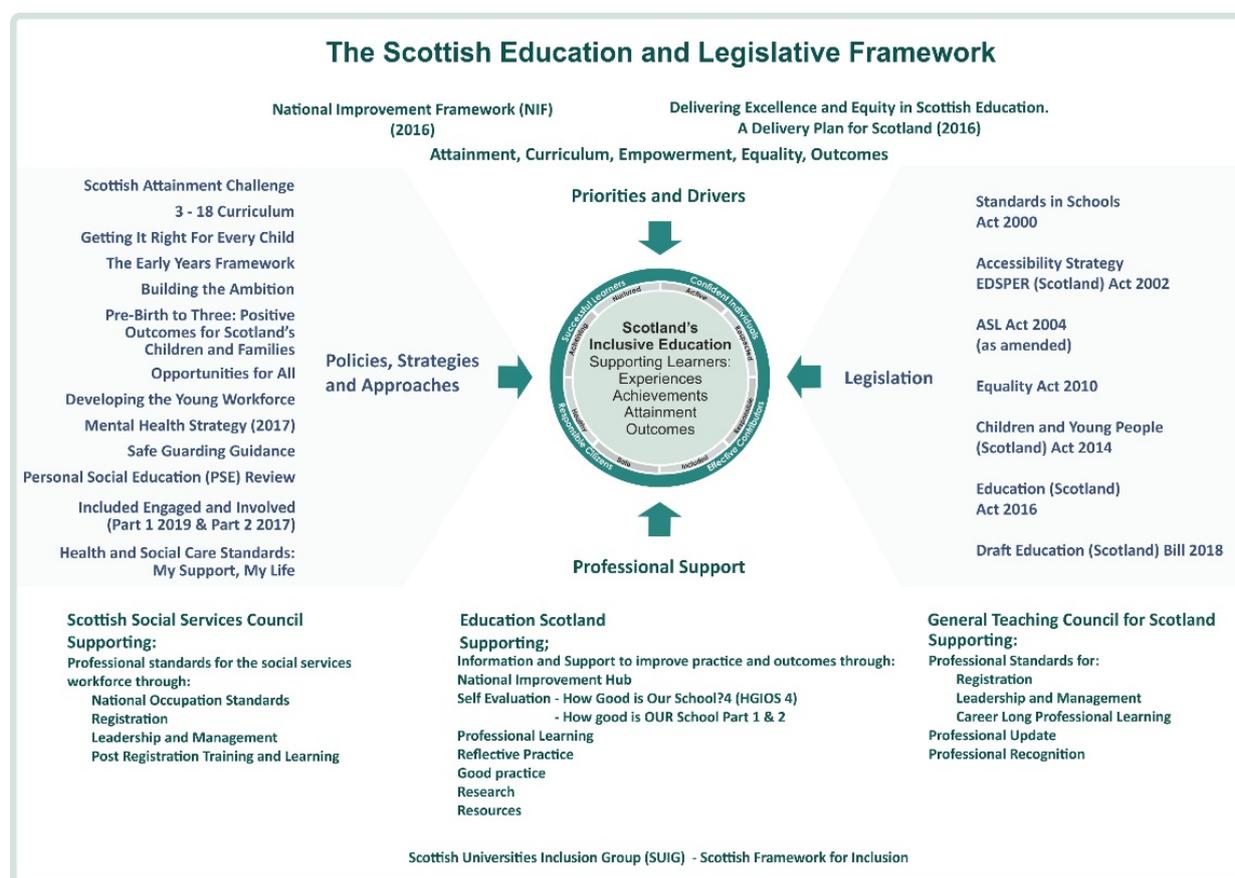


Figure 1

## National Guidance

National Guidance has been published which provides a strong legislative framework for promoting inclusive practices in Scottish Schools. All learning establishments should have knowledge and awareness of all relevant National Policies and procedures.

The Scottish Government's [Guidance on the Presumption to Provide Education in a Mainstream Setting \(2019\)](#) highlights that those with additional support needs should be enabled 'to thrive as part of their class, their school and their wider community'. Mainstreaming is 'a central pillar' of this approach. This inclusive approach not only allows children and young people to thrive in their community but also contributes to all children and young people's understanding and appreciation of diversity and helps to build a more just society.

[How Good Is Our School? \(4th Edition\)](#) states that:

'Inclusion means taking positive action and intervening in order to enable achievement for all by building and fulfilling the potential of every child, young person and adult'.

Inclusive education in Scotland starts from the belief that education is a human right and the foundation for a more just society. An inclusive approach which recognises diversity and holds the ambition that all children and young people are enabled to achieve to their fullest potential is the cornerstone to achieve equity and excellence in education for all of our children and young people.

[The Equality Act 2010](#) came into force in on 1 October 2010. It places a general duty on local authorities to have due regard to the need to: eliminate discrimination, harassment and victimisation that is prohibited under the Act; advance equality of opportunity between people who share a protected characteristic and those who don't; and foster good relations between those who share a protected characteristic and those who don't.

Education Scotland are committed to developing practitioners' understanding of equality and diversity issues so they can:

- identify groups at risk of not benefiting fully from education and take action to meet their needs; and
- help all learners develop the understanding of equality and diversity issues essential for responsible citizens in the 21st century

## Equality

Equality is described as the removal of discrimination, disadvantage, inequality and/or barriers which can affect people on the grounds of the protected characteristics set out in the Equality Act 2010: age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation.

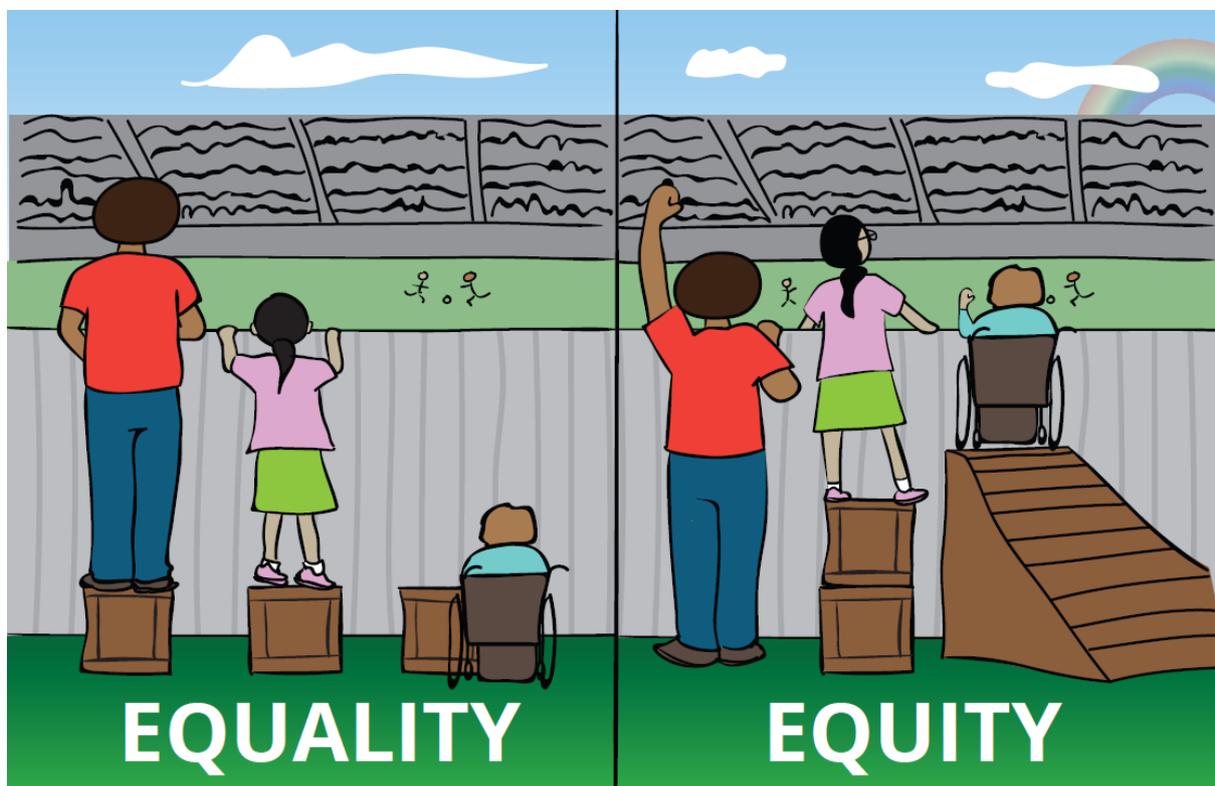
Local Authorities and learning establishments have a duty to advance equality of opportunity between people who share a protected characteristic and those who do not and to foster good relations between them.

## Equity

Treating people fairly, but not necessarily treating people the same.

Equity is generally understood to refer to fairness and impartiality for people in general and sometimes especially relating to fairness for people facing socio-economic disadvantage.

Equity in education means that personal or social circumstances such as gender, ethnic origin or family background are not obstacles to achieving educational potential and that all our young people are well supported to secure wellbeing, skills for learning, life and work and the best possible post-school destination, HGIOS 4 (2016).



## **National Policies**

This Inclusion Framework outlines our local approach to the following key national policies and guidance in relation to inclusion for all learners;

[Children and Young People Act 2014](#)

[United Nations Convention on the Rights of the Child \(UNCRC\)](#)

[GIRFEC](#)

[Included, Engaged, Involved Part 1](#)

[Included, Engaged, Involved Part 2](#)

[Equality Act 2010](#)

[Delivering Excellence and Equity in Scottish Education](#)

[Promoting Diversity and Equality: Developing Responsible Citizens for 21<sup>st</sup> Century Scotland](#)

[Education Scotland Act 2016](#)

[Additional Support for Learning Act 2009](#)

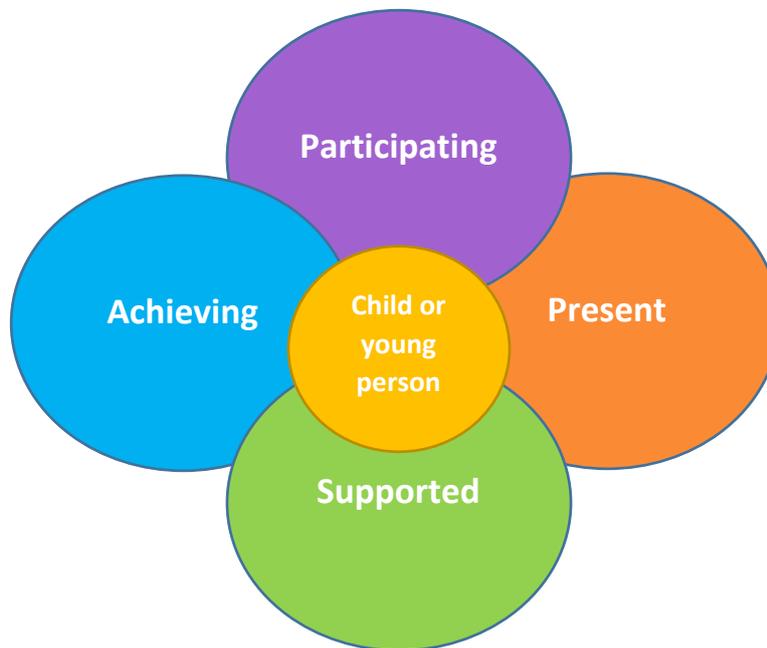
[HGIOS4](#)

[Developing a positive whole-school ethos and culture – relationships, learning and behaviour \(2018\)](#)

[Guidance on the Presumption to Provide Education in a Mainstream Setting \(2019\)](#)

[Mental Health Strategy 2017-2027](#)

Scottish Government policy and guidance promotes a presumption to provide education in a mainstream setting and the development of inclusive learning communities where every child is:



### Present

Entitlement to Education – Local Authorities have a duty to provide an education for all children and young people.

The best Inclusive Practice can only happen when children are healthy and attend school. This requires partnership working and the rigorous application of policies and procedures to maximise attendance. Further guidance on attendance is available in Scottish Borders Council’s revised Attendance Policy (2020).

Maximising time, ensuring appropriate learning conditions in schools and early years establishments, including reducing exclusions, is a priority locally and nationally. Absence and exclusion prevents children from being; present, participating, achieving and supported. National statistics on exclusions from schools indicate that children and young people 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 (ASN); and
- have an additional support need that has been identified as social, emotional and behavioural

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*Included, Engaged, Involved 2 (2017) emphasises;*

*'the need for learning establishments to place a greater importance on inclusion through effective learning and teaching; promoting positive relationships and behaviour; and employment of preventative approaches which reduce the need to consider exclusion.'*

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## Participating

Entitlement to wellbeing – Local Authorities have a duty to safeguard, support and promote the wellbeing of children and young people.

To ensure all learners are actively participating, appropriate ethos and culture must be in place. [The Behaviour in Scottish Schools Research \(2016\)](#) linked staff perception of positive school ethos directly to behaviour.

A positive school ethos and climate are key determinants in developing inclusive learning communities. All learning communities should engage directly with families, learners and staff to foster a positive and inclusive environment based on positive relationships, partnership and the development of consistent messages and values. National and local best practice with reference to relationships, learning, behaviour and managing and reducing risk are outlined in the following Scottish Borders Councils' Policies;

- ***Inclusion Policy***
- ***Attendance Policy***
- ***Framework for Staged Intervention***
- ***Guidance on Restraint & Seclusion in Scottish Borders Schools***
- ***Nurturing Approaches: In Our Sight, In Our Minds, In Our Actions and Being Heard***
- ***Equity in Scottish Borders Schools***
- ***Child's Planning Manual***
- ***Keeping Children Safe and Well Tool***

And in

- ***Growing Confidence training and materials***
- ***Restorative Practice training and materials***

The National Improvement Hub provides guidance and resources on meaningful [pupil participation](#).

## Achieving

Entitlement to achieve – Local Authorities have a duty to ensure all learners are supported to maximise their successes and achievements.

All learners should have access to a varied curriculum tailored to meet their needs and which supports them to achieve their full potential. Learners should be supported to overcome

barriers to learning (short or long term). For some, this may include an individualised education programme, adjustments or adaptations and careful differentiation of their opportunities and experiences within the curriculum. Please refer to Scottish Borders Council's associated **Learning, Teaching and Assessment Framework**.

## Supported

Entitlement to support – Local Authorities have a duty to assess if a young person needs additional support and provide that support at the earliest opportunity.

All children and young people need support to help them learn and develop. The needs of the child or young person should always be central to the identification, planning and provision of support. Support should be appropriate, proportionate and timely. Assessing and meeting individual additional support needs is carried out through our local implementation of the national framework '[Getting it Right For Every Child](#)'.

## Additional Support needs

Additional support is a broad and inclusive term which applies to children or young people who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education and to be included fully in their learning. 'Additional Support Needs' is the standard terminology used in Scotland when children and young people need more – or different – support to what is normally provided in schools or pre-schools to children of the same age.

### Factors giving rise to additional support needs

There are a wide range of factors which may lead to some children and young people having a need for additional support. These fall broadly into the four overlapping themes described below:

- Learning environment,
- Family circumstances,
- Disability or health need and
- Social and emotional factors.

Within Curriculum for Excellence, all children and young people are entitled to support to enable them to achieve.

A number of learners in Scottish Borders Council have additional support needs. These can either be short or long term.

Our online [Additional Support Needs](#) page on the intranet is a source of information and resources for all staff. Alongside this we have a clear staged approach to support and intervention, from adjustments to the classroom or Early Years environment to specialist provision. This is referred to as our [Framework for Staged Intervention](#). Scottish Borders

work a **4 stage intervention model** of support with each stage working to a single planning process. This ensures that the child or young person always has one clear pathway for support.

**Growing Confidence** is a suite of training materials and resources which are for all staff and parents. They are designed to raise awareness and confidence about the importance of promoting positive mental health and emotional well-being in themselves and their children and young people or the ones they work with. More information can be found in [Appendix 3](#))

The primary **Building Resilience** course has been designed to complement and support the development of a whole-school mental health and emotional programme from nursery to P7. More information on Growing Confidence resources are detailed in [Appendix 3](#).

The **Child's Planning Manual** has been developed for all practitioners working directly and indirectly with children to support positive and sustainable wellbeing outcomes for our children.

Our focus is ensuring we have the correct outcomes in place for children and young people when required, so a positive change takes place and has an impact on their lives.

The **Children and Young People(Scotland) Act 2014** ensures a single planning framework – a Child's plan – will be available for children who require extra support that is not generally available to address a child or young person's needs and improve wellbeing.

## RELEVANT RESEARCH

### Improving Inclusive practices

Networking and collaboration are identified as key strategies for strengthening the overall improvement capacity of a system - more specifically, frameworks and activities for sharing knowledge, sharing expertise and collectively developing effective practice.

[Making Schools Effective For All: Rethinking the task](#) (Ainsocw, M, Dyson, A, Goldrick, S and West, M (2012) *School Leadership and Management*)

Through the self-evaluation process in the above paper, collecting evaluation data on the most vulnerable learners was found to lead to a re-focus on factors acting as barriers to participation and learning. All staff should proactively consider contextual factors that may be acting as barriers for learners. (Using environmental audits from CIRCLE, POLAAR for example) Research projects highlighted the importance of the attitude of staff and learners in enabling everyone to experience a fair, welcoming and inclusive learning community.

### Belonging and Positive Relationships

Research has shown that pupils need to feel that they belong to their school and within their community.

[Identification with the school predicts better mental health amongst high school students over time](#) (Miller, K, Wakefield, J and Sani, F (2018) *Educational Psychology, Special Issue September 2018*)

Restorative practice is a culture and approach that encourages positive and supportive relationships. Research in Scottish schools has shown that restorative practices can have a positive impact on reducing exclusions and conflict. This research suggested that when restorative practice is part of whole school culture, rather than limited to intervention for conflict, the approach leads to long term gains for the whole school.

[Use of a Support and Development Group approach to aid schools in implementing Restorative Approaches](#) (Graeme McLeary, Glasgow City Council)

In October 2018 John Swinney, Deputy First Minister, welcomed the establishment of the Scottish Learner Panel - the first step in Scotland's journey towards building a new approach to formally incorporating the voice of learners in decision making processes.

The [Scottish Learner Panel Report](#) details the first year of the Scottish Learner Panel, the discussions of its participants and the key thinking points that those participants wished to convey to decision makers. It provides a very helpful insight in to how our current education system works and feels to those learners who it has been developed to serve. It helps us to understand what areas our learners see as key strengths and what areas they feel we must

work to improve and develop further. It is a document which all decision makers in the Scottish education system should reflect on and take account when continuing to improve learning establishments.

### **Additional Needs Assistants**

Research tells us that ANAs are at their most effective when they have had time to plan and prepare with teachers. In circumstances where ANAs work well alongside teachers in providing excellent supplementary learning support, research has noted good emerging evidence that ANAs can provide noticeable improvements to pupil attainment. This approach is evidenced in the Earlston Cluster in Scottish Borders. The Earlston cluster used the Model for Improvement methodology to closing the poverty related attainment gap in numeracy, through pooling together and training ANAs to deliver a specific intervention. Read more about this project [HERE](#).

Research by the Education Endowment Foundation has led to the development of key [recommendations and resources](#) to support schools to make effective and best use of their ANAs. Previous research had shown that in many schools, support staff were not being deployed in ways that improved learner outcomes. Indeed, for learners from more deprived areas, the impact of ANA support was too often negative. However, EEF trials have demonstrated that, when support staff are used in structured school settings with high-quality support and training, ANAs can make a noticeable positive impact on pupil learning. This English research suggested that it was the decisions made by individual school leaders about how to best use ANAs that best explained the impact of the support in the classroom on pupil progress.

Results from the first [Welsh Adverse Childhood Experience \(ACE\) study](#) show that suffering **four** or more harmful experiences in childhood increases the chances of high-risk drinking in adulthood by **four** times, being a smoker by **six** times and being involved in violence in the last year by around **14** times.

The survey revealed around one in every seven adults aged 18-69 years in Wales had experienced **four** or more Adverse Childhood Experiences during their childhood and just under half had experienced at least one.

The [Child and Adolescent Health & Wellbeing in Scotland Review](#) summarises the available evidence on child and adolescent health and wellbeing in Scotland. It presents the national quantitative data from a variety of sources to produce a picture of the current situation in terms of health and wellbeing outcomes for children and young people, as well as key drivers of wellbeing.

The [Scottish Schools Adolescent Lifestyle and Substance Use Survey \(SALSUS\)](#) survey provides national level data on smoking, drinking, drug use and lifestyle issues amongst Scotland's secondary school children.

Findings from the [Health Behaviour In School Aged Children Report](#) provides data for children and young people aged 11, 13 and 15 years across a wide range of topics, from wellbeing and health behaviours through to contextual factors such as peer relations and the school environment. For example, less than a fifth of respondents were found to be meeting the physical activity guidelines and around two-thirds spent two or more hours in front of a screen each weekday.

## **BUILDING INCLUSIVE LEARNING COMMUNITIES**

### **Sharing vision and values**

A learning community where each child is nurtured and valued as an individual and which supports their sense of belonging and efficacy is a central component of inclusion.

Learning communities should articulate what demonstrating inclusive and nurturing values means within their individual context. Finding the right language to make this meaningful to parents, learners and staff could form part of a process of community engagement and participation.

Supporting the whole learning community to understand and contribute to the vision and values for Inclusion is something that takes time and proactive engagement.

### **Guiding Principles of the Inclusion Framework**

#### **UNIVERSAL SUPPORT**

Universal support starts with the ethos, climate and relationships within every learning environment. It is the responsibility of all practitioners to take a child-centred approach which promotes and supports wellbeing, inclusion equality and fairness. The entitlement to universal support for all children and young people is provided from within the existing pre-school and school settings.

1. Positive relationships will be experienced by pupils and staff in all learning establishments.
2. All staff understand that all behaviours are a form of communication and will respond appropriately.
3. Schools will deliver inclusive, nurturing practice through effective, creative learning and teaching and maintain positive learning environments for all children and young people.
4. High quality, evidence-based, professional learning and development will be provided for all staff.
5. All schools and learning establishments will be familiar and comply with legislation and National and Local Guidance.
6. All children and young people will be heard through recognising their rights and hearing their voice.
7. The health and wellbeing of all our children and young people is central to decision making.
8. All children and young people will experience a nurturing environment.
9. We will value and celebrate equality and diversity within all our learning establishments.

An environment which is caring, inclusive, fair and focused on delivering learning to meet individual needs will encourage all children and young people to strive to meet their learning

potential. Every child and young person is entitled to support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide. When a child or young person may require some additional support, this is initially the responsibility of the classroom teacher. The majority of children and young people's needs are met through universal support.

Some examples of universal support are below – this list is not exhaustive.

- Personalised learning plans
- Literacy, numeracy or health and wellbeing support
- Enhanced transition e.g. P7 – S1
- Use of ICT e.g. digital learning and teaching resources such as digital SQA exams
- Quiet spaces
- Visual timetables

## **TARGETED SUPPORT**

Children and young people can benefit from additional or targeted support, tailored to their individual circumstances. This could be at any point on their learning journey or throughout the journey. This targeted support is any focused support which children or young people may require for short or longer periods of time to help them overcome barriers to learning or to ensure progress in learning.

All learning establishments will:

1. Provide targeted, nurturing support in schools and local communities to meet the needs of our most vulnerable children, young people and families.
2. Ensure that learners affected by poverty are supported to attain and achieve their full potential.
3. Develop a professional learning and development strategy to support targeted approaches.
4. Ensure health and wellbeing and the wellbeing indicators are considered when delivering targeted support.
5. Ensure that exclusion is rarely used and schools will prioritise support to ensure maximum attendance and engagement of all learners.

Targeted support is usually, but not exclusively, co-ordinated and provided by staff with additional training and expertise through a staged intervention process. This may be by staff other than the class teacher and outwith the pre-school or school setting but within education services

In a secondary school, this support may be coordinated by guidance/pastoral care/pupil support staff.

Some examples of targeted support are below – this list is not exhaustive:

- Higher attaining children (ensuring progression)
- Bereavement peer support group
- Input from **Allied Health Professionals** e.g. speech and language
- Specific learning difficulties
- Nurture groups/bases
- Trauma informed interventions designed for a care experienced child/young person
- Complex needs e.g. sessions in a sensory room

### **Reducing barriers and supporting needs**

Effective communication between professionals, parents/carers and learners is an essential contributing element required to reduce any barriers to learning. A child or young person may have additional support needs arising from more than one of the factors. Support for children and young people may be provided in a range of locations including in school, at home, in hospital, or in a specialist health, social services or voluntary agency facility. Examples of support to reduce barriers may include:

- a particular approach to learning and teaching: for example, as used with children and young people with *autism spectrum disorders*, dyslexia or sensory impairments
- youth work provided through *community learning and development*
- attendance shared between school and further education college
- a higher attaining child at the later stages of primary school receiving support to access the secondary mathematics curriculum.
- the deployment of personnel from within the school or education authority: for example, support from a learning support teacher in the school or from a *peripatetic* teacher of the deaf
- the deployment of personnel from outwith education: for example, support provided by *allied health professionals* working in health or social workers from the local authority or staff from the voluntary sector where this support enables the child or young person to benefit from education
- provision of particular resources, including information and communications technology (ICT) and particular learning and teaching materials.
- class teacher helping a child by following a behaviour management programme drawn up in consultation with all relevant professionals
- tutorial support from a support for learning teacher to help with a reading difficulty
- use of *communication symbols* by an autistic learner
- use of an app on a tablet computer to support writing

In Scottish Borders, our Inclusive vision and values can be summarised as;

## SBC INCLUDES

<b>I</b>	<b>Improved outcomes for all children &amp; young people</b>	Raising attainment for all children & young people Improving attendance, reducing exclusions All learners are included, engaged and involved
<b>N</b>	<b>Nurturing Values</b>	Whole school nurturing approaches are embraced Nurture bases in each learning community will provide targeted support
<b>C</b>	<b>Communication</b>	Pupil voice & pupil rights are heard and understood All staff understand that all behaviour is communication
<b>L</b>	<b>Learning for all</b>	High quality professional learning for all staff High quality learning & teaching in all schools Adapted and creative curriculum pathways
<b>U</b>	<b>Understanding health &amp; wellbeing</b>	Getting It Right For Every Child in SBC Relationships are positive and supportive Staff are sensitive and responsive to the mental health and wellbeing of all
<b>D</b>	<b>Developing a community based approach</b>	Locality based approaches meet children & young people's needs in local communities Schools collaborate and pool resources
<b>E</b>	<b>Equity for all</b>	Interventions and approaches to ensure that every child has the opportunity to participate equally in school experiences Understand equality & celebrate diversity
<b>S</b>	<b>Support</b>	Provide targeted, proportionate and timely support when needed All establishments promote a supportive ethos

**SBC INCLUDES** reflects existing strengths we need to continue to develop and build on to realise our vision for children and young people in the Scottish Borders which is an integral part of our ethos and culture and complies with National and local legislation.

In order to improve the wellbeing of all children **SBC INCLUDES** must inform and be visible in all our practice. It should also be consistently reflected throughout policy, planning, procedure and professional development at all levels and across all staff and partners.

**SBC INCLUDES** can be found in Appendix 1 as a poster. It should be printed off and displayed in all learning establishments and shared with parents and families in all learning communities.

## Training and Development

Our **Career Long Professional Learning** programme each session, identifies and will provide key training and resources that support the development of inclusive practices. These support the development of individual practitioner skills and whole school approaches to Inclusion.

[Introduction to Inclusive Education Module](#) has been developed by [Education Scotland](#) to provide educational practitioners and local authorities with free professional learning resources which focus on an introduction to Inclusion and equality within the context of Scottish education. The module content has been designed and is very relevant for all educational practitioners and also supports teachers to meet the required general Teaching Council for Scotland (GTCS) standards for Professional Learning, annual reviews and Professional Update.

The module and activities will support practitioners to develop an:

- Understanding of the education context in Scotland of inclusion and equality
- Awareness of additional support needs and inclusion
- Awareness of how to deliver child centered approaches within the Scottish legislative framework
- Awareness of universal and targeted support
- Awareness of information and approaches which support inclusive education.

[Inclusion in Practice - The CIRCLE Framework: Secondary](#) - This module provides educational practitioners in secondary schools and local authorities. It is based on The CIRCLE Framework, a collaboration between practitioners in Edinburgh City Council, Queen Margaret University and NHS Lothian, that has been adapted for modular learning by Education Scotland.

It offers practical advice on how to meet the needs of individual learners and supports practitioners to develop collaborative approaches and share good practice.

After studying this module practitioners will have:

- An understanding of how to promote effective inclusive practice using the CIRCLE Framework of inclusion
- An awareness of how to promote a learner centred approach where learners are listened to and involved in the management of their own learning
- An awareness of documentation to evidence assessment and input.

The Primary version of the CIRCLE Framework module should be published in Spring 2020, however the resources are available for download via the Autism Toolbox Resources section /Templates and Resources - in the NAIT section (collapsible orange bar).

<http://www.autismtoolbox.co.uk/templates-and-resources>

## Sharing and Developing Effective Practice

There are examples of effective inclusive practice in all of our schools. Although we recognise that one size does not fit all we know that we can learn from each other. Sharing effective practice within and between schools will help us to develop and build on our strengths and gain a better understanding of what works locally and with schools in neighbouring authorities. A variety of opportunities to visit schools, attend workshops and training will be provided by the [South East Improvement Collaborative](#) (SEIC).

## ROLES AND RESPONSIBILITIES TO SUPPORT INCLUSION

### Senior Officers will provide;

- An annual report on SBC's Inclusion Framework to the Education Committee as part of the Education Standards and Quality Report.
- Clear local authority stretch aims for education linked to the Education Improvement Plan, to work towards inclusion for all children (being present, participating, achieving and supported).
- Support and challenge to school leaders to retain the focus on inclusion.
- Drive forward national policy implementation and set strategic direction for regional and local work.
- Oversight and coordination of resourcing direct to schools and through partner supports in relation to maximising and making best use of resources for inclusion.
- Support and challenge establishments and settings to allow all children to reach their potential regardless of background or ability.

### All school leaders will;

- Develop an ethos of inclusion, a culture of mutual respect and shared values. Firmly embed all National and SBC policies, procedures and practice that ensure these principles are upheld.
- Demonstrate commitment to developing **SBC INCLUDES** in their learning community through on-going professional learning and development, and appropriate levels of support and challenge.
- Provide relevant support and training for staff, particularly in relation to procedures to address factors that can undermine positive relationships.
- Ensure SBC policies and procedures are developed and implemented in keeping with the ethos, values and principles as outlined in the SBC Inclusion policy, Inclusion Framework and accompanying key documents – this encompasses inclusive practice, equity and health and wellbeing.
- Plan and manage resources proactively and efficiently to support effective inclusive practice.
- Ensure the health and wellbeing of all children and young people are considered in all situations.
- Seek out and contribute positively to local partnerships which will lead to better outcomes for children and young people and in particular for those at greatest risk due to social circumstances or additional needs.
- Ensure whole establishment/service approaches to self-evaluation and a commitment to continuous improvement over time.
- Consider all barriers to learning, which may be influenced by poverty, and effectively plan to overcome them. Advice and support can be found in Appendix 1

## All school and establishment staff will;

- Be familiar with and have knowledge of all National and SBC policies, procedures and practice.
- Demonstrate a commitment to the key features of inclusion ensuring all children are: present, participating, achieving and supported and support the guiding principles of inclusion within **SBC INCLUDES**.
- Act as role models for positive behaviour, respectful relationships, restorative approaches and positive communication.
- Demonstrate a commitment to developing core practice in relation to the **SBC INCLUDES**.
- Model sensitivity, self-awareness and emotional regulation in their interactions with children and their families (and in situations where this has been challenging to seek peer support and the opportunity to debrief and reflect).
- Act in the belief we can be a positive adult influence that a child needs in their life.
- Contribute to promoting a positive culture and ethos that is fundamental to maintaining positive relationships and health & wellbeing of all within their setting.
- Promote and contribute to a collegiate climate of high support and high challenge. Good working relationships within and across services are built on respect and strong communication.
- Demonstrate professional values and personal commitment to social justice, integrity, trust and respect and professional commitment as incorporated in professional standards.
- Have high expectations and commitment to Getting it Right for Every Child with all staff contributing to ensuring pupil wellbeing.
- Act in the role of corporate parents in 'looking out for and standing by' looked after children in relation to their rights and the support they need.
- Actively seek the views of the children, to listen to them with care, to encourage and value the views of the children and families they work with.
- Recognise behaviour as communication. When pupils struggle with aspects of their behaviour, staff working collaboratively with families to develop alternatives to meeting the underlying needs. Strategies and further advice are outlined in SBC Nurturing Approaches Guidelines.
- Promote equity for all pupils – for example, to close the poverty related attainment gap.

## SCHOOL SELF-EVALUATION FOR INCLUSION

In addition to the Challenge Questions provided in HGIOS4 around 3.1 Ensuring Wellbeing, Equality and Inclusion (p49 HGIOS4), the South East Improvement Collaborative (SEIC) have produced a useful [SEIC 3.1 Inclusion & Wellbeing Self Evaluation Toolkit](#) to support Inclusive practice in all learning establishments.

To ensure the development of an inclusive ethos and learning environment, Headteachers will be expected to incorporate the following key features into Standards, Quality and Improvement Planning:

- **Present:** Evidence and evaluation of tracking, monitoring and review of attendance and exclusion
  
- **Participating:** Evidence of tracking, monitoring and review of:
  - flexible / build-up timetables and their impact
  - positive destinations
  - views of children and families with a focus on belonging and participation in the wider life of the school
  
- **Achieving:** Evidence of tracking, monitoring and review of:
  - attainment (including wider achievement)
  - progress in Individual Education Programmes (IEPS)
  - evidence of impact of Stage 3 (MAC) meetings
  - evaluation of targeted interventions including deployment and impact of Additional Needs Assistants (ANAs).
  
- **Supported:** Evidence of views of children and families evaluation of Child Plans, Coordinate Support Plans (CSPs), including evaluation of deployment and impact of Additional Needs Assistants (ANAs).

Self-evaluation will be further developed and evidenced through inclusive practice reviews as part of Quality Improvement Visits, School Improvement Planning and reviews of service level agreements with key partners. Key Challenge questions in the next section of this document (Inclusion in Practice) will also support self-evaluation for all establishments.

It is important to note that this will include a focus on planning and monitoring for target groups who are recognised as being more vulnerable. For example;

- \*care experienced children & young people
- \*children affected by poverty
- \*children within the single planning process
- \*children within the child protection system

- \*young carers
- \*children who have been identified with additional support needs
- \*children with protected characteristics

## INCLUSION IN PRACTICE

In addition to the Challenge Questions provided in HGIOS4 around 3.1 Ensuring Wellbeing, Equality and Inclusion (p49 HGIOS4), the South East Improvement Collaborative (SEIC) have produced a useful [SEIC 3.1 Inclusion & Wellbeing Self Evaluation Toolkit](#) to support Inclusive practice in all learning establishments.

Please also consider the following key challenge questions to support inclusion in practice:-

- Are all learning establishments within your learning community familiar with and practice the principles in **SBC INCLUDES** ?
- Are there consistent inclusive approaches across your learning establishment? Are these communicated well across all stakeholders?
- Have all teaching staff completed the Education Scotland’s online “Introduction to Inclusive Practice” Module?
- Are there consistent inclusive approaches across all establishments in your learning community/cluster? Are these communicated well across all locality stakeholders?
- Are all staff familiar with Scottish Borders Council’s Inclusion priorities?
- Are all staff familiar with the Inclusion Framework, Inclusion Policy and associated documents and guidelines?
- Key policies and resources: -
  - ***SBC Attendance Policy***
  - ***SBC Inclusion Policy***
  - ***SBC Child’s Planning Manual***
  - ***Framework for Staged Intervention***
  - ***Guidance on Restraint & Seclusion in Scottish Borders Schools***
  - ***Growing Confidence training and materials***
  - ***Restorative Practice training and materials***
  - ***Scottish Borders Council Nurturing Approaches: In Our Sight, In Our Minds, In Our Actions and Being Heard***
- Are the principles in **SBC INCLUDES** reflected in your establishment’s values and vision?

## SBC INCLUDES

**SBC INCLUDES** reflects existing strengths we need to continue to develop and build on to realise our vision for children and young people in the Scottish Borders. All SBC staff should demonstrate a commitment to the key features of inclusion ensuring all children are: present, participating, achieving and supported and support the guiding principles of inclusion within **SBC INCLUDES**

<b>I</b>	<b>Improved outcomes for all children &amp; young people</b>	Raising attainment for all children & young people Improving attendance, reducing exclusions All learners are included, engaged and involved
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### **EQUITY: Advice and support for all Scottish Borders Learning Establishments**

#### **Minimising costs and reducing pressure on family budgets**

*All children and young people should be able to meet the costs of school and have the resources they need to support their learning.*

Families experiencing poverty often lack the money to pay for essential items such as school equipment and uniforms, school trips or extra materials to use in certain subjects. This can be a particular challenge for families with more than one child. It can also be more difficult at certain points in the year, such as festive periods or immediately after school holidays, when pressures on family budgets are especially high.

Schools already adopt a range of measures to minimise costs and reduce pressure on family budgets.

Current statistics also show that a significant number of Free School Meals and clothing grants are not claimed from SBC by eligible families every year.

The following are measures which are recommended to support a consistent approach to minimising main costs associated with school:

#### **Resources for learning**

According to the Education (Scotland) Act 2010 Section 11 an education authority should be providing free of charge books, writing materials, stationery, mathematical instruments, practice materials and all other articles which are necessary to enable the pupils to take full advantage of the education provided.

The education authority may also provide articles of clothing suitable for physical exercise or other school activities requiring special items of clothes (i.e. camp).

Schools however, due to budget pressures, may ask for discretionary payments for certain subjects such as Food Technology, CDT and art. According to the above mentioned act though this cannot be made mandatory.

#### **Schools should consider:**

- Provide stationery and equipment free of charge for pupils to use. Where this is not provided universally, schools should make this easy for pupils to access discreetly.
- Provide pupils with free materials which relate to learning at school and the delivery of lessons. Any contributions to the cost of materials should be voluntary and at the discretion of parents.
- Consult children on their access to IT outside of school and support with learning at home. Adapt homework policies and activities where necessary to ensure that children have the equipment (i.e. calculators) and support they need to complete it effectively.
- Provide options for completing homework within school and ensure access to computers/internet/materials to complete as required.

## Uniform

### Schools should consider:

- Ensure that all parents are aware of School Clothing Grants – provide clear and accessible information to parents in the school about the support on offer and how they can apply.
- Offer support to parents to make applications for financial support. Be aware of perceived stigma or challenges in understanding and completing written application processes.
- Adopt a flexible uniform policy to ensure that parents are able to purchase uniforms from a range of suppliers.
- Only sell uniform items to families on a non-profit making basis.
- Presume that children who lack mandatory school uniform items require financial support or assistance. Speak sensitively to the child and/or family as appropriate to establish whether support is required and how best to ensure that families are able to meet the costs.
- Provide temporary permissions for non-uniform items and a realistic timescale for families to purchase appropriate items should they not be able to afford school uniform.
- Be discreet when raising uniform-related issues with pupils including not drawing attention to a pupil's dress in public.

## School Trips

### Schools should consider:

- Transparent procedures for planning, funding and delivering school trips.
- Ensure that during the planning of trips, costs are kept to a minimum.
- Provide financial support or reduced fees for children living in low income households, including additional reductions for siblings.
- Conduct an annual audit of potential or planned trips due to run over the school year, and clarify the aims and purpose as well as the estimated costs for each. This information should be used to:
  - o Review and develop a clear rationale and justification of costs for all trips.
  - o Make modifications to school trips so that they are accessible to children from low-income households and are cost efficient.
  - o Inform and consult parents at the start of the school year about plans for school trips to get their advice on how to: make them more affordable/accessible; identify parents who require financial support or reduced costs; and ensure that parents have time to plan finances accordingly.
  - o Set out the steps that will be taken to ensure that all children can afford to attend or the alternative measures that will be in place to ensure the trip is equitable and accessible.
- Allow parents the opportunity to pay for trips and other costs in affordable instalments. This must be given a long lead in time where required. Trips should not be offered on a 'first come first served' basis as this will favour pupils from families who are able to pay in advance.

## Financial support to meet costs

### Schools should consider:

- Ensure families are aware of all the financial support they are entitled to which will support their children's learning. This could include identifying and supporting members of staff to advise families on low incomes to make grant claims. These staff could also build knowledge about social security benefits and other income maximisation opportunities to signpost parents accordingly
- Consider providing a proportion of funding (for example Pupil Equity Funding) to support families to meet the costs of school trips, clothing and equipment or other costs identified by families during periods of financial pressure or crisis.

## Ensure equal access to opportunities, regardless of income

*All children should be able to benefit from, and meet the costs of, a wide range of learning opportunities in the home, school and community.*

Children experiencing poverty often miss out on regular activities outside of school, such as taking part in sports teams, joining clubs or going to the cinema and theatre. This is often because of the costs associated with these activities - both direct, such as the cost of membership or attendance, and indirect, such as transport, specialist clothing or equipment. They are therefore less likely to enjoy the rich learning experiences outside of the school day that are available to their more affluent peers. Families raising children on low incomes may also find it more difficult to provide effective support for their children's learning at home. This can be due to the extra stress and pressure that poverty creates within families or because it is harder to provide the quiet space, time and resources children need to learn.

We know that children achieve more and are happier when schools work together with parents and families and share ideas about how to support and extend children's learning within the classroom and at home. Parental engagement has been a priority in schools for many years now as it is recognised that it is central to raising attainment and closing the attainment gap. It is also a main driver of the National Improvement Framework. Research shows that the vast majority of parents and families are interested in supporting their children's and their own learning. However, many can find it difficult to engage with schools. This can be because of differing social capital as a result of socio-economic background and other, often related, issues such as mental health, homelessness or emotional trauma.

The following, therefore, are measures recommended to support a consistent approach to ensuring that all children have equal access to wider learning opportunities and support:

### Extra-curricular Activities

#### Schools should consider:

- Provide free, or low cost (and funded places when necessary), after school activities in the school. Seek partnership opportunities, for example Live Borders and Active Schools Coordinators.

- Ensure that costs of special clothing, equipment, transport and other costs are not a barrier to children and young people’s ability to participate in extra-curricular activities.
- Work with local partners to provide free and affordable access to extra-curricular activities within the school and local community.
- Consult pupils to identify any financial or related barriers (for example, home pressures, stigma and low confidence) that prevent them from taking part in extra-curricular activities which are on offer. This consultation should also identify activities pupils would like to be able to participate in.

## **Social and Charity Events**

### **Schools should:**

- Never require a donation or payment from parents as a pre-requisite for children to be able to participate in activities or fundraisers. For example, dressing up days.
- Never exclude pupils who have not paid for activities in school such as visiting pantomimes, author events etc. Always assume this is due to families struggling with costs and discuss with families how the school can support them in meeting costs.
- Encourage and collect donations for activities and fundraisers discretely through optional contributions.
- Space events out over the year, avoiding expensive times like holiday periods and the start of the school year.
- Consult with children and parents on ideas for activities that can reduce costs.
- Adopt proven ideas that celebrate the *efforts* of children and young people to raise money or awareness of charity causes rather than amounts raised.

## **Leavers Events**

### **Schools should consider:**

- Not charge pupils for attendance at school leaver events or celebrations. Any contributions should be at the discretion of young people and their parents.
- Discourage pupils from buying luxury items – especially for teacher gifts around Christmas time or end of term.
- Offer a dress/suit exchange or ‘vintage’ dress stall for secondary Proms, which should be held in the school or a local hall rather than at expensive hotels.
- Be explicit about the hiring of, for example, limousines not being approved or welcomed by the school.

## **Engagement with Parents**

### **Schools should consider:**

- Prioritise building strong relationships with parents to support children’s learning at home.
- Offer opportunities for parents to observe how learning and teaching takes place in the classroom and provide suggestions on ways they could help their child to extend this outside of school.

- Hold regular social events and opportunities for parents to spend time within the school, such as coffee mornings, evening suppers and pizza nights - these should focus on informal chat and conversation to build friendly relationships between parents and staff.
- Provide a dedicated room or space within the school where parents are invited to spend time with one another and plan activities for parental engagement in their children's learning.
- Provide clear and simple instructions alongside homework and other activities to support learning at home and enable parents to understand how they can help their children to complete tasks.
- Create opportunities for parents to share views with the school on challenges to engaging their child's learning at home; meeting school costs and understanding who to speak to for information and advice - consider methods where feedback can be provided anonymously.
- Work with the Parent Council to ensure that a proportion of their annual fundraising (ideally 25%) is given to support Equity.
- Work with community partners to identify the best ways of engaging with parents, especially those who are hardly reached.
- Use the Pupil Equity Fund to deliver evidence-based outreach activities
- Developing their outdoor environment to encourage activities to take place within school grounds wherever possible and avoiding travel costs to other places.

## **Reduce poverty-related stigma**

*All children should feel respected, included and supported by staff and pupils in their school and local community.*

Children and young people experiencing poverty often report feelings of isolation and exclusion at school and may be more likely to experience bullying. Negative attitudes and perceptions of poverty can also lead to stigma which makes it harder for children, young people and their families to approach school staff for support. These experiences can have a negative impact on children's attendance and achievement as well as on parental engagement. Parents may feel embarrassed or anxious about approaching schools for support. They may also feel stigmatised as a result of being eligible for financial support. In order to close the attainment gap, it is essential that alongside quality teaching, curricular content and assessment of pupil progress, due consideration is given to pupils' holistic experience of school and education and that steps are taken to tackle the impact of poverty-related stigma.

The following are measures recommended to support a consistent approach to raising awareness of the realities and impact of poverty. At the same time, they should ensure that all children and families feel respected and supported.

## **Improvement Activity**

### **Schools should consider:**

- Work with children and parents to improve the school experience of children living in poverty, including asking for children's and families' advice when developing school improvement plans and activities.
- Ensure that staff meetings, development and in-service days and other mechanisms to support school staff are used to share information, advice and best practice in how to tackle the impact of poverty on children's experiences and learning.

- Ensure that mechanisms are in place to identify and address poverty-related bullying within the school community.
- Prioritise activities in the school that can build relationships with families experiencing poverty, in order to develop trust and mutual understanding.
- Be conscious about the impact that questions relating to what parents do for a living or where children have been on holiday can have on children experiencing poverty.
- Retain free breakfast club places for children from low-income families where appropriate.
- Where feasible, provide facilities for washing clothes.
- Make hygiene and sanitary products available for pupils to access discreetly.

## Poverty Awareness

### Schools should consider:

- Promote informed understanding about child poverty and have a zero-tolerance approach to negative stereotyping of children and parents in low-income households.
- Ensure that all staff receive training to understand the impact of poverty on children and families in SBC, for example through participating in the '1 in 5 Raising Awareness of Child Poverty' Workshop.
- Refer to resources such as the EIS guidelines on poverty proofing the school day and the Learning Lessons research as well as Edinburgh's own child poverty 1 in 5 training materials and resources to raise awareness of the financial barriers to education and the role that teachers can play in reducing the impact on children.
- Introduce pupils to the issues surrounding child poverty in Scotland through learning activities in the school – this should include linking pupil education on poverty with the Rights Respecting Schools initiative.

## FURTHER READING AND RESOURCES

[www.jrf.org.uk](http://www.jrf.org.uk)

<https://www.gov.scot/news/child-poverty-bill-published/>

<https://cpag.org.uk/scotland/cost-school-day>

<https://education.gov.scot/improvement/self-evaluation/interventions-for-equity/>

## APPENDIX 3

### **Health & Wellbeing: Growing Confidence Resources**

Growing Confidence is a suite of training materials and resources which are for all staff and parents. They are designed to raise awareness and confidence about the importance of promoting positive mental health and emotional well-being in themselves and their children and young people or the ones they work with.

Growing Confidence was introduced and implemented to all schools in the Scottish Borders over a 3 year rolling programme beginning in session 2016-17. This complements our Health and Wellbeing drive of Restorative Practice and Respectful Relationships.

All staff are expected to have undertaken training as detailed below. Any new staff joining learning establishments must undertake training opportunities provided throughout the session.

All schools should have an identified member of Senior Management who has a responsibility for Health and Wellbeing, driving this agenda forward. All schools and learning establishments have access to Growing Confidence folders and resources. Please see below details around separate courses and resources.

#### **Cool, Calm & Connected – Course for S2 Young People in secondary schools**

There is a course for young people in S2 which aims to bring young people together on a personal journey to explore what influences mental health and emotional wellbeing, and supports them in making relevant links with their own wellbeing.

#### **Raising Teens with Confidence - a course for parents and carers. All schools should be running this course each year for parents/carers.**

Adolescence is the time when young people seek increasing independence and experience physical, social and emotional change which can be difficult to manage but also creates many exciting opportunities. Raising Teens with Confidence aims to give parents and carers increased understanding about how they can best support their teenage children to navigate this time of change and help promote resilience.

Drawing on the latest research in teenage brain development and mental and emotional wellbeing the course gives parents the opportunity to explore together how the teenage years can be a time for the whole family to *'thrive rather than just survive!'* (Siegel 2014)

The course consists of 6 x 2 hour sessions.

## **Mental health, emotional wellbeing & resilience: Supporting Young People – Course for staff in secondary schools**

### **Course aims**

- To increase awareness of the factors that influence children and young people’s mental health and emotional wellbeing
- To consider how brain development and behaviour are shaped by interactions and experiences with others
- To reflect on the latest research in this field and consider its implication for our practice

### **Course summary and overview**

This 6 hour course aims to bring together the latest research from neuroscience, biology and psychology about what influences behaviour during adolescence and create improved understanding of how to support young people during this vulnerable period of development. Useful for all staff and key adults working with young people, this course complements the Supporting Young People Guide.

## **Building Resilience – a whole school Primary community approach**

The primary Building Resilience resource has been designed to complement and support the development of a whole-school mental health and emotional programme from nursery to P7.

This resource aims to support the development of children’s mental and emotional health and wellbeing through a mix of teaching, reflection and interactive activities. The **Building Resilience** materials reflect current best practice in this area. Each section within the resource provides practical strategies for teachers and parents to support children and young people when they are faced with difficulties, frustrations and challenging times, thus helping children and young people to function well, both at school and in life. This is done by following a character called Skipper who is journeying down the river of Life on his boat who teaches the children tools to help better cope with the ups and downs of their everyday lives. It includes practical strategies that children can use when they experience difficulties, frustrations and challenging times.



**SBC INCLUDES**

*In our sight, in our minds, in our actions and being heard*

# **POLICY GUIDANCE ON PLANNING BUILD-UP TIMETABLES**

**getting  
it right**  
*for every child*

## When should a Build-Up Timetable be considered?

In very exceptional circumstances there may be a need for a temporary part-time timetable to meet a pupil's individual need. For example:

- where a medical condition prevents a pupil from attending full-time education and part time package is considered as part of a reintegration package.(See SBC Home Tuition Guidelines)
- Where a child or young person has significantly disengaged with school and there is a significant impact on their learning

A build up timetable Stage 3 of SBC Framework for Staged Intervention and should only be considered after strategies at Stages 1 and 2 have been exhausted.

It should only be considered as a short term intervention and where there is a clear vision or rationale to re-track a pupil into the mainstream school community.

## The purpose of a build-up timetable is to:

- build a temporary, part-time bespoke support package around the needs and interests of the young person
- create a safe, consistent environment with familiar staff
- help the young person to re-engage and build up to full time attendance
- foster trust and improved relationships with key adults
- promote improved communication and partnership working with parents/carers and partner agencies

## Key points:

- A build-up timetable should be a response to a Meeting Around The Child or Young Person (MAC)
- A parent/carer must consent to a build-up timetable and this should be recorded in the minutes of a meeting.
- Decisions should be made with the child or young person, parent/carers and other multi-agencies involved with the child and young person
- The timetable should be for a limited period. The suggested maximum length of a build-up timetable is 6 - 8 weeks.
- Any part-time timetable arrangements should be regularly reviewed every 2 – 4 weeks.
- The objectives of any part-time timetable should be clearly understood by all parties
- A parent/carer must be clear they are taking responsibility for the pupil when he/she is not in school and guarantee that the pupil will be supervised off site.
- Attainment, achievement and attendance must be monitored, tracked, recorded and reviewed throughout.

## Considerations before planning:

- Maintaining a sense of belonging to the school is essential and the use of the school campus should be prioritised.
- Planning for the reintroduction of classes to the timetable should ensure opportunities to identify and address gaps in learning and to ensure coverage of topics, learning themes and learning opportunities missed are addressed.
- A commitment to maintaining and sustaining the planned timetable is important and it must be recognised that interventions take time to work. Setting a date at the outset for review and avoiding reactive responses to initial challenges are key to maintaining this as a strategic intervention.
- Pupil voice should be integral to the plan – [Person Centred Planning](#) may support this, or your Educational Psychologist may be able to support or advise on this.
- The impact of a ‘build-up’ or alternative timetable on the home life of the pupil should be taken into account and carefully considered. It should not put a pupil or family at greater risk i.e. any child protection concerns or care placements.
- External Partners - The risks around using external partners to support the timetable should be carefully considered. Are they a sustainable option? Do they have a clear, agreed educational outcome? Is there a shared understanding of what success will look like for the child / young person? What are the expected/anticipated timescales? Are they PVG checked, CP trained? How will attendance/nonattendance be recorded and shared to ensure safeguarding? How will they report on progress towards the agreed outcome/ target? Are there hidden costs or transport implications?

## Planning the timetable

- The alternative timetable should be planned to build on the child or young person’s curricular strengths and the positive relationships they have in school from the beginning.
- Literacy, numeracy and health and wellbeing should be fully incorporated into any alternative timetable offered.
- Restorative approaches and opportunities for restoring relationships should be planned into the timetable.
- The responsibility for planning work and activities remains with school – this includes class teachers, subject teachers, SfL and Pastoral staff.
- The timetable needs to be clearly communicated with all staff.
- Add opportunities to build and develop confidence and self-worth through reaching set targets, recognising and celebrating achievement.
- Tracking and monitoring of progress in learning should be maintained including in the wellbeing indicators.
- Recording on SEEMIS should reflect the true picture of the educational provision and prioritise the safeguarding of the child or young person.

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# **POLICY GUIDANCE ON RESTRAINT AND SECLUSION**

## **DRAFT**

April 2019

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## Introduction

The aim of this guidance is to:

- **Reduce physical intervention using de-escalation techniques.**
- **Enable staff to understand that physical intervention is used only as a last resort**
- **Understand that staff have a Duty of Care to physically intervene if appropriate even without having received prior training, e.g. stopping someone from running into a road.**
- **Recognise when physical intervention should be used.**

This guidance should be used in line with guidance provided in **Included Engaged and Involved 2 (IEI2)** to support our understanding, and use, of Physical Restraint and Seclusion within Scottish Borders Council settings, with an expectation that all de-escalation techniques are the first options for **all** situations.

There may be times when the use of **restraint or seclusion** is a necessary response as a **very last resort** to prevent a young person causing immediate harm to themselves, or others. However schools must be aware and take into account UN Convention on the rights of the Child (UNCRC) should any physical intervention be considered.

**All behaviour is communication.** Behaviour is a means of communication, and all behaviour has a functional element. 'Challenging' behaviour should be thought of as communicating unmet needs. When we understand this it supports us to think differently about how we respond to behaviour that challenges us.

## 1 Restraint/Physical intervention

*“Restraint is an interference with the child’s right to respect for their private life under Article 17 of the Convention on the Rights of Persons with Disabilities, Article 16 of the United Nations Convention on the Rights of the Child and Article 8 of the European Convention on Human Rights. In order to avoid a breach of the child’s rights, the interference must be lawful, necessary and proportionate.” (Children and Young People’s Commissioner Scotland, March 2018)*

**It is the responsibility of Headteachers** to ensure that staff have access to required training and are following the correct procedures in regards to de-escalation strategies and appropriate use and recording of restrictive physical intervention. The following points should always be considered:

- Restrictive physical intervention of any kind must always be seen as a last resort.

- The use of restrictive physical intervention can be regarded as reasonable only if the circumstances of the particular incident warrant it.
- While the use of restrictive physical intervention may be appropriate in order to prevent a pupil causing an injury to themselves or others, it is expected that other appropriate strategies will have been attempted first. **Physical Intervention should be a last resort where all other strategies have been exhausted.**
- The child or young person's individual circumstances must be taken into consideration and it should be recognised that for some children and young people, physical intervention can escalate their emotional state and prove counterproductive.
- The law requires that restrictive physical intervention should be used only when every other approach has been tried and all practical methods to de-escalate the situation, including retreat, have been attempted. Where the use of restrictive physical intervention was unreasonable or excessive, the adult may leave themselves liable to disciplinary, civil or criminal proceedings.
- The rights of all children and young people must be a key consideration where restrictive physical intervention is being considered.
- Damage to property must only be considered as relevant justification for the use of restrictive physical intervention when such damage to property could endanger people's lives or result in serious injury.
- Physical Intervention is used for the least amount of time and with the minimum of force.
- No use of any procedure which restricts breathing or impedes the airways, extending, flexing or putting pressure on the joints and pressure on the neck, chest, abdomen or groin.
- Parents and carers are more likely to support the actions of staff in restrictive physical intervention when staff can demonstrate that they acted in a professional, considerate and informed manner and their actions can be seen as being reasonable, justifiable and in a pupil's best interest.
- **Only staff who have undertaken training provided by TEAM-TEACH, and are within their period of accreditation, are permitted to employ TEAM-TEACH techniques of restrictive physical intervention.**

**All incidences of restrictive physical intervention must be recorded using LEXI recording system.**

**Parents and carers must be informed of all incidents of restrictive physical intervention and the strategies which were used prior to the use of this without delay.** Parents and carers should be given the opportunity to engage in a discussion following the incident to put in place plans to reduce the subsequent use of physical intervention.

**Following an incident a risk assessment should be carried out or updated.** Where physical intervention has been used then a written plan should be made detailing future proactive/de-escalation strategies that should be employed prior to using physical intervention. Details of appropriate physical intervention should be included in the plan. (Examples of Positive Support plan proformas can be found [HERE](#))

## 2 Seclusion

*Seclusion is defined as the involuntary, solitary confinement of an individual. Seclusion of a child may constitute a deprivation of liberty in terms of Article 5 of the European Convention on Human Rights. Deprivation of liberty must be authorised by a court or a tribunal in order to be lawful. (Children and Young People's Commissioner Scotland, March 2018)*

**Seclusion is regarded as a punitive approach. Seclusion should not be used in Scottish Borders Council educational establishments.**

Terminology with reference to practices involving various forms of seclusion include:-

time out, exclusion, segregation, seclusion, safe-space, chill out room, de-escalation room, quiet room, calming room, garden time, solitary, inclusive exclusion

Use of an **alternative space** can be considered – but should only be considered as an appropriate response when:

- It is a planned de-escalation technique, which is being used as a positive intervention.
- The young person is regularly taught how to use a space (when they are not in crisis) so that they can use it appropriately when needed.
- For averting immediate danger of personal injury to themselves or others.
- A risk assessment has identified that using a separate space is in the best interests of the pupil as a means of lessening his/her anxiety.

**PLEASE NOTE THAT STAFF SHOULD BE ABLE TO OBSERVE THE PUPILS AT ALL TIMES WHILE PUPILS ARE SEPARATED.**

**All incidents of use of an alternative space must be formally recorded on LEXI and parents must be informed.**

## 3 Staff Development and Training

Scottish Borders Council offers a range of appropriate training and professional learning opportunities to support behaviour management in schools. All instances of training are found within the CPD Online system and the Career Long Professional Learning (CLPL) Brochure.

### Team Teach Training for de-escalation and physical intervention

**Level 1 (De-escalation Strategies)** - Professional Learning training is offered universally for all SBC staff. Sessions will be available on a rolling programme throughout a school session where individuals or whole school teams can sign up for.

**Level 2 (Physical Restraint Strategies)** – Professional Learning training opportunities are only available for staff who work within an enhanced provision, and on an “as needs” basis.

#### **Aims and Objectives of Team Teach are:**

- To promote the least intrusive positive handling strategy and a continuum of gradual and graded techniques, with an emphasis and preference for the use of verbal, non-verbal de-escalation strategies being used and exhausted before positive handling strategies are utilised.
- To enable services develop acceptable and authorised responses to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all, by training in Team-Teach.
- To reduce the amount of serious incidents involving physical controls in all settings and to emphasise the importance of exhausting behaviour management strategies in the first instance.
- To increase the awareness of staff concerning the importance of recording and reporting, monitoring and evaluating, all incidents involving positive handling.
- To provide a process of repair and reflection for both staff and children

Where possible, the expectation is that course members will exhaust **all behavioural management strategies before they physically intervene**. Where and when there is time, the physical interventions should be viewed as a "**last resort option**" for staff.

The physical techniques have sufficient range and robustness to be appropriate across the age and development range, for both the intentional and non-intentional "challenging" individual. The physical techniques provide a gradual, graded system of response commensurate with the situation, task and individuals involved, allowing for phasing up or down as dictated to by the circumstances at the time. **The use of force must be reasonable, proportionate and necessary.**

There is an emphasis on appropriate and targeted verbal and non-verbal communication. Para verbal skills (tone of voice) matter at all times during a restraint however, it is **what** you communicate / say and **how** you communicate / say it that is important.

**The aim is for the person to calm down sufficiently so that staff can return the physical control and help find a better way.** A calm approach with staff using is expected at **all times** when managing such situations.

**Staff are encouraged to complete a risk assessment, both before, during and after any serious incident involving physical intervention.** Running parallel with this risk assessment is the "duty of care" question they have both to the service user and themselves.

## 4 Recording of Restraint and Seclusion

All incidents of restraint and seclusion/alternative space must be formally recorded, and will form part of the risk assessment recording system on LEXI for the child or young person involved. Within the recording the question must be asked **“How were your actions in the best interests of the child or young person?”** the answer to this **must** form part of the formal recording.

Staff should always be given the opportunity to debrief with line managers following any incidents of restraint.

Staff review and learning from any incidents of restraint after they have occurred is also recommended with a view to help staff avoid having to use it in the future and enabling the needs of children to be met.

Schools should ensure that all recording include sections for de-escalation techniques considered and attempted, the child’s and parents' and carers' views.

Staff involved in restraint should be fully trained in line with the councils agreed methods; Team Teach and such interventions must be detailed in a robust risk management plan for the child or young person.



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# **POLICY GUIDANCE ON MANAGING SCHOOL EXCLUSIONS**

**DRAFT 2019**

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## 1. Introduction

Exclusion from school should only be used as a last resort. It should be a proportionate response where there is no alternative. It is the responsibility of all Scottish Borders Council's schools and learning establishments to keep all children and young people fully included, engaged and involved in their education and to improve outcomes for all, with a particular focus on those who might be at risk from exclusion.

In line with National guidance in Included, Engaged and Involved Part 2: a positive approach to managing school exclusions (2017) and Included, Engaged and Involved Part 1: a positive approach to the promotion and management of attendance in Scottish schools, Scottish Borders Council have produced guidelines on how to Manage School Exclusions.

## 2. Impact of Exclusions

It is important that schools are aware of the impact that exclusion can have, particularly within those groups of children who are:

- Assessed with or have a declared disability
- Looked After/Care Experienced
- 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 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.

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*).

The negative impact of exclusion is cumulative and children and young people can often become involved in a negative cycle of exclusion and non-attendance which are very likely to significantly impact on later life chances.

## 3. Legislative Context

Children and young people have a universal and inalienable right to an education. It is the duty of Scottish Borders 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.

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 matter. 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.

## 4. Power to Exclude

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.

Scottish Borders 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 Chief Officer Education of this occurrence.

## 5. 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. The circumstances and motivation for exclusions are outlined in appendix 8(a) and 8(b).

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 7 below)

## 6. 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/carers 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** and recorded appropriately on SEEMIS.

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

## 7. 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 1** outlines a set of challenge questions that may be helpful when considering individual circumstances.

## 7.1 Additional Support Needs

Where a learner with Additional Support Needs (ASN) is at risk of exclusion, school staff must 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. This should include professional discussions with relevant agencies and parents at the earliest opportunity. However, this additional consideration would not prevent exclusion where this is deemed absolutely necessary.

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

Learners must 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 of 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 must be factored into the plans for return to school.

## 7.2 Protected Characteristics

When considering the exclusion of a learner with a protected characteristic or disability, as defined by the Equality Act 2010, staff should ensure that they comply with provisions of the Act in relation to discriminatory behaviour in the context of exclusion from school.

The Equality Act 2010 made it illegal to discriminate against people because of their:

- age
- disability
- gender reassignment
- marriage or civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

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.

### 7.3 Looked After/Care Experienced Children

The Additional Support for Learning Act 2004 (as amended 2009) states that it is assumed that Looked After/Care experienced Children have additional needs unless otherwise stated. All Care Experienced 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.

Corporate Parenting provides an opportunity and a statutory duty on all parts of Scottish Borders 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.

**All schools 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.

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.

### 7.4 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 **must** be informed and involved in the decision-making.

**All school 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 the designated social worker or senior education staff from Education Services.** 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 Social Work Services, prepare a risk assessment to ensure the child or young person will not be placed at further risk while excluded. This risk assessment must be completed on the Council's [LEXI](#) system.

## 7.5 Socioeconomic Deprivation

All school 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.

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

# 8. Procedures for Exclusion from School

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 2* provides a range of challenge questions to consider prior to exclusion.

*Appendix 4* provides a range of questions to consider following an exclusion.

## 8.1 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 Chief Officer 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.

## 8.2 Length of Exclusion

Legislation devolves the length of exclusion to the Local Authority to determine. Scottish Borders 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.

Scottish Borders Council have set the maximum period of 6 school openings for each exclusion; this is the equivalent of 3 school days as the maximum period of exclusion in any case.

**Where an exclusion extends or is predicted to extend over the 3 day maximum period approval must be sought from a member of the Quality Improvement Team. This should be done immediately via telephone or email.**

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 Chief Officer 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.

## 8.3 Provision of Education during Exclusion Period

Scottish Borders 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.

**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.**

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 or a shared placement, 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 (e.g. Stable Life). 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.

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

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

## 8.4 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 also notify parent/carer and child/young person (if over the age of 12) 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 Headteacher, 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 3a](#)

The child, where the child is over 12 and has capacity - [Appendix 3b](#)

The young person only where the young person is over 16 – [Appendix 3c](#)

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.

## 8.5 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 views of the child or young person (with reference to the form in [Appendix 3b](#))
- 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 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 5a](#) for all learners over 12 yrs of age or [Appendix 5b](#) for all parent/carers of learners under 16. The child/young person should be re-admitted to school and signed copies given to all parties.

The original should be retained in the learner's Pupil Progress Record and electronically on the SEEMiS Wellbeing Application.

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. This risk assessment should form part of the agreement and signed by all relevant parties.

## 8.5 Failure to Reach Agreement or attend 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 Scottish Borders Council officer, or they, refuse to agree to the conditions, then the matter should be reported to the Chief Officer Education.

**In this instance re-admission to the school can still take place**, with the matter discussed in a consultation meeting with the Chief Officer Education or Quality Improvement Officer. The refusal should be noted on

the appropriate documentation ([Appendices 6 and 7](#)), and a solution oriented or restorative re-admission meeting attempted where possible.

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 Headteacher'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 Scottish Borders Council that all other avenues should be tried first.**

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

### 8.6 Build Up 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/Pupil Support 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 a member of the Quality Improvement Team.

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.

Further information can be found [HERE](#) and in [Appendix 1](#) of SBC's **Inclusion Policy**, providing further details and guidance to schools when considering the use of a Build-up timetable for a child or young person.

## 9 Permanent Exclusion

The power to exclude on a permanent basis lies with the Director of Children and Young People's Services.

The Headteacher should notify the Chief Officer 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 Chief Officer Education as soon as this request has been made - see [Appendix 9](#).

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

A permanent exclusion relates only to the Scottish Borders 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 Chief Officer 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.

Scottish Borders 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.

## 10 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 10](#) provides an information sheet for parent/carer regarding the appeal process and this **should be sent with the formal exclusion letter**.

## 11 Recording and Documentation

The decision to exclude a learner must be recorded:

- In the child/young person's pupil progress record (PPR);
- In SEEMiS Click and Go attendance and
- Noted in Latest Pastoral Notes/Wellbeing Application 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/Wellbeing Application
- Should not be disclosed as part of a learner's history.

A written record or Chronology 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.

## 12 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.

<b>Challenge Questions</b>
<b>Looked After/Care Experienced Child</b>
Has the Lead Professional social worker consulted prior to decision?
Have appropriate arrangements been made with regard to support/care and wellbeing at home?
<b>Child on Child Protection Register/CP concerns previously raised</b>
Has school CP Officer and Social Worker been consulted?
Have appropriate arrangements been made with regard to support/care and wellbeing at home?
<b>Child with ASN/Protected characteristics</b>
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?
<b>Children from an area of Socioeconomic deprivation</b>
Has consideration been given to the impact on child's wellbeing, e.g. free school meals or Maintenance Allowance?

<b>Challenge Questions</b>
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/staged intervention frameworks 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? Is a restorative conversation required?
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?

Letter of Exclusion to parent/carer of learner under 16.  
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**

Following our discussion today, I am writing to confirm that *Child/Young Person's Name* has been excluded from attendance at school because the circumstances detailed below present a risk to the wellbeing and safety of the whole school community.

Those circumstances are: *enter reason for exclusion as per code in Appendix 8 with a description of incident(s)*

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We now must work together to resolve/minimise the risk so that your child can return to school and we can ensure the safety and wellbeing of all. Please attend a meeting at school with *Child/Young Person's name* on add date and time to identify support and next steps. I have included questions which I would be grateful if you could support and encourage *Child/Young Person's name* to complete and bring along to the meeting.

If you are unable to attend at this time, please contact me to arrange an alternative date or discuss further.

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

Letter of Exclusion to a child/young person over 12years of age. Must be sent on day of exclusion. Pupil to be verbally informed.

Dear *Child/Young Person's name*

### **TEMPORARY EXCLUSION FROM SCHOOL**

Following the incident(s) in school today, I am writing to confirm that you have been excluded from attendance at school because the circumstances detailed below present a risk to the wellbeing and safety of the whole school community.

Those circumstances are: *enter reason for exclusion as per code in Appendix 8 with a description of incident(s).*

- 
- 
- 

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, *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 included with 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

**We want to support you to avoid being excluded again.**

**These are some helpful questions to consider before you return to school meeting.**

**Talk to your parent/carer about them and bring this completed form with you to the meeting to help with the discussion.**

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 staff at school do to make sure you are not excluded again?	
Is there anything your parent/carer can do to help?	
Is there anyone else you would like to help you?	
Is there anything else you would like to discuss?	

Dear *Young Person's name*

### TEMPORARY EXCLUSION FROM SCHOOL

Following the incident(s) in school today, I am writing to confirm that you have been excluded from attendance at school because the circumstances detailed below present a risk to the wellbeing and safety of the whole school community.

Those circumstances are: *enter reason for exclusion as per code in Appendix 8 with a description of incident(s).*

- 
- 
- 

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 included with 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

Checklist: Key considerations once the decision to exclude has been made

<b>Checklist: Key considerations once the decision to exclude has been made</b>	<b>Completed</b>
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	
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	
Arrange date, time and place of Support and Next Steps Readmission meeting is to take place to discuss the exclusion	
Once 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.	
If child or young person is of legal capacity (over 12 years of age) inform them in writing of exclusion and right of appeal	
Ensure exclusion is recorded accurately on SEEMiS	
If appropriate ensure LEXI 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/ipad learning	
Arrangements for the child or young person to access any existing support made (out with school if necessary)	
Allocate a contact person for parent/carers/young person to liaise for educational provision	
Parent/carers should be informed of their responsibility to ensure child or young person is provided with appropriate education throughout the period of exclusion	

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 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:

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

This information will form your Personal Support 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:

*Dear Parent/Carer's name*

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:

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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

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:

Chief Officer Education  
Children and Young People's Department  
Scottish Borders Council Headquarters  
Newtown St Boswells  
TD6 0SA

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. Please do not hesitate to contact me In the meantime I am required to advise the Quality Improvement Team 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)*



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) Act 1980.

Such an appeal should be sent to:

Chief Officer Education  
Children and Young Peoples' Department  
Scottish Borders Council Headquarters  
Newtown St. Boswells  
TD6 0SA

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 a member of the Quality Improvement Team of our present unresolved situation.

Yours sincerely,

Headteacher

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

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

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) Act 1980.

Such an appeal should be sent to:

Chief Officer Education  
Children and Young Peoples' Department  
Scottish Borders Council Headquarters  
Newtown St. Boswells  
TD6 0SA

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 a member of the Quality Improvement Team of our present unresolved situation.

Yours sincerely,

Headteacher

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

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



**Appendix 7c**

Parent/carer of learner under 16: Failure to keep appointment. Headteacher 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.

In addition, this is what I propose:

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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 8a*

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

Yours sincerely,

Headteacher

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

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

Parent/carer of pupil under 16 years: Letter informing parent/carer of Head Teacher's request to Director 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.

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.

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

While we await the response from the Director of Education we will continue to provide educational 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 Scottish Borders 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;

Director of Education  
Children and Young Peoples' Department  
Scottish Borders Council HQ  
Newtown St. Boswells, TD6 OSA.

Yours sincerely,

Head Teacher

### **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:

- 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;
- 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.

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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## **SBC INCLUDES: INCLUSION POLICY**

*In our sight, in our minds, in our actions and being heard*

**ENSURING WELLBEING, EQUALITY AND INCLUSION**

**IN ALL LEARNING ESTABLISHMENTS**

**getting  
it right**  
*for every child*

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## 1. INTRODUCTION

This **policy** details the actions required by all learning establishments to ensure the ongoing development of inclusive practices within Scottish Borders Council. It complements and is integrated within a suite of policies and guidelines which are subsumed under the Inclusion Framework and aligns with Scottish Borders Council Directorate’s vision for all young people – *In Our Sight, In Our Minds, In our Actions and Being Heard*.

**SBC INCLUDES:** *In our sight, in our minds, in our actions and being heard*



This policy provides operational guidance for all learning establishments in promoting positive relationships and ensuring that we meet the needs of all our children and young people which are fundamental to Getting It Right For Every Child (GIRFEC), the successful delivery of the Curriculum for Excellence and reducing the poverty related attainment gap.

As children develop, their relationships with peers and teachers are important to their learning and wellbeing. These relationships can be protective during times of transition or difficulty.

Relationships, learning and behaviour are entwined and should not be considered in isolation. Nurturing relationships are fundamental to the learning and emotional development of all children and young people. It is within safe and secure relationships that children learn to regulate their emotions and

actively explore the environment. Discipline, in terms of establishing safe and consistent boundaries for children and young people to create optimum conditions for learning and teaching, is not a separate issue but integral to the operation of the whole school and to effective teaching. Effective schools and settings depend on supportive relationships and clear expectations for all in the school community.

## 2. NATIONAL AND LEGISLATIVE CONTEXT

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.

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.

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

*Included, Engaged and Involved Part 1: A Positive Approach to Promoting and Managing School Attendance (2019)* provides guidance and a stronger focus on approaches that can be used to ensure that attendance at school is clearly linked to the overall approaches to promoting positive relationships and behaviour and ensuring all children and young people are included, engaged and involved in their education.

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

Together, these documents and frameworks require Local 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 ensure equality of opportunity in learning;
- Plan for accessibility of the curriculum, school information and physical access;
- Consider the wellbeing of children and young people.

### 3. 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 Scottish Borders 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;
- Ensure early identification and assessment of any barriers to learning and the development of positive relationships and prompt and proportionate support to overcome these;
- 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;
- 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.

#### 4. 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 a nurturing 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.

The starting point for promoting positive relationships and behaviour is the provision of:

- a coherent and inclusive curriculum
- effective and engaging learning and teaching

- a whole school nurturing ethos based on positive relationships
- a whole school commitment to inclusion

**SBC INCLUDES** (see *Appendix 1* of the **Inclusion Framework**) reflects the existing strengths we need to continue to develop and build on to realise our vision for children and young people in the Scottish Borders. All SBC staff should demonstrate a commitment to the key features of inclusion ensuring all children are: present, participating, achieving and supported and support the guiding principles of inclusion within **SBC INCLUDES**.

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.

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. Scottish Borders Council's Child's Single Planning Framework and Framework for Staged Intervention details the staged process 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.

Scottish Border'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, nurturing ethos is aligned with our drive to raise attainment. The two are inextricably linked. In developing a Nurturing authority and positive ethos we expect Scottish Borders schools to raise their 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. Please refer to SBC's **Nurturing Approaches** document for detailed information and guidance.

## 5. PARTNERSHIPS AND INVOLVING PARENTS/CARERS AND LEARNERS

Parents are members of the school community and their participation is encouraged, welcomed and valued. Schools and settings should ensure parents and carers feel welcomed by the school and encouraged to participate in their children's learning and school experience.

All learning settings should seek to build a culture of inclusion and develop positive relationships and behaviour by effectively implementing strategies which are aligned with the values and principles of this policy. In particular schools should seek to use strategies that engage the involvement and participation of learners, parents, and staff in their design, development, and implementation.

Schools should take proactive steps to involve parents and carers in all planning and decision making which affects their child or young person. Children and young people too should be encouraged to take responsibility for their learning and wellbeing, and should be given the opportunity to be involved in their own planning and decision making in a way that is appropriate for their age and stage of development

The **Partnerships with Parents Framework** provides clear guidance for each learning establishment or community to improve their work with parents to meet the needs of all our children and young people; whilst allowing flexibility to develop practice that is responsive to their own unique context.

There has been a significant national drive in developing the collective capacity to improve parental involvement in the life of the school and engagement in learning. In the Scottish Borders and we are committed to maximising these approaches to improve attainment, inclusion, achievement, and progress for all.

### **Partnership with other professionals**

In Scottish Borders Council, the Education Department of Children & Young People Services recognise that the service needs to work collaboratively with partner agencies to ensure that the wellbeing needs of all children and young people are fully met and that the child or young person is at the centre of the planning process (e.g. Allied Health Professionals – Speech & Language Therapists, Occupational Therapists). Within Scottish Borders, there are a range of services available to schools to further support the promotion of positive relationships. (See Scottish Border's [Framework for Staged Intervention](#) for further details)

## **6. STRATEGIES FOR POSITIVE RELATIONSHIPS**

The Scottish Government have invested significantly in a wide range of evidence based approaches that focus on improving positive relationships and behaviour. Their publication, [Better relationships, better learning, better behaviour](#), outlines policy guidance to support local authorities, establishments, practitioners and partners to further improve relationships and behaviour within their learning communities. 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, health and wellbeing is curricular area in its own right within Curriculum for Excellence. Learning in health and wellbeing ensures that pupils develop the knowledge and understanding, skills, capabilities and attributes they need for mental, emotional, social and physical wellbeing – now and for the future. The health and wellbeing curriculum is the responsibility of all adults who work with children and young people.

It is expected that [all schools in Scottish Borders](#) will, through their improvement planning and work with partners, recognise these approaches and ensure:

- They have a **Positive Relationships Policy** which;
  - o supports the guiding principles of inclusion within **SBC INCLUDES**
  - o a focus on positive relationships and whole school nurturing approaches
  - o has been developed in liaison with pupils, parents, staff and the learning community

- That all school staff have been made aware of and engage with up-to-date relevant appropriate **professional learning opportunities** affecting the rights, health & wellbeing and inclusion of all;
  - o Growing Confidence resources
  - o Restorative Practices
  - o Whole School Nurturing Approaches
  - o An Introduction to Inclusive Practices (Online Module)
- There is a continuous focus on Inclusion and positive approaches to relationships and behaviour detailed in **School Improvement Planning** (e.g. use of readiness checks and 3.1 self-evaluation toolkit; sustainable training plan which builds capacity within school; systematic review; evidence of impact)
- There is a **shared vision and understanding of Inclusion and wellbeing** and everybody's responsibility to promote and support it. (e.g. Using **SBC INCLUDES** to inform and be visible in all practice. It should also be consistently reflected throughout school policy, planning, procedure and professional development at all levels and across all staff and partners)
- There is a **well-planned progressive health & wellbeing curriculum** in place which provides opportunities and focus on ensuring wellbeing entitlements and protected characteristics supports all learners to maximise their success and achievement.

## 7. CHILDREN & YOUNG PEOPLE'S RIGHTS

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

**It is expected that all schools promote 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 children and young people in Scottish Borders are required to 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.

More information can be found in:

[Children and Young People's Commissioner](#) - This site is for children and young people in Scotland, their parents and any adults who work with them. Here, children can learn about their rights, make their voice heard and find out who can help them live a safe and happy life.

[Recognising and Realising Children's Rights](#) - This is a one day professional learning module from Education Scotland which:

- Raises awareness and develops knowledge and understanding of the United Nation Convention of the Rights of the Child (UNCRC);
- Allows establishments to self-evaluate their practice in light of the UNCRC;
- Supports improvement planning within establishments

[Rights Respecting schools](#) - The Rights Respecting Schools Award is a [Unicef UK](#) programme that aims to put [children's rights](#) at the heart of schools in the UK. They work with thousands of schools across the country to embed children's rights in their ethos and culture to improve well-being and develop every child's talents and abilities to their full potential.

## 8. ADDITIONAL SUPPORT

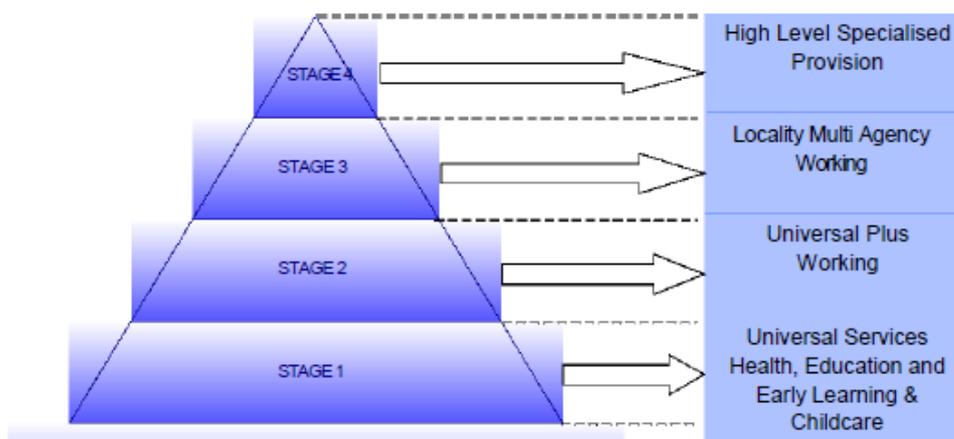
Whilst it is acknowledged that the majority of children and young people flourish within the learning environments created through the strategies and approaches outlined above, there are times when some children and young people require additional planning and support to meet their needs. Scottish Borders Council operates a staged approach to providing support in addition to the whole school strategies detailed above.

A **staged model of support** is used to identify and assess the needs of all learners. The information gained is then used to inform inclusive teaching and learning and to embed a consistent, planned and co-ordinated approach across all educational establishments. It also assists with early identification, assessment and provision of support in order to help all learners. Scottish Borders Council uses the staged model of support to assess **all** the needs of the child including their educational needs.

The Scottish Borders Framework for Staged Intervention has been designed to enable staged and proportionate intervention to meet the additional support needs of children and young people within educational establishments in the Borders.

## Scottish Borders Staged Intervention Model

Staged Model of Support for Children and Young People



Systems, resources and strategies to meet needs are outlined in 4 Stages.

<b>Stage 1 Universal</b>	The additional support needs of children and young people are met and managed within class.
<b>Stage 2 Universal Plus</b>	The additional support needs of children and young people are met and managed within the establishment.
<b>Stage 3 Locality Multi-Agency Working</b>	The additional support needs of children and young people are met and managed within the establishment with support from Partner Services and Agencies.
<b>Stage 4 Specialised Targeted Support</b>	The additional support needs of children and young people are met and managed through placement in a specialist setting.

All schools should use this staged model of support to assist in more detailed planning and the provision of additional support when increasing levels of need are identified. Where appropriate, the [National Risk Assessment Framework](#) should be considered at this level of planning. In all circumstances, the Getting It Right For Every Child (GIRFEC) [National Practice Model](#) should be used to support the child's planning process.

More detailed information regarding the assessment and planning process and accessing local resources can be found in the [Framework for Staged Intervention](#).

**It is expected that all relevant school staff have an awareness and understanding of this staged intervention framework in order to access local additional support resources.**

## 9. USE OF BUILD UP TIMETABLES

Children and young people have a right to be provided with a school education and this right is enshrined in the Standards in Scotland's Schools Act, 2000. It should also be recognised that pupils are to be educated in accordance with the wishes of their parents, (Education (Scotland) Act 1980). Therefore, all part-time/build-up arrangements can only be made in agreement with a pupil's parents or carers.

Scottish Government guidance (Included, Engaged and Involved Part 2, 2017) states that, *"In order to support the child or young person appropriately and enhance the transition back to school, it may be necessary in exceptional circumstances to implement a package of support that could be achieved using a flexible or part-time timetable with an agreed timescales as to when this will end. Any such arrangements should be for a short, agreed period with the aims and conditions around this recorded in any support plan."*

Schools have a duty of care for all pupils who are on their roll. They must ensure that when pupils are not expected to attend the school full-time there is a clear agreement with parents/carers about who is carrying out that duty of safeguarding the pupil at each session.

The Scottish Government guidance states that such arrangements should also be recorded in SEEMIS with a new code which has now been created for children and young people who are returning to school on a part time basis following exclusion. This has been agreed as:

Description	Code	Short Code
Part Time Timetable (exclusion related)	PTX	Y

Further information can be found [HERE](#) and in *Appendix 1*, providing further details and guidance to schools when considering the use of a Build-up timetable for a child or young person.

## 10. ANTI BULLYING

The National Approach to Anti-Bullying for Scotland's Children and Young People is outlined in the Scottish Government's published report [Respect For All \(2017\)](#). This framework builds on the positive work which has already taken place in Scotland to address bullying. It provides a holistic framework for all adults working with children and young people to address all aspects of bullying, including prejudice-based bullying. Respect for All reflects Getting it Right for Every Child and recognises that bullying impacts on wellbeing. In order to thrive and achieve their full potential, children and young people need learning environments which are safe, nurturing, respectful and free from fear, abuse and discrimination.

Scottish Borders Council Education Services adopts the “Respect For All” framework for implementation across all schools. It is important to ensure that the ethos of anti-bullying is embedded in day-to-day practices that are in step with Respect for All. The message that bullying is never acceptable is always prevalent and continuously and consistently reinforced.

In order for this to be effective, there needs to be ownership of this policy at local levels. Where this is achieved, through genuine consultation and involvement, a policy is more likely to be successful in achieving its aims.

**All schools and educational settings should either have a separate anti-bullying policy or have a clear anti-bullying statement within a Positive Relationships policy that reflects Respect For All.** An anti-bullying policy is a clear commitment to develop a respectful, equitable and inclusive culture and ethos within an organisation or establishment. Environments that promote respect, celebrate difference and promote positive relationships and behaviour are less likely to see bullying as acceptable behaviour.

All learning establishments are expected to have a policy which:

- Includes a statement which includes a specific explicit commitment to challenging prejudice-based bullying
- Details establishment practices that promote fairness, inclusion and respect in line with Respect for All and national guidance on promoting positive relationships and behaviour
- Has involved and consulted meaningfully with children and young people
- Has involved and consulted meaningfully with parents/carers
- Makes parents/carers aware of organisational and local anti-bullying policies
- Ensures parents/carers are provided with information on how to raise a complaint and the escalation process
- Ensures there is clear monitoring and recording procedures and everyone in the school or service are aware of these\*\*
- Monitor and review policy and practice on a regular basis
- Take action to promote positive respectful relationships and promote equality and diversity and children’s rights
- Offer children and young people a range of ways to report bullying or to talk about any concerns they have in confidence
- Resolve incidents of bullying proactively, using a respectful, proportionate and holistic approach which takes account of the impact of the incident as well as any underlying prejudice or other negative attitudes

**\*\* All incidents of Bullying or Inequalities must be recorded on SEEMIS  
(Click & Go -> My Profile -> Management -> Bullying & Equalities)**

## 11. VIOLENCE, PHYSICAL INTERVENTION, SECLUSION & RESTRAINT

Children & Young People Services has a duty of care for the health and safety of all of its staff, children and young people.

It is envisaged that the effective implementation of the Inclusion Framework and associated documents, will support schools and learning establishment and will lead to positive, inclusive, nurturing environments and the engagement of children and young people in their learning. However, it is acknowledged that in some circumstances, situations occur that escalate to include physically challenging behaviour.

The use of force against another person constitutes an assault. However the law recognises certain justifications for its use. In the context of services for young people, the sole justification for the use of force relates to circumstances in which:

- the young person is or is about to present a danger to themselves
- the young person is or is about to present a danger to other people
- the young person is doing or is about to do significant damage to property including her/his own (this can also present a direct danger to her/himself or others, or serious risk to property if s/he does so).

It is recognised that crisis situations are often not clear-cut and it is difficult to specify the exact circumstances in which force is justified pro-actively. The law operates with hindsight generally on the basis of precedent and will examine each case on its merits. There are, however, clear cut situations where physical intervention is required as a duty of care e.g:

- when a child is engaging in self-mutilation or
- endangering themselves or others or
- where an attempt to abscond would result in an unacceptable level of risk

Assessment of risk must always take account of the age, vulnerabilities and circumstances of the individual pupil. All risk assessments must be recorded on the [LEXI](#) recording system.

**Seclusion of a child or young person within a separate space with no supervising adult is a form of physical intervention.**

*Seclusion is defined as the involuntary, solitary confinement of an individual. Seclusion of a child may constitute a deprivation of liberty in terms of Article 5 of the European Convention on Human Rights. Deprivation of liberty must be authorised by a court or a tribunal in order to be lawful.*

(Children and Young People's Commissioner Scotland, March 2018)

Seclusion is regarded as a punitive approach.

**Seclusion should not be used in Scottish Borders Council educational establishments.**

Terminology with reference to practices involving various forms of seclusion include:-

time out, exclusion, segregation, seclusion, safe-space, chill out room, de-escalation room, quiet room, calming room, garden time, solitary, inclusive exclusion

In line with National Policy and Guidance, Scottish Borders Council have produced [Guidelines on Restraint and Seclusion in Scottish Borders Schools](#) .

**All staff and parents must be made aware of these guidelines. A copy can be found in [Appendix 2](#).**

**All incidences of risk physical intervention and seclusion must be recorded using the [LEXI](#) recording system.**

## **12. MANAGING INCIDENTS INVOLVING WEAPONS**

Where school staff suspect that a child or young person is in possession of a weapon, such as a knife, in school, this should, without delay, be referred to the Headteacher, or in their absence the member of staff deputising. Staff should not directly challenge the child or young person.

Schools should ensure that training and support on de-escalation is planned for and/or provided for all school staff. This mandatory training is accessed through the Career Long Professional Learning programme. This will include how to respond to situations where a child or young person may be suspected of having a weapon.

When considering the most appropriate way to deal with a situation where school staff suspect a child or young persons is in possession of a weapon, consideration must be given to the safety of the child or young person and all others within the school. It may be evident from the circumstances that there is a need to immediately call the police to attend.

Prior training in risk assessment for such situations should be undertaken within all schools.

A member of school staff, in the presence of another member of senior staff, where possible, may – if they believe it is safe to do so – ask the child or young person to disclose and display the contents of pockets or bags, to ascertain if there is a weapon. If the child or young person will not co- operate by displaying their belongings, then the child or young person should be asked to remain where they are and the police should be called immediately.

Any incident where a decision is made to undertake a search of a child or young person and/or where a weapon is suspected or found, must be recorded in both the pupil's file in SEEMIS and the council's [LEXI](#) system. Risk assessment procedures should also be followed in these circumstances in line with council policy.

This information will be used to ensure Scottish Borders Council can monitor processes for weapons within their existing systems to ensure that they have accurate evidence, which is monitored and reviewed to help identify emerging issues and support early action including the identification of any professional learning needs.

Schools will consider, as part of their health and wellbeing curriculum, how children and young people can be supported to develop safe and responsible attitudes, including understanding the risks and dangers that can arise from carrying a weapon and by being encouraged to speak with an adult if they suspect that someone has a weapon.

For circumstances in which staff are responding to a knife or other offensive weapons incident within school, **it is expected that in each and every incident the school will report this to police** via one of the following appropriate channels:

- Utilising the 999 emergency call service in the event of an immediate emergency
- Utilising the police non-emergency number 101 if there is no immediate danger
- Reporting to a Locality Integration Officer (LIO)/Community Police Officer

These 3 methods are highlighted in order to clarify that it is up to the professional judgement of the Headteacher to identify the seriousness of the incident and therefore utilise the most appropriate method of reporting accordingly.

### **13. MANAGING SCHOOL EXCLUSIONS**

Exclusion from school should only be used as a last resort. It should be a proportionate response where there is no alternative. It is the responsibility of all Scottish Borders Council's schools and learning establishments to keep all children and young people fully included, engaged and involved in their education and to improve outcomes for all, with a particular focus on those who might be at risk from exclusion.

In line with National guidance in *Included, Engaged and Involved Part 2: a positive approach to managing school exclusions (2017)* and *Included, Engaged and Involved Part 1: a positive approach to the promotion and management of attendance in Scottish schools*, Scottish Borders Council have produced guidelines on how to Manage School Exclusions. These can be found in [Appendix 3](#).

## SBC INCLUDES: FRAMEWORK FOR STAGED INTERVENTION

*In our sight, in our minds, in our actions and being heard*

This staged intervention guide provides support to schools on decision-making in local settings, to address concerns, assess and meet needs of children and young people at the earliest opportunity. Decisions should be made involving the child or young person, parents/carers, school staff and, at some levels, other professionals - working in partnership to get it right for every child.



getting  
it right  
*for every child*

Produced: 2019  
Due for Review: 2020



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# FRAMEWORK FOR STAGED INTERVENTION



## Introduction

### What is staged intervention?

Staged intervention is used as a means of identification, assessment, planning, recording and review to meet the learning needs of children and young people.

It provides a solution-focused approach to meeting needs at the earliest opportunity and with the least intrusive level of intervention. The process involves the child, parents/carers, school staff and, at some levels, other professionals, working in partnership to get it right for every child.

Staged intervention is designed to be flexible and allows for movement between stages depending on progress.

This Staged Intervention Framework will enable staged and proportionate intervention to meet the additional support needs of children and young people within educational establishments in the Scottish Borders. Key features of the Staged Intervention Framework include:

- an emphasis on inclusion with early intervention in the most effective and least intrusive way;
- early and meaningful involvement and participation of the pupil and parents in the process; and
- effective, efficient and equitable targeting of resources.

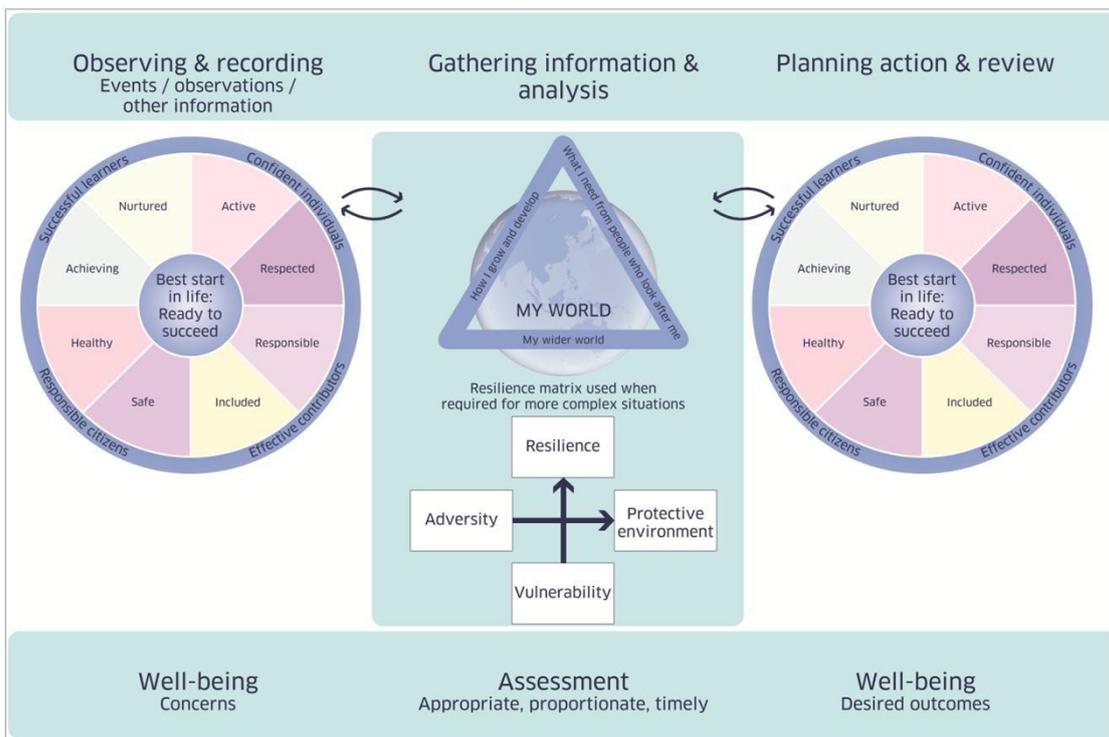
Prior to implementing the staged approach, it is expected that staff in schools and settings continue to explore and embed whole school and classroom-based approaches and strategies. Through the curriculum for excellence, high quality learning experiences should be designed and implemented as far as possible in the education setting to provide support to meet the diverse needs of children and young people.

Schools and settings need to ensure that practitioners identify, assess needs, plan and adapt relevant learning and carefully track the progress of all children and young people and are quick to communicate concerns about the degree of progress or different patterns in learning and behaving. [Supporting Children's Learning: the Code of Practice 2010](#), along with GIRFEC, emphasises the importance of working in partnership as the means to effectively meeting additional support needs. The staged process is designed to be flexible and allows for movement between stages depending on progress. A learner placed at any of the 4 stages may move up or down depending on needs and outcomes of support. Movement to a higher stage of intervention usually follows exhaustion of the provisions at the level below. In some cases acceleration through the stages will be required to meet the needs of the individual child or young person. Equally where actions and supports are successful in removing barriers to learning, pupils may move to a lower stage of support or staged intervention may cease for that child or young person.

## National Guidance

When staged assessment and intervention processes are required to support the needs of learners, practitioners should draw on the GIRFEC [National Practice Model](#) . This can be used in a single or multi-agency context and provides a common tool or framework for practitioners and agencies to structure and analyse information consistently so as to understand a child or young person’s needs, the strengths and pressures on them and consider what support is required. It defines needs and risks and promotes the participation of children, young people and their families in information gathering and decision making. Together with SBC’s [SBC Keeping Children & Young People Safe and Well Tool](#), the National Practice Model should provide a common framework for identifying outcomes and reviewing actions as part of staged intervention.

### National practice model



### Principles of National Practice Model

- To improve outcomes for the most vulnerable learners to ensure that our support framework for children, young people and families is responsive at the point of greatest need
- To promote a holistic approach to providing appropriate, proportionate and timely support
- To provide intervention at the earliest point to ensure support has a positive impact on the outcomes of our children and young people.
- To ensure every learner gains as much as possible from the opportunities which Curriculum for Excellence (CfE) can provide. In our schools there are children and young people who require additional interventions to enable them to fully access the curriculum. If we are to prevent the acceleration and compounding of any difficulty a child or young person has, it is important, that we adopt an early intervention approach to meeting their needs.
- To give all learners access to appropriate interventions that ensure their needs are met appropriately as they are required
- To provide all learners with the best opportunity to acquire skills for learning and skills for life which will impact positively on their future life chances

### Scottish Borders Staged Intervention Model

#### Staged Model of Support for Children and Young People



The Scottish Borders Framework for Staged Intervention has been designed to enable staged and proportionate intervention to meet the additional support needs of children and young people within educational establishments in the Borders.

Systems, resources and strategies to meet needs are outlined in 4 Stages.

<b>Stage 1</b>	<b>The additional support needs of children and young people are met and managed within class.</b>
<b>Stage 2</b>	<b>The additional support needs of children and young people are met and managed within the establishment.</b>
<b>Stage 3</b>	<b>The additional support needs of children and young people are met and managed within the establishment with support from Partner Services and Agencies.</b>
<b>Stage 4</b>	<b>The additional support needs of children and young people are met and managed through placement in a specialist setting.</b>

**The following information will exemplify what is expected at each stage. These will:**

- Give greater detail of the nature and level of support expected across the 4 stages.
- Give greater clarity of the processes, roles and responsibilities and of partnership working.
- Develop a common understanding of expectations in each area and at each Stage across professions.
- Ensure that support is progressive, proportionate and consistent.
- Support assessment, review and planning at individual, class or establishment level.
- Inform professional dialogue.
- Identify appropriate next steps both at individual and establishment level.
- Support capacity building.
- Support self-evaluation and improvement planning.
- Ensure that support is reflective of legislation, guidance, management systems and procedure

If working well, staged intervention should mean that parents and carers, school staff and, if needed, staff from other agencies, all work together to make sure a child gets the support they need.

It is expected that staff in schools and settings will work in partnership with other professionals in the local authority, both within and outwith Education, linking with identified partner agencies such as Health, Social Work, Community Learning & Development, to support additional support needs across all 4 stages of the staged framework.

**Please note: Agency involvement alone does not determine the stage of assessment and intervention a child or young person is at and the child or young person may move in and out of stages depending on their needs at a certain time.**

The information at each Stage is provided under the following headings:

**1 The Child Planning Process**

**2 Roles and Responsibilities**

**3 Partnership**

**4 Environment**

**5 Staffing**

**6 Legislation, Guidance, Resources, Tools and Strategies**

**7 Learning, Teaching and Achievement**

**8 Assessment**

## **Stage 1 – Universal Services**

**The additional support needs of children and young people are met and managed within class.**

<p style="text-align: center;"><b>Stage 1</b></p> <p><b>Universal Services Health, Education and Early Learning &amp; Childcare</b></p> <p>Children and Young People's needs met are by Universal Services of health and education</p>	<p>At Stage 1, any additional support needs of a child or young person can be met by staff in the classroom or early years setting – for example a teacher may adapt how a lesson is taught or provide a visual timetable to help a child cope with changes happening throughout the day.</p> <p>Parents should be involved in discussions about their child's needs, how support is being provided and whether any further assessments are needed. This would be discussed at Parent Consultation meetings and School Review meetings. Depending on a child's needs they may have an Individual Educational Programme (IEP) or additional support planning in place. However in many cases a child's Personal Learning Plan or Learning Journal (which every child has) will be sufficient at this stage.</p> <p>There will be no professional involvement over and above Universal Services within an educational setting (i.e. School staff – including Early Years staff, Support for Learning Teacher, Pupil Support Team etc)</p>
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**1 Planning** - Evidence identifies that the learner needs additional support in class to make progress appropriate to age and ability in learning. This evidence is gathered through observation, assessment and consultation with the learner, parent/carer and other school staff.

Most needs will be met and monitored through personalisation of the curriculum and environment within whole class and personal learning planning, taking account of the National Practice Model (Wellbeing Wheel and My World Triangle).

**Personal learning planning (PLP)** - Personalised learning is at the heart of supporting an individual. Conversations about learning and behaviour, reviewing progress and planning next steps are central to this process. All children and young people should be involved in personal learning planning (PLP). The learner is provided with opportunities for achievement which focus on learning and progress made through activities across the full range of contexts and settings in which the curriculum is experienced. The [Additional Support for Learning: Code of Practice 2017](#) says that children with additional support needs should be involved in their personal learning planning – including support in managing emotions. It also advises that, for many, this will be enough to meet their needs.

In addition, all children and young people should have frequent and regular opportunities to discuss their learning and development with an adult who knows them well and with whom they have a mutually trusting relationship. This key member of staff will have a holistic overview of the child or young person's learning and personal development. The [CfE Benchmarks](#) and the [SBC Wellbeing Web](#) are useful tools to help identify areas for development and set individual targets. Other support may be provided in consultation with a Support for Learning teacher and some individualised supports in schools and settings may include a Strategy sheet, Literacy profile, Positive Support Plan etc)

Involvement of the learner and parent /carer should inform assessment, planning and monitoring from the earliest point.

**2 Roles and Responsibilities** - The class or subject teacher retains responsibility for meeting learning needs and implementing actions in a child or young person's Personal Learning Plan.

The Establishment Lead has overall responsibility within the terms of Getting it right (The Children's Services Delivery Model).

**3 Partnership** - Clear consultation systems are in place in school to support effective partnership working i.e. between EY staff, class teacher, SfL Teacher, Pastoral Team and Senior Leadership Team.

Any child or young person's PLP will be developed in partnership with the learner, parent/carer and class teacher.

Knowledge and understanding can be gained through visits/sharing practice with other schools.

**4 Environment** – An inclusive learning environment will ensure that individual needs are met within class. An environment which is caring, inclusive, fair and focused on delivering learning to meet individual needs will encourage all children and young people to strive to meet their learning potential.

Children and young people should be able to access the whole establishment environment with minimal personalisation, but the following should be taken into consideration:-

- Environmental adaptations may be required and an environmental audit and/or risk assessment may be required to support strategies to support inclusion. e.g. seating arrangements, visual timetables or alteration to class layout as appropriate.
- There should be ongoing monitoring and review of the learning environment.
- Guidance and support from SfL teacher or team within school will support this process.

**5 Staffing** - All staff should be aware of and are confident in their use of whole school systems, approaches and strategies to meet the needs of all learners and support inclusion. Staff should be able to access the necessary advice, resources and CLPL. Please refer to the latest CLPL Brochure and to the SBC [CPD Directory](#)

A robust PRD process will inform staff CLPL needs and a range of professional learning opportunities can be accessed (within and beyond the school or early years setting), through the CPD Directory and tailor made input provided by Partner Services and Agencies e.g. Leader valley, Psychological Services.

Support for Learning staff should be used in a consultative capacity taking into account all 5 aspects of the SfL roles and devise individual programmes for learners as appropriate.

Pastoral Support teams will offer consultation and advice to meet the guidance and pastoral needs of learners and to support behaviour.

Any factors in relation to staffing within school (including break, lunch times and within the playground) as identified through risk assessment are put in place through universal staffing levels in class/school.

Specific staff training requirements, identified through improvement planning, audits and risk assessments, are met through a range of individual and whole school CLPL programmes including shadowing within and beyond the establishment and including specialist provisions.

**6 Legislation, Guidance, Resources, Tools and Strategies** - Staff should be proactive in their knowledge of National Legislation and Scottish Borders Councils' policies in relation to learning and teaching and providing support to all children & young people. For example:-

- GTCS – Standards For Registration
- Getting it Right for Every Child Approach
- The Children & Young People Scotland Act (2014)
  - The United Nations Convention on the Rights of the Child (UNCRC).
  - The Standards in Scotland's Schools etc. Act (2000).
  - Disability Strategies and Pupils' Educational Records (2002);
  - Additional Support for Learning (Scotland) Act 2004 (as amended 2009);
  - Code of Practice to support the ASL ACT
  - Equality Act (2010);
  - Included, Engaged and Involved Part 1: *A Positive Approach to the Promotion and Management of Attendance in Scottish Schools (2019)*
  - Included, Engaged and Involved Part 2: *A Positive Approach to Preventing & Managing School Exclusions (2017)*
  - Curriculum for Excellence
  - [Milestones to support learners with complex needs](#)
  - [Applying nurture as a whole school approach: A framework to support self-evaluation.](#)
  - [Autism Toolbox](#)
- The National Improvement Framework (NIF)
  - Growing Confidence Materials
  - Building Resilience Materials
  - An Introduction into Inclusion Online Toolkit
  - CIRCLE documents
  - The Emotion Talks toolkit
  - Early Years Framework
- SBC's Dyslexia Policy and Guidance (2018)
- GIRFEC – SBC Child's Planning Manual v4
- GIRFEC – Keeping Children Safe and Well Tool
- [NHS information on ADHD](#)
- [Boardmaker](#)
- Guidance on Restraint and Seclusion in Scottish Borders Schools (2019)
- Respect Me
- Restorative Approaches
- School or early years settings' policies to support inclusion give clarity to systems and processes within the school or early years setting. e.g. Learning & Teaching Policy

- Use of a range of support strategies including: Weekly /daily plan / Positive Support Plan/Home school diary
- Individual 1-1 support in class and interventions from staff within the class room – e.g. 30 minute “check-ins”

SEEMIS should be used as the whole school information management system to record all additional support needs. New Pastoral Notes should be used to develop a chronology to sit within a Child or Young Person’s Plan.

**7 Learning, Teaching and Achievement** - Learner’s will engage with all aspects of the curriculum, day to day activities, routines and life of the class and establishment.

Personalisation of the experiences and outcomes within the curriculum to meet specific areas of need may be required including class/group structure, a visual timetable, individual day plan, Personal Support plan, alternative space such as a quiet corner or work station.

Forward plans will have individualised aspects. Individualised planning documents, if required, should sit within the child or young person’s Personal Learning Plan as appropriate, e.g. Literacy Profile, IEP or Health Care Plan. Individualised learning outcomes within these plans should detail the resources, strategies and approaches to be put in place to overcome barriers to learning.

**8 Assessment** – a range of curricular and environmental assessments should be used to identifying barriers to learning and strategies to promote positive learning and behaviour e.g. base line, formative, summative, environmental and risk assessment. (e.g. Standardised assessments such as New Group Reading Test, Progress in Maths, Literacy Profile within SBC Dyslexia Policy & Guidelines, Boxall Profile)

Assessment information should be recorded, monitored and reviewed in consultation with school and early years tracking & monitoring systems and with full engagement of the learner and their parent/carer.

Monitoring and reviewing of attendance should be undertaken as part of the assessment process and in line with SBC guidance.

**All children and young people who are looked after at home or away from home are deemed to have additional support needs unless assessed as otherwise.**

## Stage 2 – Universal Plus Services

**The additional support needs of children and young people are met and managed within the establishment.**

<p style="text-align: center;"><b>Stage 2</b></p> <p style="text-align: center;"><b>Universal Plus Working (either or both Health and Education)</b></p> <p>Children and Young People's needs requires focused interventions.</p>	<p>A child may be moved to Stage 2 when a child or young person's needs are not met at Stage 1 but can be met by additional levels of targeted or specialist support available within the universal service.</p> <p>At this stage, consideration should be given to completing an assessment to gain a holistic overview of needs and concerns around the child or young person. This should be recorded using Universal Assessment of Needs (UIA) or <a href="#">SFL Assessment of Needs Form</a> and supported by an Individualised Education Programme if appropriate (IEP) or additional support planning in place such as a Positive Support Plan which may include specific strategies to support challenging behaviour. Parents and carers should always be involved in planning how the school will meet their child's needs. School should record notes from meetings and agreed actions on <a href="#">Universal Plus Paperwork</a>.</p> <p>Specific, targeted support may be identified and managed through deployment of resources universally available within the establishment. Resources and strategies may include participation in targeted groups or programmes within class/establishment provided by school personnel.</p> <p>Examples of support at this stage includes extra help from a Support for Learning teacher inside or outside of the classroom or taking part in a targeted learning programme.</p> <p>In order to plan to meet individual needs, school staff may also benefit from consulting with/receiving support from:</p> <ul style="list-style-type: none"> <li>- Speech &amp; Language Therapist</li> <li>- School Nurse</li> <li>- Occupational Health</li> <li>- Health Visitor (accessed directly through local Health Centres)</li> <li>- Access to the Curriculum Teacher (ICT)</li> <li>- Visual Impairment Support (Additional Support Services Referral)</li> <li>- Hearing Impairment Support (Additional Support Services Referral)</li> <li>- Bilingual Support (Additional Support Services Referral)</li> <li>- Community Learning &amp; Development Service (CLDS)</li> </ul> <p style="text-align: center;"><b><i>(All the above forms can be found <a href="#">HERE</a>)</i></b></p> <p>Advice and consultation may be sought from Leader Valley or Inclusion &amp; Wellbeing Service.</p> <p>Consultation with and/or advice from an Educational Psychologist can also be sought, but parental consent must be obtained first.</p>
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**1 Planning** - If needs are not met or concerns remain despite measures undertaken at Stage 2 then the class/subject teacher should consult with the Support for Learning teacher or team within school and/or the Establishment Lead to consider evidence to date and decide what needs to happen next.

The five questions any practitioner needs to ask are the same questions all practitioners need to raise when they are concerned about the learning or wellbeing of a child or young person:

- What is getting in the way of this child or young person's learning/wellbeing?
- Do I have all the information I need to help this child or young person?
- What can I do now to help this child or young person?
- What can my school or setting do to help this child or young person?
- What additional help, if any, may be needed from others?

The GIRFEC National Practice model provides a framework to support practitioners' assessment and planning for a child. The [National Risk Assessment Toolkit](#) can be used as a means to analysing and supporting assessment, but there are a number of other resources and toolkits that can be used alongside this assessment process e.g. the [Autism Toolbox](#), [SBC Dyslexia Policy and Guidelines](#) , [CIRCLE](#) [Link to Online CIRCLE Resource](#) .

Personalisation of learning and teaching approaches within the establishment is required to meet the needs of the learner and ensure that the learner engages fully with all aspects of the curriculum and all aspects of school life. In secondary schools, whole establishment timetabling and planning should take account of personalisation of the curriculum for individuals or groups of young people.

**Individualised Educational Programme (IEP)** – A child or young person's PLP can be supported by an individualised educational programme (IEP). An IEP is a non-statutory document used to plan specific aspects of education for learners who need some of or their entire curriculum to be individualised. IEPs are usually provided when the curriculum planning required is to be 'significantly' different from the class curriculum. Involvement with group work or extraction for a number of sessions a week does not normally meet the criteria for an IEP. ([See IEP Paperwork](#))

The SfL teacher or identified member of the SfL/Pastoral Team should decide whether to complete a Universal Information & Assessment (UIA) to gain a holistic overview of needs/concerns and determine whether more individualised integrated planning is required. A Universal Plus meeting may be required to determine and agree any actions. This will ensure effective collaborative planning and best use of wider resources. When a Universal Plus meeting is held it should involve the core people already involved in supporting the learner, although consultation and advice from a range of Partner Services and Agencies may inform the meeting or be actions on the plan.

**2 Roles and Responsibilities** – The SfL Teacher or an identified member of the SfL/Pastoral Team within the establishment, in collaboration with the Class/Subject Teacher, Nursery ELC, has responsibility for the implementation of identified actions.

The Establishment Lead has overall responsibility within the terms of Getting it Right (The Children & Young People's Services Delivery Model)

**3 Partnership** – There should be ongoing consultation with the SfL teacher or SfL/Pastoral Team within school for specific advice and/or support on strategies to meet identified need and to support the Child Planning Process.

Any strategies should be reviewed and recorded regularly in a planned cycle involving the core people around the learner i.e. the learner, parent/carer, class teacher, class team, SfL team members as appropriate.

Advice and guidance may be sought from Partner Services and Agencies in a consultative capacity and/or for whole school input to support capacity building and for provision of CLPL. e.g. Psychological Services, IWBS, Leader Valley, Community Learning Development, Bilingual Support, ICT support, Speech & Language Therapy, School Nurse.

Parent partnership (a whole family approach) where possible, regular liaison between home and school and involvement of the learner and parent/carer in assessing/planning/meeting needs is recommended.

#### 4 Environment - All aspects of Stage 1 (above) and in addition:

A greater level of environmental adaptation may be required – such as:

- Intervention by Support for Learning teacher e.g. Targeted group interventions (Literacy, Numeracy, HWB) Record strategies used for child or young person
- Access to alternative space - quiet area/sensory/nurture space, where staff are supervising at all times (Please refer to [Guidance on Restraint and Seclusion in Scottish Borders Schools](#))
- Peer Buddy in playground

The organisation of the whole school or early years setting's environment should take account factors identified through an Environmental Audit, Risk Assessment and the ongoing monitoring of the environment.

Advice and strategies on adapting the classroom environment can be sought from Leader Valley or IWBS and information can be found in:

- Circle Documents – (EY, Primary & Secondary) [CIRCLE](#) [Link to Online CIRCLE Resource](#)
- POLAAR [Environment Assessment](#)

#### 5 Staffing - All aspects of Stage 1 (above) and in addition:

Support for Learning staff may:-

- Consult and liaise with school or early years setting staff and partner agencies to identify a learner's strengths and needs
- Jointly plan, deliver and review learning & teaching in the classroom
- Assess learners using a variety of assessments
- Work directly to support learners individually and in groups both within and at times, outwith the classroom. This should always be shared and agreed with parents.
- The SfL teacher or SfL/Pastoral Team within school should support staff in implementing strategies and systems to meet the guidance and pastoral needs of pupils.
- There should be structured and consistent support within school from school personnel which is timetabled including 1-1 and group support, specific areas within school e.g. as identified by risk assessment/ individual planning. This should be detailed in Universal Plus paperwork and reviewed regularly.

#### 6 Legislation, Guidance, Resources, Tools and Strategies - All aspects of Stage 1 (above) and in addition:

Focused interventions within establishment including specific subject based resources to support inclusion and attainment. These interventions require more targeted support from staff within the establishment, beyond what is generally available within the class. For example:-

- [Dyslexia Toolkit](#)
- Literacy Profile - SBC Dyslexia Policy/Guidelines\*  
\*The above documents can be found [HERE](#)
- Positive Support Plan\*
- Individual strategy sheet\*
- Individualised Educational Programme (IEP)\*

Provision of materials, tools and strategies are tailored to the needs of the learner e.g.1-1 or group work.  
For example:-

- Reading Recovery group to support aspects of literacy
- Success @ Arithmetic group to support aspects of numeracy
- Nurturing Approaches group to support aspects of Wellbeing
- Individual reading support (Toe by Toe)
- Individual support during SQA assessments (e.g. reader/scribe/ICT etc)

All establishment should have policies and procedures for close management and supervision of individual pupils and refer to the following documents for guidelines:-

- [Included, Engaged & Involved Part 2: A Positive Approach to Preventing and Managing School Exclusions](#) (Scottish Government 2017)
- [Guidance on the presumption to provide education in a mainstream setting](#) (Scottish Government March 2019)
- Guidance on Restraint and Seclusion in Scottish Borders Schools

Other useful links include:-

**Link to School Nursing Service on SBC Intranet:** [School Nursing Service Referrals](#)

**Link to Educational Psychology on SBC Website:** [Educational Psychology Service](#)

[EP Service Referral Forms](#)

**Link to SBC ASN website for parents:** [Additional Support for Parents](#)

## 7 Learning, Teaching and Achievement – All aspects of Stage 1 and 2 and in addition:-

Personalisation of learning and teaching approaches within the establishment is required to meet the needs of the learner and ensure that the learner engages fully with all aspects of the curriculum and all aspects of school life. (e.g. IEP, Positive Support Plan etc)

Specific, targeted support may be identified and managed through deployment of resources universally available within the establishment. This support will be planned for through the Universal Plus Planning Process and school or early years setting planning.

Referrals to Visual Impairment, Hearing Impairment or Bilingual Support should be made on Additional Support Services Referral Form which can be found here [Referral for Additional Resources](#).

Resources and strategies may include participation in targeted groups or programmes within class/establishment provided by school personnel.

Whole establishment timetabling and planning should take account of personalisation of the curriculum.

### **8 Assessment - All aspects of Stage 1 (above) and in addition:-**

The responsibility for identifying and planning to meet the needs of the pupil remains with the Class Teacher and/or Sfl Teacher or Sfl/Pastoral Team within school. All assessments outwith, or additional to those which normally would take place in the classroom setting, require parental consent. These should be completed on [UIA](#) Form or [Sfl Assessment of Need Form](#) and should be recorded as notes on [Universal Plus Paperwork](#) after a School Review/Universal Plus meeting.

Learners can be assessed using a variety of assessments such as:-

- Universal Information & Assessment Form (UIA)
- Autism Toolkit
- POLAAR Early Years resource
- SBC Literacy & Dyslexia Policy (Literacy Profiles)
- CIRCLE
- Boxall Profile
- Standardised assessments

Some assessments can take place in consultation with Partner Services and Agencies as appropriate, to support the assessment process e.g. EP, IWBS, Leader Valley, Health services, Educational Psychologist.

Reviews of all assessments and consultations involving the class teacher, parent/carer, learner, Sfl team and EP will identify whether further assessment within school is required and/or more specialised assessments from Partner Services or Agencies should be carried out.

Individualised assessments should identify predictable situations/ behaviours and allow planning within school to incorporate strategies to manage these situations as they arise e.g. child very unsettled first thing in the morning planned strategies for these situations.

### **Stage 3 – Multi Agency working (Targeted intervention)**

**The additional support needs of children and young people are met and managed within the establishment with support from Partner Services and Agencies.**

<p><b>Stage 3</b></p> <p><b>Locality Multi Agency Working TARGETED INTERVENTION</b></p> <p>(a service which is directed at meeting the needs of children whose needs are not capable of being met fully by the provision of services that are generally available)</p>	<p>A move to this stage is when Universal services within school require the assistance of a locality service to meet the needs of a child or young person. This might include the services of:</p> <ul style="list-style-type: none"> <li>• Direct work by an Educational Psychologist</li> <li>• Assessment and/or input from CAMHS (referrals are made through EP, GP or School Nurse)</li> <li>• Direct, time limited intervention from outreach services (the following can all be accessed via the <a href="#">Referral for Additional Resources</a>): <ul style="list-style-type: none"> <li>- Inclusion &amp; Wellbeing Service Teacher/ANA</li> <li>- Home School Link Worker</li> <li>- ASD Teacher</li> <li>- Language &amp; Communication Class</li> </ul> </li> <li>• Additional Needs' Assistant hours from Tier 2 allocation <a href="#">ANA</a> Allocation</li> <li>• Direct work from Occupational Therapy</li> <li>• <a href="#">Home Tuition</a></li> </ul> <p>A multi-agency Meeting Around the Child (MAC) meeting is required to review progress and identify next steps and a Lead Professional must be appointed. A Child or Young Person's Plan must be in place to record the learner's needs, the support provided and the desired outcomes. Single Agency Plans, such as IEPs should be used to support the development of the Child's Plan.</p> <p>In order to access these services, an assessment to gain a holistic overview of needs and concerns around the child or young person is required. This should be recorded using a UIA. Any supporting evidence such as an IEP, CSP, Health Care Plan, Chronology and professional reports are also required.</p>
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**1 Planning** – A MAC (Meeting Around the Child) meeting is required for a child or young person when there is the need to consider targeted intervention and the development of a Child's Plan. Consultation with a range of Partner Services and Agencies can support this process. All GIRFEC and MAC paperwork can be found [HERE](#).

**Child/Young Person's Plan** – In line with the 2014 Children and Young People Act and the 'getting it right for every child' approach, many children and young people will need a Child's Plan. Child's Plans are created if a child or young person needs some extra support to meet their wellbeing needs such as access to mental health services or respite care, or help from a range of different agencies. The Child's Plan will contain information about:

- Why a child or young person needs support
- The type of support they will need
- How long they will need support and who should provide it.

All professionals working with the child should use the plan, which may include an IEP or a CSP. Where there is a Child's Plan and targeted interventions to support a child or young person and parents, there should be an Establishment Lead to co-ordinate.

Interventions agreed may include:-

- Further interventions or assessments at earlier stages.
- Allocation of family or community supports.
- Recommendations for Outreach Service from a specialist provision (such as Inclusion & Wellbeing Service Teacher/ANA, Home School Link Worker, ASD Teacher, Language & Communication Class, Pre-School Home Visiting Teacher)

### **Referrals for Outreach Support**

A referral can be made for additional support through services within the locality. The decision to make a referral must be agreed at a MAC meeting including the child or young person (where appropriate), their parent/carer and with support from relevant school staff. Parental consent must be given before a referral to an additional support service.

All referrals for access to an Additional Support Outreach Service should be made on a [Referral for Additional Resources](#)

With each referral, the following additional documentation is required (where applicable):

- Minutes of the most recent MAC where agreement was made regarding this request
- Child's Plan, current Individualised Education Programme or Behaviour Support Plan
- Recent reports from other agencies including Educational Psychology or Health professionals
- EYCAT assessment and information on current pre-school provision
- Recent Chronology, from start of current term
- All referrals for Language and Communication Teachers should be accompanied by a Supporting Report from Speech and Language Services.

### **Referrals for Additional Needs Assistant (Tier 2 support)**

Referrals forms are usually accepted once a session (around March April time) for requested support for the following school session. These requests are for pupils new to SBC, new to Primary 1/Secondary 1 or pupils with significant change to needs. The child or young person must have significant needs in these areas that cannot be met universally by current staff in school or early years setting:

- Complex learning needs
- Communication Impairment
- Physical/Personal support needs

- Profound sensory impairment (hearing or sight)

Evidence is required on how the specific additional support of an Additional Needs Assistant (ANA) will make impact upon the child or young person's learning and /or wellbeing.

### **Buffering**

If a child or young person is looking to enrol in an SBC School or Early Years setting who has been identified as having additional needs, then the Council's [Buffering Policy](#) should be followed.

"Buffering" is a term used by Scottish Borders Council to refer to a specific transition planning process for children and young people who have moved from another authority coming to live in Scottish Borders, with needs which may require substantial planning, specialist training or a highly individualised approach.

The purpose of buffering is to ensure that needs are adequately assessed, an appropriate support plan is agreed (including providing resources to support learning and devising a local health care plan) and the placement can meet the identified needs.

A Tier 2 form should be completed following a MAC meeting with representatives from original Authority.

**The associated referral form for Tier 2 ANA Allocation and HT Guidance can be found [HERE](#)**

**Coordinated Support Plan (CSP)** – A CSP may need to be considered at this stage (compulsory if the child or young person is care experienced). A CSP is a statutory plan to help identification and ensure provision of services for children or young people, whose additional support needs arise from complex, or multiple factors, which have a significant adverse effect on their school education and are likely to last at least a year, and which require support to be provided by an education authority and at least one other non-education service or agency. It is a legal document and aims to ensure that all the professionals, the child/young person and the parents/carers work together and are fully involved in the support. **Add info about referral to ANMaT**

**2 Roles and Responsibilities** - The Establishment Lead will have overall responsibility for the implementation of identified actions within a MAC meeting the additional needs of the child or young person in both learning and in terms of Getting it Right (The Children & Young People's Services Delivery Model). [GIRFEC Paperwork](#)

They will be responsible for reviewing the plan and coordinating support.

**3 Partnership** - The Child Planning Process should clearly outline roles and responsibilities in implementing the Child's Plan and any planning documents which sit alongside it. The Child's Plan should be reviewed regularly in a planned cycle involving the core people around the learner and those already involved in supporting the learner.

Ongoing consultation and guidance from the SfL/Pastoral Team within the school and guidance from Partner Services and Agencies should be undertaken as appropriate as outlined in earlier Stages.

Direct support should be provided by partner services or agencies at individual, group or whole establishment level, e.g. Educational Psychologist, Additional Support Services and Therapy Services which is identified and managed effectively through the Child Planning Process and whole establishment planning.

At all times there should be full involvement with parent/carer and the learner within the planning and reviewing process.

#### 4 Environment - All aspects of Stages 1 and 2 (above) and in addition:

##### Alternative Spaces

Further review of environmental audit of the school and learning environment may be required and significant adaptations may be put in place to meet the needs e.g. Alternative space for learning. Use of alternative spaces should only be considered as an appropriate response when:

- It is a planned de-escalation technique, which is being used as a positive intervention.
- The young person is regularly taught how to use a space (when they are not in crisis) so that they can use it appropriately when needed.
- For averting immediate danger of personal injury to themselves or others.
- A risk assessment has identified that using a separate space is in the best interests of the pupil as a means of lessening his/her anxiety.

Direct involvement of Partner Services and Agencies are recommended as appropriate to support this process. Please refer to SBC's [Guidelines on Seclusion and Restraint in SBC Schools](#) for support.

#### 5 Staffing – All aspects of Stages 1 and 2 (above) and in addition:

Direct support for children and young people from Partner Services and Agencies as appropriate to need e.g. Educational Psychologist, Occupational Therapist, IWBS and Leader Valley.

Additional staffing may be accessed in adherence to the SBC procedures e.g. Tier 2 ANA Allocation

#### 6 Legislation, Guidance, Resources, Tools and Strategies - All aspects of Stages 1 and 2 (above) and in addition:

Direct support from Partner Services and Agencies to implement targeted interventions within establishment to support inclusion and attainment, these could include whole class or school support, training, 1-1 support or group intervention (delivered by Psychological Services, IWBS, Leader Valley etc)

For example:-

- [Build-Up Timetable](#)
- Highly differentiated curriculum - with support from IWBS staff, promoting personal and social skills
- Physical de-escalation intervention strategies – CALM/Team Teach (please refer to [Guidance on Restraint and Seclusion in Scottish Borders Schools](#))

- Consider targeted interventions from local agencies, such as
  - Riding for the Disabled Association (RDA)
  - Stable Life
  - CEDAR
  - Children's First
  - Therapeutic interventions (SALT, OT)
  - Alternative and augmentative communication system
  - Personalised and enhanced transition arrangements

A referral for targeted, time limited, outreach support should be considered in discussion with Leader Valley or IWBS - Outreach services (see information above).

### **Home Tuition in Scottish Borders**

Home Tuition is a short term Stage 4 strategy to provide **time limited** continuing education to children and young people where it is anticipated they cannot attend mainstream school for medical reasons for a significant period of time. The main objective is to support the young person **back into full time mainstream education**. The service will focus on the delivery of literacy and numeracy.

### **Access Criteria for Home Tuition in Scottish Borders**

The criterion required for access the Home Tuition service is that the child or young person has extreme difficulties in accessing learning in their mainstream environment due to a medical condition or illness. A medical assessment made by the health service will influence the scale and scope of educational provision that may be planned and provided.

### **Referral Process**

- Referrals are made using the [Home Tuition Referral Forms](#)
- Completed forms should be submitted directly to HQ Operations mailbox with school review meeting minutes and/or with a doctor's certificate.
- Referrals will be considered by relevant HQ staff at the monthly Home Tuition Review Panel meeting.
- Where a more immediate response is felt appropriate (and manageable) a member of the Home Tuition Team will discuss the situation directly with the appropriate contact in school.

Schools have the responsibility to find an appropriate tutor and retain the lead role in setting, directing and reviewing the work to be undertaken by individual pupils, and in communicating with the tutor and parents.

## **7 Learning, Teaching and Achievement - All aspects of Stages 1 and 2 (below) and in addition:-**

Children and Young People's needs should met within establishment through deployment of resources universally available within the establishment and supplemented with additional support from partner services and agencies.

Specific and targeted support from partner services and agencies is required to supplement whole school supports. This may take the form of direct support at whole establishment, class, group or individual level. This support is planned for through the Child Planning Process and whole establishment planning.

Whole establishment timetabling and planning take account of personalisation of the curriculum.

## 8 Assessment - All aspects of Stages 1 and 2 (above) and in addition:-

Comprehensive and holistic assessment in response to individual needs and in line with Getting it Right for Every Child involving a range of professionals both establishment based and from partner services and agencies should take place.

Identification of the need for more specialised assessment from Partner Services or Agencies including: CAMHS, Psychological Services, Health professionals.

The Early Years Co-ordination and Assessment Team (EYCAT) consists of Consultant Paediatrician, Speech and Language Therapist, Occupational Therapist, Physiotherapist and Pre-School Home Visiting Teacher. The Team provide an initial holistic assessment of children under 5 years referred with developmental difficulties.

A CSP may need to be considered at this stage (compulsory if the child or young person is care experienced).

Solution Focused consultation/Universal Information & Assessment within the Child Planning Process and Meeting Around the Child (MAC).

## Stage 4 – High Level Specialised Provision

The additional support needs of children and young people are met and managed through placement in a specialist setting.

<p style="text-align: center;"><b>Stage 4</b></p> <p style="text-align: center;"><b>High Level Specialist Provision TARGETED INTERVENTION</b></p> <p>(a service which is directed at meeting the needs of children whose needs are not capable of being met by the provision of services that are generally available)</p>	<p>When a child or young person’s needs are not being effectively met at Stage 3, then a move to Stage 4 should be considered. A move to this stage is when more intensive support, a shared placement within a specialised provision or a placement outwith Scottish Borders is required.</p> <p>There should be a designated Lead Professional and Child’s Plan in place at Stage 4.</p> <p>A Coordinated Support Plan should be formally considered to assess whether it is required. The CSP should be supported by an IEP.</p> <p>Any child or young person who meets the Exceptionality Criteria (Tier 1) <a href="#">SBC Criteria for Profound Complex and Severe Complex Needs</a> for Additional Support for Learning and has dedicated ANA time, is considered to be Stage 4.</p> <p>This stage requires significant multi-agency planning and collaboration to meet needs. This would involve centrally based Education staff and multi- agency staff – including Senior Education Officers, Senior Educational Psychologist, Senior Social Workers and Health colleagues - via referrals to <b>Additional Needs Management Team (ANMaT)</b> and the <b>Central Overview Group (COG)</b>.</p> <p>In some instances, support for children with the highest level of need that cannot be met within SBC’s services and require involvement from a range of professionals and specialists outwith SBC in order to deliver an appropriate curriculum. The local authority team who oversee such placements, the <b>Placement Overview Group (POG)</b>, consists of centrally based staff – including Senior Education Officers, Senior Educational Psychologist and Senior Social Workers. However, the decision to place a child or young person in an educational setting out with SBC, remains at the discretion of the Director of Children &amp; Young People.</p>
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**1 Planning** - Clearly documented evidence identifies that despite extensive implementation of supports at earlier pathways, which are proportionate in scope, intensity and duration, the learner is not making progress appropriate to their age and ability and that barriers to learning remain.

Consideration can be given to for intensive support or a shared placement within a specialist provision (e.g. Leader Valley Primary Enhanced Provisions for complex needs or the Inclusion & Wellbeing Service placement at The Arches)

The Child Planning Process and the Child’s Plan should continue to be used to ensure on going multi agency activity to plan and review education, home and community factors that may impact on a learner’s capacity to participate in the learning process and make progress in learning.

The Child's Plan may include Health Care, LAC, IEP or CSP as appropriate.

### **Access Criteria for a Specialised Provision within Scottish Borders**

**Complex Needs** - The criterion for access to an Enhanced Provision is that the child or young person has complex, severe and profound needs. See SBC's definition [HERE](#).

**Inclusion & Wellbeing Service (IWBS)** - The criterion required for access to a shared placement with The Arches is that the child or young person continues to have severe or extreme difficulties in accessing learning in their mainstream environment. These difficulties will have persisted despite evidence of supportive, sustained interventions at Stages 1 – 3, including involvement from Educational Psychologists, Link Workers or Inclusion & Wellbeing Outreach services.

### **Referral procedures for a specialist provision in Scottish Borders**

Referrals for access to any shared Placement provision are considered by a multi-agency panel called the **Central Overview Group (COG)**. The panel meets 4 times a session. Referral forms for COG and associated guidance can be found [HERE](#). Before a COG referral is made, the child or young person MUST be known to a member of staff at Leader Valley or the Inclusion & Wellbeing Service. This could consist of a member of staff carrying out an observation or attending a review meeting. Alternatively, a previous referral for outreach support (Stage 3 Intervention) may have been submitted.

The decision to make a referral for access to any shared placement provision must be agreed at a Meeting around a Child (MAC) with support from all relevant parties including child, parent/carer, Educational Psychologist, school staff, social work, therapists etc.

Moving to a shared placement has a considerable impact on the child and their family. The advantages and disadvantages for the individual pupil being referred for a shared placement should be thoroughly explored. For example the travel time or travel experience, isolation or rejection from the community, loss of local opportunities need to be taken into account, and the question can the learning environment be adapted to accommodate the learners needs better be asked.

The COG panel considers whether there is sufficient evidence that the child or young person's needs cannot, at this point in time, be adequately or best met solely within a mainstream setting, based on the evidence provided.

All referrals for access to shared provisions should be submitted to the Central Overview Group (COG) mailbox [COG@scotborders.gov.uk](mailto:COG@scotborders.gov.uk)

### **Specialist provisions out with Scottish Borders**

In some instances, support for children with the highest level of need cannot be met within SBC's services and require involvement from a range of professionals and specialists out with SBC in order to deliver an

appropriate curriculum. (e.g. Royal Blind School, Residential Placements) The decision to place a child or young person out with the Authority remains at the discretion of the Director of Children and Young People's Services.

All placements for our most vulnerable or Care Experienced Children are regularly discussed at the **Placement Overview Group (POG)**, which consists of centrally based staff – including Senior Education Officers, Senior Educational Psychologist and Senior Social Workers. The role and remit of the POG will be to ensure consistency of response and practice across the Children and Young People Service to situations which require children and young people to be looked after or educated in resources away from home, or in resources which are not managed by Scottish Borders Council. The group will provide a senior managerial overview of placements and their progress and, ensure that Scottish Borders Council is making best use and value of the resources available to them.

**2 Roles and Responsibilities** - The Establishment Lead within the mainstream provision retains overall responsibility for meeting learning needs, but this must be clearly planned with an identified lead person from the Specialist Provision, so that both establishments have an overview of the learner with a view to supporting effective reintegration back into mainstream, if appropriate.

The Establishment Lead from the mainstream school or Early Years setting has overall responsibility within the terms of Getting it Right (The Children & Young People's Services Delivery Model).

**3 Partnership** - The Child's Plan should be reviewed in a planned cycle involving the core people around the learner and those already involved in supporting the child or young person. The Child Planning Process must clearly outline individual roles and responsibilities in implementing the Child's Plan.

Effective partnership working with the child or young person and their family, in collaboration with all agencies, should ensure that there is a co-ordinated plan to address barriers to learning across school, the home and in the community where appropriate.

Direct input will be required from partner services and agencies as identified within the Child's Plan and within the context of the specialist provision, as appropriate.

Regular communication and review between mainstream and any specialised placements will be required to support the intervention and transition process.

#### **4 Environment - All aspects of Stages 1, 2 and 3 (above) and in addition:-**

A specialist environment is required which is reflective of need e.g. provision of small group teaching areas, areas for 1-1 support, alternative spaces and individual work stations, as appropriate.

Staff in both mainstream and specialist provisions should audit and plan their learning environments, making optimal use of a range of facilities e.g. class, library, kitchen area, nurture base and alternative space areas.

The learning environment should take into account any factors identified through the Child Planning Process, individualised plans and risk assessments.

#### **5 Staffing - All aspects of Stages 1, 2 and 3 (above) and in addition:-**

Educational provision for the child or young person is provided in a specialist setting with small group teaching and high staff ratio.

Cohesive staff teams within mainstream and specialist provision have clear structures for consultation and joint planning.

Teaching staff should have knowledge and skills to develop and lead effective class teams. All staff are trained and skilled in specific support for learners with additional support needs to ensure the provision of an appropriate curriculum and learning environment e.g. emotional/ behavioural programmes, Health and Wellbeing programmes, de-escalation, Team Teach. [Guidance on Restraint and Seclusion](#)

Staff should be identified to support 'moving on'/ reintegration and or transition assessed through SBC procedures.

#### **6 Legislation, Guidance, Resources, Tools and Strategies - Reference to all policies, guidance and legislation outlined above and in addition:-**

Structured and consistent support within a specialist learning environment with small group and individualised approaches as appropriate and reflective of need e.g. provision of small group teaching areas, areas for 1-1 support, alternative spaces and individual work stations as appropriate. Specific individualised and group resources will be required.

Please refer to [Guidance on Restraint and Seclusion](#)

#### **7 Learning, Teaching and Achievement - All aspects of Stages 1, 2 and 3 (above) and in addition:-**

A child or young person's needs are met (or partly met) within a specialist learning environment.

Personalisation of learning and teaching approaches within the establishment is required to meet the needs of the learner and ensure that the learner engages fully with all aspects of the curriculum, all aspects of school life and that barriers to learning are overcome.

Specific and targeted support is identified and met through deployment of resources available locally and from partner services and agencies as appropriate.

All learners should have an IEP, setting out barriers to learning, learning outcomes and how they will be achieved.

Consideration must be given as to whether a CSP may be required.

**8 Assessment** - Comprehensive and holistic assessment should be ongoing through continuous information and evidence gathering. Ongoing review and assessment of the appropriateness of the placement should take account of the presumption to mainstream and informs transition planning as appropriate.

The Child Planning process should ensure ongoing multi agency review, with the Lead Professional coordinating meetings and the plan.

All children and young people should have personalised support plans and / or risk assessments covering all day to day activities.

## Appendix 1

### Some suggested professional reading

**Paul Dix:** When the adults change, everything changes

**Prof Steve Peters:** My Hidden Chimp  
The Chimp Paradox  
The Silent Guides

**Peter Vermeulen:** I am Special

**Jen Alexander:** Building Trauma Sensitive Schools

**Louise Bomber:** Inside I'm Hurting

**Nadine Burke Harris:** The Deepest Well: Healing the Long-Term Effects of Childhood Adversity

**Andy Griffiths:** Engaging Learners

**Sue Cowley:** Getting the Buggers to Behave  
The Seven C's of Behaviour Management  
How to Build Better Behaviour in the Early Years

**Alex Quigley:** Closing the Vocabulary Gap

**Marc Rowland:** Learning Without Labels

**Tom Sherrington :** The Learning Rainforest

**Darren McGarvey:** Poverty Safari

**Alfie Kohen:** Punished by Rewards

**Jarlath O'Brien:** Better Behaviour  
Don't send him in tomorrow

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**PROPOSED HOLIDAY DATES AND IN-SERVICE DAYS FOR THE  
ACADEMIC YEARS 2021/22 TO 2025/26**

**Report by Interim Service Director, Children & Young People**

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**EXECUTIVE COMMITTEE**

**21 JANUARY 2020**

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**1 PURPOSE AND SUMMARY**

- 1.1 **The purpose of this report is to feedback the results of the consultation on the holiday dates and in-service dates for academic years 2021/22 to 2025/26.**
- 1.2 To consider the possible alignment of all school holidays and in-service days with neighbouring Local Authorities.

**2 RECOMMENDATIONS**

- 2.1 **I recommend that the Executive Committee:**
  - (a) **Agrees to the preferred option from the consultation on the school holiday dates and in-service days for the academic years 2021/22 to 2022/23 as presented in Appendix 1.**
  - (b) **Agrees that, should there be a delay in progressing the alignment in-service days and holidays for all the Local Authorities listed in 3.4 below, then the preferred school holiday dates and in-service days for 2023/24, 2024/25 and 2025/26 will be put in place for schools in the Scottish Borders.**

### **3 BACKGROUND**

- 3.1 There was a total of 2,069 responses to the consultation and the preferred option (see Appendix 1) is as follows:
- (a) 2 in-service days after the summer break;
  - (b) 1 in-service day after the October break;
  - (c) 1 in-service day in February;
  - (d) Schools closed for 1 week in February for pupils and 4 days for staff;
  - (e) 1 in-service day in May - Tuesday after the May bank holiday.
- 3.2 However, discussions are about to commence to consider aligning in-service days and holidays for the following Local Authorities:
- (a) Edinburgh
  - (b) Midlothian
  - (c) Fife
  - (d) East Lothian
  - (e) Scottish Borders Council
- 3.3 In light of the above, it is proposed that the school holidays and in-service dates for 2021/22 and 2022/23 (see Appendix 2) are published on the Council's website. In the interim, the preferred holidays and in-service days for the academic years 2023/24, 2024/25 and 2025/25 are held pending the discussions with the other Local Authorities.
- 3.4 Nonetheless, if there is a delay in agreeing future dates, then the remaining sessions proposed in the consultation set the school sessions for the remaining 3 years are accepted by the Executive Committee.

### **4 STATUTORY CONTEXT**

- 4.1 In line with the School General (Scotland) Regulations 1975, the academic year covers 3 terms and lasts a minimum of 190 days (38 weeks) for pupils in both primary and secondary schools.

### **5 IMPLEMENTATION AND COMMUNICATIONS**

- 5.1 If the Executive Committee are content with the proposals within this report for the school holidays for the academic years 2021/22 to 2022/23, a targeted communication will be sent to the following:
- (a) All Headteachers and staff in schools;
  - (b) The elected representatives of Headteachers;
  - (c) Senior Officers within Education;
  - (d) Community Learning and Development;
  - (e) Parents;
  - (f) All Parent Councils;
  - (g) Employers.

- 5.2 It is proposed that schools are provided with a letter, signed by the Chief Officer Education and Lifelong Learning, to be sent to all parents and carers advising them of the outcome of the consultation using groupcall.
- 5.3 The preferred holiday dates will be made available on the Council's website: [www.scotborders.gov.uk](http://www.scotborders.gov.uk), SBC social media channels: Twitter: [twitter.com/scotborders](https://twitter.com/scotborders), Facebook: [www.Facebook.com/sbcouncil](https://www.Facebook.com/sbcouncil). SB Connect, SBScence and made available in other formats if required.

## **6 IMPLICATIONS**

### **6.1 Financial**

There are no costs attached to any of the recommendations contained in this report.

### **6.2 Risk and Mitigations**

There are internal and external risks to the Council if the proposal for school holidays is not put out for consultation. These are:

- (a) Insufficient time to source appropriate training for teachers to undertake on in-service days;
- (b) Not providing parents enough time to plan holidays and risk taking their children out of school during term time;
- (c) Impact on local businesses covering parent's absence due to annual leave.

### **6.3 Equalities**

A Stage 1 Equalities Impact Assessment has been carried out on this proposal and it is anticipated that there are no adverse equality implications due to race, disability, gender, age, sexual orientation or religion/belief arising from the proposals in this report.

### **6.4 Acting Sustainably**

There are no significant impacts on the economy, community or environment arising from the proposals contained in this report.

### **6.5 Carbon Management**

There are no significant effects on carbon emissions arising from the proposals contained in this report.

### **6.6 Rural Proofing**

This report does not relate to new or amended policy or strategy and as a result rural proofing is not an applicable consideration.

### **6.7 Changes to Scheme of Administration or Scheme of Delegation**

There are no changes to be made to either the Scheme of Administration or the Scheme of Delegation as a result of the proposals contained in this report.

**Approved by**

**Stuart C Easingwood**

**Interim Service Director, Children & Young People**

**Signed .....**

**Author(s)**

Name	Designation and Contact Number
Carolyn Didcock	Quality Improvement Officer – 01835 824000 (Ext 5512)

**Background Papers:** Appendix 1 – Summary of Consultation  
Appendix 2 – Preferred Dates for 2021/22 and 2022/23

**Previous Minute Reference:**

**Note** – You can get this document on tape, in Braille, large print and various computer formats by contacting the address below. Carolyn Didcock can also give information on other language translations as well as providing additional copies.

Contact us at Council Headquarters, Newtown St Boswells, Melrose TD6 0SA.

# --SCOTTISH BORDERS CONSULTATION ON: HOLIDAYS AND IN SERVICE DAYS FOR THE ACADEMIC YEARS 2021/2022 TO 2025/26

Between 24 September 2019 and 20 October 2019 Scottish Borders Council consulted on “Holidays and In Service days for the academic years 2021/22 to 2025/26”. The consultation contained two options for the holidays and In Service days for the academic years; Option A the current pattern of holidays and In Service day or Option B changes to the pattern to link In Service days with holidays and enable a full week off for pupils in February. Detail of the options can be seen in the figure below.

## Days off for pupils

Differences between the options are highlighted.

Month	Option A - Current	Option B - Alternative
August	1 In Service Day – End of Summer Break	2 in Service Days – End of Summer Break
September	No Holidays or In Service Days	
October	October Week Break	
	0 In Service Days	1 In Service Day – Monday after October Break
November	2 In Service Days	0 In Service Days
	St Andrews Day (Monday nearest to the 30 <sup>th</sup> November)	
December	Christmas / New Year Break	
January		
February	1 In Service Day	1 In Service Day
	2 Days holiday	4 Days holiday
March	First 2 full weeks in April and Good Friday	
April		
May	May Bank Holiday	
	1 In Service Day – Friday before May Bank Holiday	1 In Service Day – Tuesday after May Bank Holiday
June/July	Break up for Summer	Break up for Summer

The consultation received **2,069** responses with **73.5%** of respondents choosing Option B (the alternative).

## THE RESULTS BY RESPONDENT GROUP

Respondents were asked how they were responding to the consultation; they could choose more than 1 description. 1,728 (83.5%) of respondents identified themselves in one group; 341 (16.5%) identified with more than one group. The most common multiple group was those who identified as a Parent Council Member as well as a Parent / Carer. Parent/Carers were the biggest group of responders (73.8%), followed by School Teaching Staff (19.0%).

The table below show the count of respondent for each identified group and the proportion for each group that choose Option A or Option B.

Identified Group	Option A - Current Pattern	Option B - Alternative	Grand Total	% Option A	% Option B
Total Respondents	549	1520	2069	26.5%	73.5%
Pupil	16	42	58	27.6%	72.4%
School Teaching Staff	96	297	393	24.4%	75.6%
School Support Staff	64	104	168	38.1%	61.9%
Education (not School based)	15	29	44	34.1%	65.9%
Community Learning and Development	1	3	4	25.0%	75.0%
Parent/Carer	396	1130	1526	26.0%	74.0%
Parent Council Member	27	98	125	21.6%	78.4%
Employer	9	28	37	24.3%	75.7%
Elected Member	0	0	0	0.0%	0.0%
Member of the public	18	65	83	21.7%	78.3%
Other	8	26	34	23.5%	76.5%

## THE RESULTS BY SCHOOL CLUSTER

Respondents were asked "What school cluster are you responding for?" 96.2% (1,991) of the respondents identified one school cluster; 3.8% (78) selected more than one cluster.

The table below show the count by school cluster and the proportions choosing Option A or Option B. All school clusters had a majority for Option B. Peebles cluster had the highest proportion choosing Option B (81.0%) whereas Jedburgh had the lowest proportion choosing Option B (54.3%).

School Cluster	Option A - Current Pattern	Option B - Alternative	Grand Total	% Option A	% Option B
Total Respondents	549	1520	2069	26.5%	73.5%
Berwickshire	32	120	152	21.1%	78.9%
Earlston	93	267	360	25.8%	74.2%
Eyemouth	33	119	152	21.7%	78.3%
Galashiels	73	200	273	26.7%	73.3%
Hawick	101	185	286	35.3%	64.7%
Jedburgh	43	51	94	45.7%	54.3%
Kelso	54	148	202	26.7%	73.3%
Peebles	97	414	511	19.0%	81.0%
Selkirk	47	87	134	35.1%	64.9%

## SUMMARY OF COMMENTS

Respondents were offered an opportunity to make comments about the two options. More respondents that choose Option A made a comment compared to those who choose Option B.

<b>Comment Summary</b>	<b>Option A - Current Pattern</b>	<b>Option B - Alternative</b>	<b>Grand Total</b>
<b>Total Respondents</b>	549	1,520	2,069
<b>Made Comment</b>	172	406	578
<b>% Made Comment</b>	31.3%	26.7%	27.9%

- More respondents specifically supported the full week in February, compared to those who specifically did not.
- Some made comments requesting / questioning a fortnight (2 weeks) in October.
- Many felt the summer holidays were too long.
- Concerns about child care costs.
- Concerns about study time
- Concerns about aligning to neighbouring authorities for holidays, but understanding advantage for teaching staff.

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<b>Proposed holidays for 2021/22</b>	<b>Proposed holidays for 2022/2023</b>
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<b>Autumn term</b>	<b>Autumn term</b>
Monday 16 <sup>th</sup> & Tuesday 17 <sup>th</sup> August 2021 – Staff resume, in service days	Monday 15 <sup>th</sup> & Tuesday 16 <sup>th</sup> August 2022 – Staff resume, in service days
Wednesday 18 <sup>th</sup> August 2021 – Pupils resume	Wednesday 17 <sup>th</sup> August 2022 – Pupils resume
Friday 8 <sup>th</sup> October 2021– Last day for pupils and staff mid term holiday	Friday 7 <sup>th</sup> October 2022 – Last day for pupils and staff – mid term holiday
Monday 18 <sup>th</sup> October 2021 – Staff resume, in service day	Monday 17 <sup>th</sup> October 2022 – Staff resume in service day
Tuesday 19 <sup>th</sup> October 2021- Pupils resume	Tuesday 18 <sup>th</sup> October 2022 – Pupils resume
Monday 29 <sup>th</sup> November 2021 – St Andrew’s Day – schools closed	Monday 28 <sup>th</sup> November 2022 – St Andrew’s Day holiday, school closed
Tuesday 30 <sup>th</sup> November 2021 All resume	Tuesday 1 <sup>st</sup> December 2020 All resume
Thursday 23 <sup>th</sup> December 2021 – Last day of term for pupils and staff	Thursday 22 <sup>nd</sup> December 2022 – Last day of term for pupils and staff

<b>Winter term</b>	<b>Winter term</b>
Monday 10 <sup>th</sup> January 2022 – All resume	Monday 9 <sup>th</sup> January 2023 – All resume
Friday 11 <sup>th</sup> February 2022 – Last day for pupils – February holiday	Friday 10 <sup>th</sup> February – Last day of term for pupils – February holiday
Monday 14 <sup>th</sup> February 2022 – Staff resume, in service day	Monday 13 <sup>th</sup> February 2023– Staff in service day
Monday 21 <sup>st</sup> February 2022 – All resume	Monday 20 <sup>th</sup> February 2023 – All resume
Friday 1 <sup>st</sup> April 2022 – Last day of term for pupils and staff	Friday 31 <sup>st</sup> March 2023 – Last day of term for pupils and staff

<b>Summer term</b>	<b>Summer term</b>
Monday 18 <sup>th</sup> April 2022 – All resume	Monday 17 <sup>th</sup> April 2023 – All resume
<i>*Good Friday falls within the spring break”(see 3.6 of main report)</i>	<i>*Good Friday falls within the spring break* (see para 3.6 of main report – 7/4/2023</i>
Monday 2 <sup>nd</sup> May 2022 – May Day holiday school closed	Monday 1 <sup>st</sup> May 2023 – May Day holiday, school closed
Tuesday 3 <sup>rd</sup> May 2022 – Staff resume, in service day	Tuesday 2 <sup>nd</sup> May 2023– Staff resume, in service day
Wednesday 4 <sup>th</sup> May 2022 – All resume	Wednesday 3 <sup>rd</sup> May 2023 – All resume
Thursday 30 <sup>th</sup> June 2022– Last day of term for pupils and staff	Thursday 29 <sup>th</sup> June 2023 – Last day of term for pupils and staff

### Casual holidays

Each learning community allocates 2 casual holidays for pupils and staff which are usually aligned to their local festivals

<b>Proposed Casual Holidays for 2021/22</b>	<b>Proposed Casual Holidays for 2022/23</b>
<b><u>Berwickshire</u></b>	<b><u>Berwickshire</u></b>
To be confirmed	To be confirmed
Monday 30th May 2022	Monday 29th May 2023
<b><u>Eyemouth</u></b>	<b><u>Eyemouth</u></b>
To be confirmed	To be confirmed
<b><u>Cheviot</u></b>	<b><u>Cheviot</u></b>
Friday 8th October 2021	To be confirmed
To be confirmed	
<b><u>Eildon East (Selkirk)</u></b>	<b><u>Eildon East (Selkirk)</u></b>
Thursday 16th June 2022	Thursday 15th June 2023
Friday 17th June 2022	Friday 16th June 2023

<b><u>Eildon East (Earlston) and Eildon West (Galashiels)</u></b>	<b><u>Eildon East (Earlston) and Eildon West (Galashiels)</u></b>
To be confirmed	To be confirmed
Monday 6th June 2022	
<b><u>Teviot and Liddesdale</u></b>	<b><u>T</u></b> <b><u>Teviot and Liddesdale</u></b>
Friday 10th June 2022	To be confirmed
Monday 13th June 2022	
<b><u>Tweeddale</u></b>	<b><u>Tweeddale</u></b>
Friday 8th October 2021	To be confirmed
To be confirmed	

**SCOTTISH BORDERS COUNCIL  
EXECUTIVE COMMITTEE**

MINUTE of Meeting of the EXECUTIVE COMMITTEE held in the Council Chamber, Council Headquarters, Newtown St Boswells, TD6 0SA on Tuesday, 19 November 2019 at 10.00 am

Present:- Councillors T. Weatherston (Chairman), E. Jardine, T. Miers, S. Mountford, M. Rowley, R. Tatler, G. Turnbull  
Apologies:- Councillors S. Aitchison, G. Edgar, C. Hamilton, S. Haslam  
Also present:- Councillor S. Bell  
In Attendance:- Executive Director (R. Dickson), Service Director Customer & Communities, Chief Financial Officer, Service Director Assets & Infrastructure, Interim Service Director Children & Young People, Chief Planning Officer, Democratic Services Team Leader, Trainee Democratic Services Officer

1. **CHAIRMAN**

In the absence of Councillor Haslam, Councillor Weatherston chaired the meeting.

2. **ORDER OF BUSINESS**

The Chairman varied the order of business as shown on the agenda and the Minute reflects the order in which the items were considered at the meeting.

3. **MINUTE**

There had been circulated copies of the Minute of the meeting of 8 October 2019.

**DECISION**

**APPROVED for signature by the Chairman.**

4. **MONITORING OF THE GENERAL FUND REVENUE BUDGET 2019/20**

- 4.1 There had been circulated copies of a report by the Chief Financial Officer providing the budgetary control statements for the Council's General Fund based on actual expenditure and income to 30 September 2019 and providing explanations of the major variances identified between projected outturn expenditure/income and the current approved budget. The report explained that the last revenue monitoring report, approved by the Executive Committee on the 20 August, noted the significant risks associated with Health & Social Care in delivering a balanced outturn position for 2019/20. Since the last report Corporate Management Team (CMT) had assessed updated financial projections for H&SC. Information prepared with the department indicated significant underlying pressures of £2.518m in excess of budget remain. Those pressures, if not contained, would result in a year end overspend for the Council. Consequently, CMT had developed a series of budget measures designed to bring the revenue account back into balance by 31 March 2020. If those actions were not successful however, or if further unfunded issues emerged, those pressures would result in a year end overspend. The report further explained that the measures identified included settlement of the Scottish Wide Area Network (SWAN) dispute (£0.840m), a further transfer of resources from the Integration Joint Board (IJB) (£0.925m) and a range of actions, highlighted in section 3 to the report, to deliver underspends in other services (£0.753m) to help offset adverse variances projected in Health and Social Care. Taken together those measures allowed a forecast balanced outturn position at 31 March 2020 to be reported for the Council. As the year progressed further pressures were likely to emerge and in anticipation CMT had now instructed a freeze on discretionary expenditure, including managed delays in recruitment to non-frontline posts. Finance staff continued to support managers in their forecasting responsibilities with month-end forecasting tools being automatically emailed out to all

budget managers directly from Business World. Further progress had been made in engaging and training of managers, work continued across the Council to ensure ownership of the budget by managers, their full engagement in the monitoring process and the robustness and accuracy of projections.

- 4.2 The report also explained that good progress was being made in the delivery of savings in the current year as shown in Appendix 4. As at 30 September 2019, 62% (£8.176m) of the savings required by the approved budget had been delivered within the current year. A further 22% (£2.827m) was profiled to be delivered during the remainder of 2019/20 with the remaining 17% (£2.260m) having temporary in-year mitigations to deliver alternative savings. Emphasis during the remainder of 2019/20 needed to be placed on delivering all outstanding savings permanently per the 2019/20 Financial Plan, including those for which only temporary solutions had been found. This was particularly important given the scale of the full year savings required (£13.263m), including those brought forward from 2018/19 requiring permanent solutions and the requirement to deliver ambitious savings plans in future financial years within the Financial Plan. Mr Robertson explained that full details of pressures, risks and challenges and the significant majority of areas of the Council's operation where budget plans remained on track were detailed in Appendix 1 to this report. In response to Members questions, Mr Robertson explained that the pressures in Health and Social Care had arisen through the non-delivery of savings, reduced income from charging and the costs of additional care packages. The service would have a greater focus on budgetary control, improved management of the recovery of income due from clients and measurements would be in place to ensure that additional care packages were not agreed without a source of funding being identified. Mr Robertson also assured Members that there were no concerns with regard to the SWAN contract where a settlement had been reached to compensate for late delivery of services. He further advised that, if there was a risk of further cost pressures emerging as the year progressed or that the savings required to compensate for non-delivery of financial plan savings might not be achieved this would impact on the outturn position. He added that every effort would continue to be made by Service Directors to contain projected spend in the remainder of the year and identified savings were delivered permanently to ensure affordability and budget sustainability. Members noted the position but remained concerned regarding IJB funding.

## **DECISION**

### **(a) AGREED:-**

- (i) the virements as detailed in Appendices 2 and 3 to the report; and**
- (ii) to continue to actively promote a culture of sound financial management across the Council, and that budget affordability be fully considered in service delivery decisions in order to ensure the ongoing financial sustainability of the Council.**

### **(b) NOTED:-**

- (i) the projected corporate monitoring position reported at 30 September 2019, the pressures identified, the underlying cost drivers of this position and the identified areas of financial risk as reflected in Appendix 1;**
- (ii) the balanced position projected was dependent upon £925,000 being provided by the IJB to support additional costs of care packages being experienced in the current year and instructed the Chief Officer IJB to address this matter through the Integration Joint Board; and**
- (ii) the progress made in achieving Financial Plan savings in Appendix 4.**

5. **MONITORING OF THE CAPITAL FINANCIAL PLAN 2019/20**

There had been circulated copies of a report by the Chief Financial Officer providing an update on the progress of the 2019/20 Capital Financial Plan and seeking approval for virements and the reallocation of funds. The monitoring tables in Appendix 1 to the report detailed actual expenditure to 30 September 2019. Key issues identified in the tables were summarised within the main report. The tables identified a projected net budget variance of £8.224m, which was made up of timing movements into 2020/21 of £10,268m. The most significant of which were Land & Property of £1.6m (including £0.710m asset rationalisation and £0.329m building upgrades), School Estate Block, £1.3m, Dementia Care, £0.4m, Culture & Sport, £0.5m, Great Tapestry of Scotland £2.7m, Borders Innovation Park £2.5m and Regeneration projects, £1m. This timing movement was offset by CFCR for IT equipment, £0.2m and Digital Learning £1.8m expenditure fully funded by capital receipt. Appendix 2 contained a list of the block allocations approved for this year and the various approved and proposed projects to be allocated from them within the 2010/20 Capital Plan. Appendix 3 contained a list of estimated whole project capital costs for single projects which would not be completed in the current financial year. Appendix 4 to this report was presented in private due to expenditure proposed to be incurred by the authority for the acquisition of property and terms proposed by or to the authority in the course of negotiations for a contract for the acquisition of property. Mr Robertson confirmed that a review of the Capital Plan would be undertaken as part of the 2020/21 Financial Planning process and this would allow the Council to better profile spend within the blocks which would optimise available funding for specific projects within the Capital Plan. He further advised that the delay in the relocation of the HQ staff restaurant and main reception had caused a re-programme of the capital block and the demolition of the Old Canteen Building would now take place in Spring 2020. The change in the profile of the school estate block within the capital programme had arisen because of delayed delivery of the programmed works in schools to improve toilet provision and facilities for pupils with additional support needs. The Great Tapestry of Scotland was progressing well and was forecasted to be delivered within the approved budget and completion would now be September 2020. Members noted the large number of projects being undertaken and officers explained to Members the reasons behind any slippage and advised that delays were often caused by third parties and outwith the Council's control. The review to improve the accuracy of the Capital Planning process was welcomed.

**DECISION**

(a) **AGREED** the projected outturns in Appendix 1 to the report as the revised capital budget and approved the virements required.

(b) **NOTED:-**

- (i) **the budget virements previously approved by the Chief Financial Officer and Service Director Assets and Infrastructure detailed in Appendix 2 under delegated authority;**
- (ii) **the list of block allocations detailed in Appendix 2 to the report;**
- (iii) **the list of whole project costs detailed in Appendix 3 of the report; and**
- (iv) **the update in private detailed in Appendix 4 to the report on the priority regeneration actions and reallocation of Scottish Government Town Centre Funds in year.**

6. **BALANCES AT 31 MARCH 2020**

There had been circulated copies of a report by the Chief Financial Officer providing an analysis of the Council's balances as at 31 March 2019 and details of the projected balances at 31 March 2020. The report explained that the unaudited Council's General Fund useable reserve (non-earmarked) balance was £6.315m at 31 March 2019. The

projected General Fund useable reserve was projected to remain at £6.315m at the 31 March 2020 in line with the Council's Financial Strategy. The total of all useable balances, excluding developer contributions, at 31 March 2020 was projected to be £23.026m, compared to £27.799m at 31 March 2019. As the financial year progressed, earmarked balances to be carried forward to 2020/21 would increase. The projected balance on the Capital Fund of £8.191m would be affected by any further capital receipts, developer contributions, interest credited and any expenditure authorised to be financed from the Fund during the remainder of the financial year.

#### **DECISION**

##### **NOTED:-**

- (a) the unaudited 2018/19 revenue balances at 31 March 2019;**
- (b) the projected revenue balances as at 31 March 2020 as contained in Appendices 1 & 2 to the report; and**
- (c) the projected balance in the Capital Fund as contained in Appendix 3 to the report.**

#### **7. STRATEGIC HOUSING INVESTMENT PLAN 2020-2025 SUBMISSION**

With reference to paragraph 3 of the Minute of 16 October 2018, there had been circulated copies of a report by the Service Director Regulatory Services seeking approval of the Strategic Housing Investment Plan (SHIP) 2020-2025 due to be submitted on line and by hard copy to the Scottish Government by 25 October 2019. The report explained that Local Authorities were required to produce an annual SHIP submission to Scottish Government. Scottish Borders Council, with the involvement of its key partners via the SHIP Working Group, had prepared this SHIP submission. The SHIP articulated how the Council and its Registered Social Landlords (RSL) partners would seek to deliver the Borders affordable housing investment needs and priorities identified in the Council's Local Housing Strategy (LHS) 2017-2022 over a rolling 5 year planning horizon. Homes delivered by 31 March 2021 would be counted towards the Scottish Parliament's target of 50,000 Affordable Homes. The report further explained that based on Resource Planning Assumptions (RPAs) from Scottish Government and resource planning assumptions, RSL partner private sector borrowing and commitment from the Council's Affordable Housing budget, approximately 581 new homes would be delivered during 2019/20 and 2020/21, and potentially up to 1066 new affordable homes over the five-year SHIP 2020-2025 period. This latter figure assumed that all identified challenges and infrastructure issues were resolved in a timely manner, funding was available and that agreement was reached between all interested parties and the construction sector had capacity to deliver projects. SHIP also included a number of new build extra care housing developments in Duns, Galashiels, Kelso, Eyemouth and Hawick. The Chief Planning Officer, Iain Aikman gave an update advised that there were now:-

- 11 RSL projects under construction = 292 units;
- 6 RSL projects at pre site stage = 156 units; and
- 5 RSL projects with planning applications being considered = 52 units.

The current estimated RSL units delivered for 2019/20 were:

- 114 new supply (social rent);
- 1 house purchase (MMR);
- 1 house purchase (social rent);
- 11 OMSE; 8 Rural housing fund

Now showing an updated total of 137.

#### **DECISION**

**APPROVED the SHIP 2020-2025 for submission to the Scottish Government More Homes Division.**

8. **OUR PLAN AND YOUR PART IN IT: SBC'S CORPORATE PERFORMANCE AND IMPROVEMENT REPORT QUARTER 2 2019/20**

8.1 There had been circulated copies of a report by the Service Director Customer & Communities which presented a high level summary of Scottish Borders Council's Quarter 2 2019/20 performance information with more detail contained within Appendices 1 and 2 attached to the report. The report included reporting on the progress of change and improvement projects across Scottish Borders Council (SBC) within the four corporate themes. The report explained that in order to monitor progress against the four themes, a review of performance and context information would be undertaken quarterly and presented to Executive Committee as well as an annual summary in June each year. Section 4 of the report referenced examples of Change and Improvement projects, with further information contained in Appendix 1. These projects were monitored by Corporate Management Team (CMT) and through the SBC Financial Plan and associated monitoring. A summary of any additions or changes made to SBC performance indicators was provided at Section 5 of the report, followed by a high level summary of performance in Section 6 and a schedule of indicators provided for information at Appendix 4. To reflect the significant investment made by SBC, an overview of the work and impact of Police Scotland's Community Action Team was provided at Section 7 and within Appendix 3. During Quarter 2 2019/20, SBC had continued to press ahead a range of innovative approaches which included:

- ended landfill operations at Easter Langlee which meant that the Scottish Borders would meet the Scottish Government's landfill site ban, well ahead of the January 2021 deadline;
- welcomed 32 probationer teachers and 7 student-inductees who would work across Borders schools in the 2019-20 academic year as part of the teacher induction scheme;
- commenced the roll-out of iPads to pupils as part of the Inspire Learning programme, initially at Selkirk High School; and
- launched a second Community Action Team, with Police Scotland.

8.2 The information contained within the report and the appendices was also available on the SBC website. The Service Director Customer & Communities advised that following comments received changes had been made to the format of the report which showed a shorter set of appendices with some graphs removed but had been replaced with clearer information to show at a glance the trends in terms of the performance aligned to the corporate plan and was summarised to show the indicators aligned with Committee information and the Scottish Government Framework. This format would continue to be evolved to improve reporting and would include a number of service areas and would also take into account the audit report. More detailed information would be provided through the Fit for 2024 programme. Members commented on the use of the hands to show the trends and would welcome an alternative way to display this information. In response to a question regarding complaints in respect of the time taken for telephone calls from members of the public being answered, Mrs Craig advised that she was not aware of any issues but would make available to Members the average waiting time performance statistics. Members welcomed the information on the new CAT team and thanked officers for the performance information and recognised the amount of time spent preparing the vast range of information. Members commented that the report was now in a much easier and user friendly format.

**DECISION  
NOTED:-**

- (a) the progress update relating to Change and Improvement Projects, referenced in Section 4 and detailed further in Appendix 1;**
- (b) the changes to performance indicators outlined in Section 5 of the report; and**

- (c) the performance summarised in Sections 6 and 7, and detailed within Appendices 1, 2 and 3 and the action that was being taken within services to improve or maintain performance.

9. **PRIVATE BUSINESS  
DECISION**

**AGREED** under Section 50A(4) of the Local Government (Scotland) Act 1973 to exclude the public from the meeting during consideration of the business detailed in Appendix 4 to this Minute on the grounds that it involved the likely disclosure of exempt information as defined in Paragraphs 1, 6, 8 and 9 of Part I of Schedule 7A to the Act.

**SUMMARY OF PRIVATE BUSINESS**

10. **MONITORING OF THE CAPITAL FINANCIAL PLAN 2019/20**  
Members noted the confidential Appendix relating to paragraph 3 above.

*The meeting concluded at 11:50 a.m.*

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## **JIM CLARK RALLY 2020 PUBLIC CONSULTATION PROCESS**

### **Report by Executive Director & Service Director Assets & Infrastructure**

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## **EXECUTIVE**

**21 January 2020**

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### **1 PURPOSE AND SUMMARY**

- 1.1 This report is intended to raise awareness with Members of the revised legislation for motor sport events on closed public roads and to agree the Council's consultation process for the proposals submitted by event organisers of the Jim Clark Rally to hold a rally on closed roads in the Scottish Borders on 30 and 31 May 2020.**
- 1.2 Revised legislation was introduced in 2019 to allow motor sports events to take place on closed public roads. The new regulations build upon previous experience through the Jim Clark Rally and other such events and are intended to introduce increased rigor to the procedure for organising and running such events.
- 1.3 The 2019 regulations introduced a two stage procedure where organisers must first successfully apply to an "authorised body" for a permit before applying to the local roads authority for a Motor Sports Order.
- 1.4 In determining whether to make a Motor Sports Order, Scottish Borders Council, as local roads authority, must consider a number of factors that are laid out in the regulations. This report outlines those factors and provides an opportunity to examine the proposals submitted by the rally organisers in respect of the routes and timings for the rally on 30 and 31 May 2020.

### **2 RECOMMENDATIONS**

**2.1 I recommend that the Executive:-**

- (a) Notes the introduction of the new legislation and the application by organisers of the Jim Clark Rally to run an event on 30 and 31 May 2020.**
- (b) Agrees that reports are taken to the three Area Partnerships whose areas the event is scheduled to take place in.**
- (c) Agrees that, as in 2019, a public consultation is launched on the Council's website.**
- (d) Makes known any comments it has about the proposal to run an event and/or the proposed routes and timings for that event.**

### 3 BACKGROUND

- 3.1 From 1996 through to 2014 the Jim Clark Rally took place annually on closed roads in the Berwickshire area. The legislation that allowed this to happen was the Scottish Borders Council (Jim Clark Memorial Rally) Order Confirmation Act 1996.
- 3.2 Following the tragic events at the 2014 Jim Clark Rally a Motor Sport Event Safety Review Group was set up to determine how such events might be made safer in the future. This, along with the findings of the Fatal Accident Inquiry carried out into the 2014 event, has led to more robust procedures and new legislation being put in place for all motor sport events going forward.
- 3.3 The Motor Sport on Public Roads (Scotland) Regulations 2019 came into force on 17 April 2019 and revoked the previously used 1996 Act that is discussed in 3.1 above. The new regulations introduce increased rigor to the planning process and aims to reduce the likelihood of a repeat of the tragic events of 2014. They introduce a two stage procedure where organisers must first successfully apply to an "authorised body" for a permit before applying to the local roads authority for a Motor Sports Order. The latter procedure must be completed at least 6 months prior to an event taking place.
- 3.4 An important point to note is that the previous 1996 Act was specific to the Jim Clark Rally and restricted routes to the Berwickshire Area. The 2019 Regulations applies to the whole of Scotland and an application can be made by anyone who wishes to promote a race or trial of speed between motor vehicles on a public road in Scotland. Similar legislation is in place for the rest of the United Kingdom.
- 3.5 The 2019 Jim Clark Rally held in November was the first event in the Scottish Borders to be held under the new legislation.
- 3.6 In determining whether to make a Motor Sports Order roads authorities must consider:
  - the likely impact of the event on the local community;
  - potential local economic and other benefits
  - and any other matters that it considers relevant.
- 3.7 The new legislation also states that the roads authority may make the Motor Sports Order if it is satisfied that:
  - adequate arrangements have been made to allow the views of the local community to be taken into account
  - adequate arrangements have been made to involve local residents, the police and other emergency services in the planning and implementation of the event
  - adequate public safety arrangements have been or will be made for the event, and
  - adequate traffic management arrangements have been or will be made for the event.

## 4 CURRENT POSITION

- 4.1 The organisers of the Jim Clark Rally, having successfully applied for a permit from “the authorised body”, have lodged an application with Scottish Borders Council (within the specified 6 month period required to allow consideration) seeking a Motor Sports Order to undertake an event on Saturday 30 & Sunday 31 May 2020. It should be noted, however, that the event organisers have, prior to submitting the application, been in consultation with representatives of Scottish Borders Council and Police Scotland through the established Safety Advisory Group (SAG) system that is in place at the Council.
- 4.2 The SAG process is separate from the operational management of an event. SAG meetings are a multi-agency forum normally made up of Police Scotland, Scottish Fire & Rescue Services, Scottish Ambulance Services and Scottish Borders Council along with the event promoters and organisers. The main purpose of SAG is to assist event organisers in planning their events, with the specific aim of ensuring the safety of the public.
- 4.3 At this time the intention of the Jim Clark Rally organisers is to be based in Duns and to run a total of 8 rally stages (over 4 different routes) on the Saturday and 6 rally stages (over 3 different routes) on the Sunday. On the Saturday the four routes are Westruther, Scott’s View, Eccles and Longformacus – Abbey St Bathans. This would see a single run, in an anti-clockwise direction of travel, over the first three routes followed by vehicle servicing and refuelling in Duns and then a repeat of that earlier sequence. Following a further re-group and service in Duns the day would then conclude with two runs over the Longformacus – Abbey St Bathans route. Sunday would see routes at Edrom, Ayton and Whitsome. The intention being to run a clockwise loop of these routes followed by servicing and refuelling in Duns before a repeat loop over the three routes and a podium finish in Duns. As this is the first time that the Jim Clark Rally will have run out with Berwickshire it was felt appropriate that the Executive was provided an opportunity to comments on the proposals.
- 4.4 As part of the process of satisfying itself on the first two bullet points of section 3.7 above, the Council proposes to have a public consultation, available online via <https://scotborders.citizenspace.com/>. The online consultation will run for six weeks. In addition to this, it is intended that Council Officers be in attendance at the first meeting in the calendar year of the Berwickshire, Cheviot and Eildon Area Partnerships to discuss the event plan, including the proposed routes and timings.
- 4.5 A reserve route has been identified at Stichill, and it is also intended to run a “shakedown stage” on Friday afternoon on the road south of Mellerstain Mill.
- 4.6 As for previous events the organisers of the Jim Clark Rally will be contacting separately those residents who are directly impacted by the routes. This includes individual visits to all properties in addition to letter drops. Organisers have also indicated that they will consult with/inform the Community Councils affected by the rally through meeting with them face to face.
- 4.7 Properties on “open” road sections who will experience an increase in traffic due to the temporary road closures will receive written notification of this.

- 4.8 The Jim Clark Rally organisers will also provide pre-event ongoing information on the status of the rally and on-the-day information through their website and social media outlets. In addition, an on-the-day helpline will be permanently manned during the live-event.
- 4.9 The Jim Clark Rally is a major sporting event that brings significant economic benefit to the Scottish Borders. It attracts a high number of spectators, supporters, staff and competitors to the area; many of whom stay a number of nights. Previous studies have estimated that the event contributes over £2.5 Million to the local economy.
- 4.10 It is recommended that the Executive notes the new legislation and the requirement for the Council to consult on the proposals submitted by the Rally Organisers. The Committee should consider the routes and timings proposed by the Rally Organisers attached at Appendices A to C and provide any comments or questions on these for consideration as the Council assess whether or not to issue a Motor Sports Order.

## **5 IMPLICATIONS**

### **5.1 Financial**

There are no direct costs attached to any of the recommendations contained in this report.

### **5.2 Risk and Mitigations**

The new legislation and other measures that are now in place go further than previous legislation in its attempt to mitigate the safety and associated risks of holding the Rally. As with all events of this type, there are inherent risks that can never be fully mitigated. However, SBC is working with partners and the event organisers to ensure that the new legislation is complied with; that risk assessments and other appropriate safety measures are in place, monitored and reviewed.

### **5.3 Equalities**

An Equalities Impact Assessment has been carried out on this proposal and it is anticipated that there are no adverse equality implications.

### **5.4 Acting Sustainably**

There are no economic, social or environmental effects directly linked to the recommendations within this report.

### **5.5 Carbon Management**

The recommendations within this report will have no impact on the Council's carbon emissions.

### **5.6 Rural Proofing**

This report is not linked to a new or amended policy or strategy.

### **5.7 Changes to Scheme of Administration or Scheme of Delegation**

The recommendations in this report do not require any change to either the Scheme of Administration or the Scheme of Delegation.

**6 CONSULTATION**

6.1 The Chief Financial Officer, the Monitoring Officer, the Chief Legal Officer, the Chief Officer Audit and Risk, the Service Director HR, the Clerk to the Council and Corporate Communications have been consulted and comments received are incorporated in the report.

**Approved by**

**Rob Dickson**  
**Executive Director**

**Signature .....**

**Martin Joyce**

**Service Director Assets & Infrastructure Signature .....**

**Author(s)**

Name	Designation and Contact Number
Brian Young	Infrastructure Manager 01835 825178

**Background Papers:** N/A

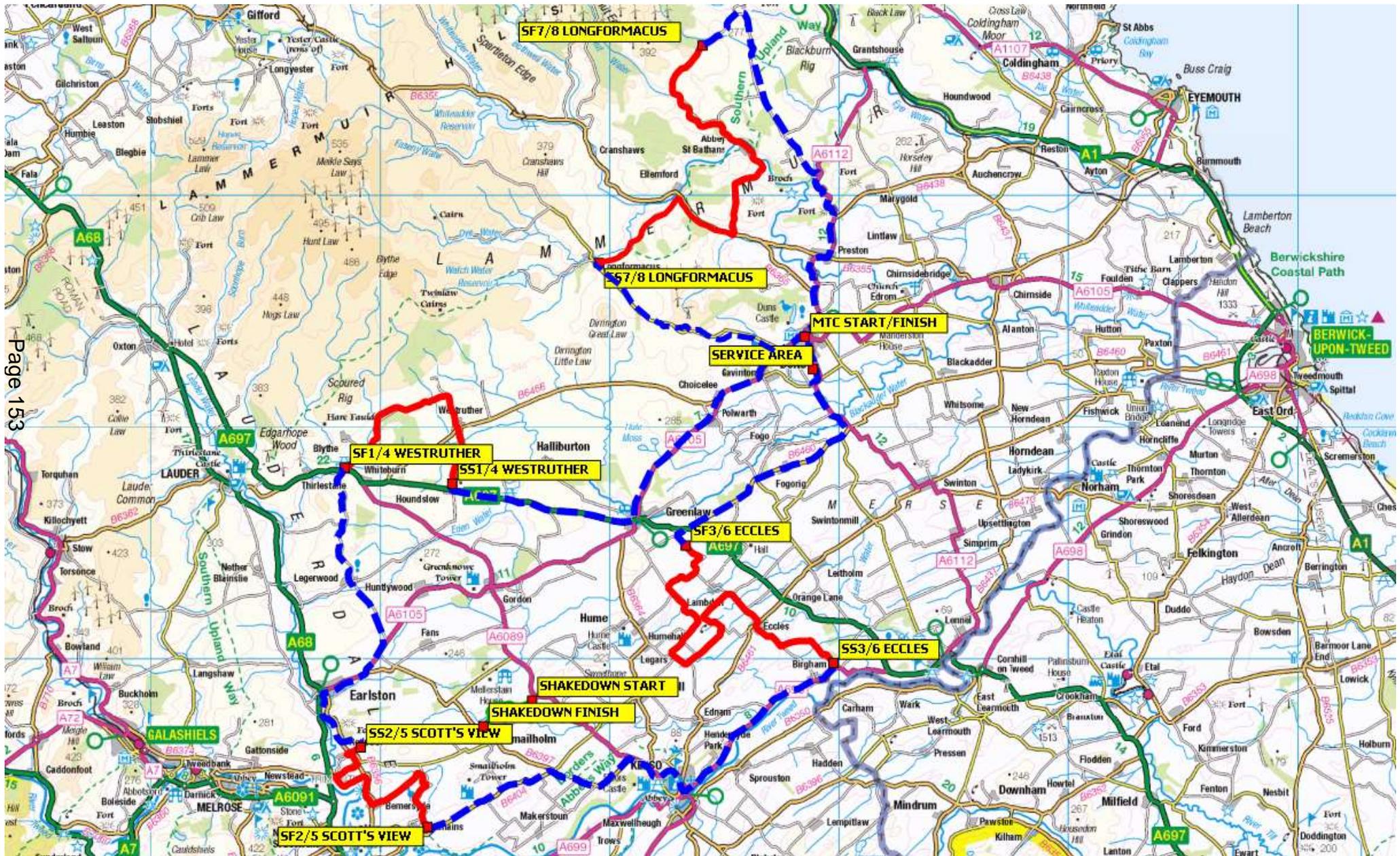
**Previous Minute Reference:** None

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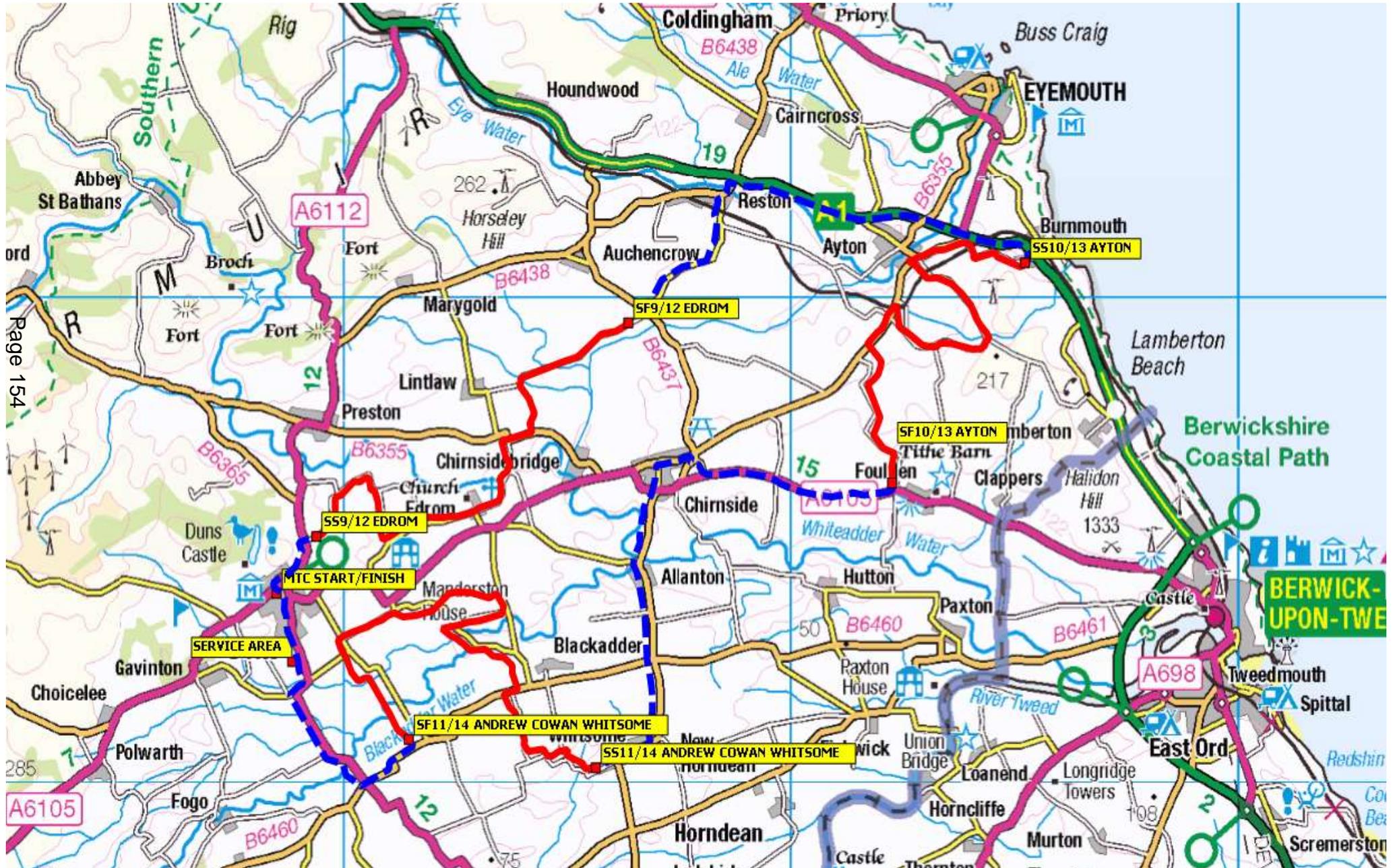
Contact us at Jacqueline Whitelaw, PLACE, Business Support, Scottish Borders Council, Council Headquarters, Newtown St Boswells, Melrose, TD6 0SA, Tel 0300 100 1800, email [JWhitelaw@scotborders.gov.uk](mailto:JWhitelaw@scotborders.gov.uk).

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Jim Clark Rally 2020  
Overall Route Saturday 30<sup>th</sup> May 2020



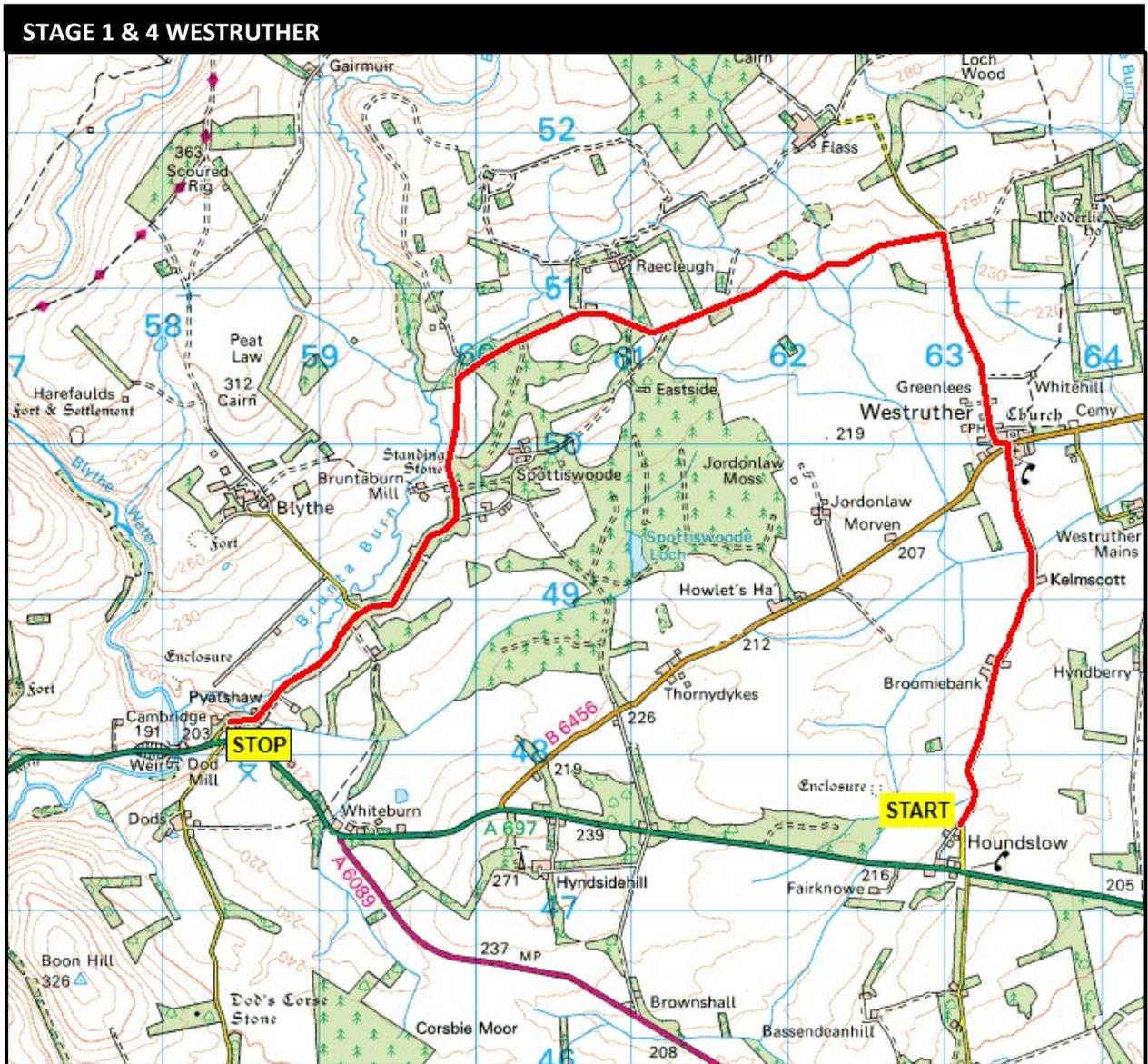
Jim Clark Rally 2020  
Overall Route Sunday 31<sup>st</sup> May 2020



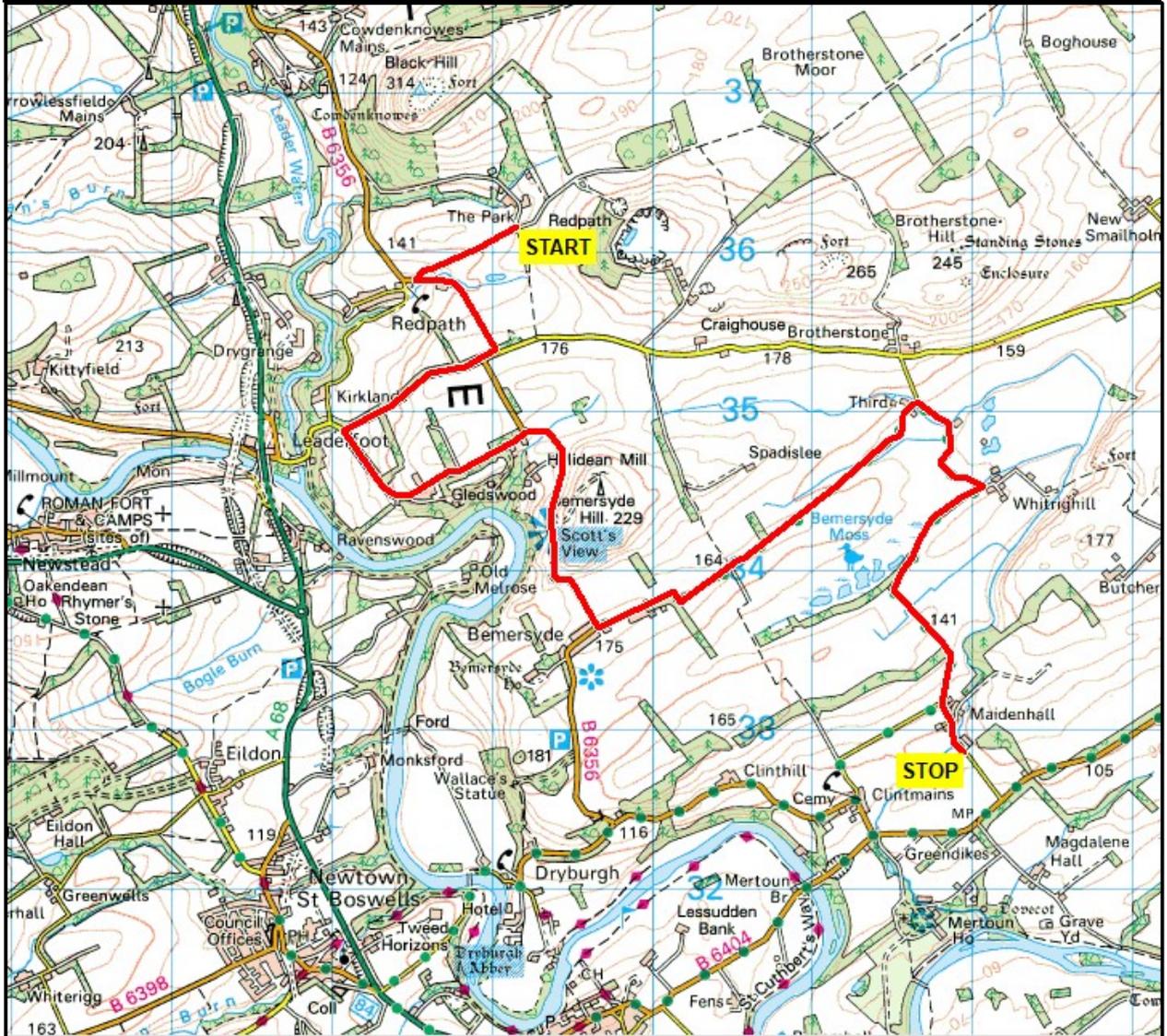
		02:00	01:55	01:50	01:30	01:00	00:45	00:30	00:20	00:10		00:52	02:00	05:00
		Road Closure	Timekeeper	Stage Set Up	Chief Marshal	Stewards	Spec Safety Officer	ESO / MSUK Safety Delegate (000)	Deputy Clerk (00)	Zero Car (0)	1st Competing Car	Sweeper	Clear Up	Latest Road Opening Time
MTC 0	START Podium (Duns Square)	08:00	08:05	08:10	08:30	09:00	09:15	09:30	09:40	09:50	10:00	10:52	12:00	
SS1	Westruther 1	08:30	08:35	08:40	09:00	09:30	09:45	10:00	10:10	10:20	10:30	11:22	12:30	
SS2	Scott's View 1	09:07	09:12	09:17	09:37	10:07	10:22	10:37	10:47	10:57	11:07	11:59	13:07	
SS3	Eccles 1	09:49	09:54	09:59	10:19	10:49	11:04	11:19	11:29	11:39	11:49	12:41	13:49	
TC3A	Regroup In - (Duns Square)		10:29	10:34	10:54	11:24	11:39	11:54	12:04	12:14	12:24	13:16	14:24	
TC3B	Regroup Out		10:39	10:44	11:04	11:34	11:49	12:04	12:14	12:24	12:34	13:26	14:34	
TC3C	Service In		10:45	10:50	11:10	11:40	11:55	12:10	12:20	12:30	12:40	13:32	14:40	
TC3D	Service out		11:30	11:35	11:55	12:25	12:40	12:55	13:05	13:15	13:25	14:17	15:25	
SS4	Westruther 2						13:10	13:25	13:35	13:45	13:55	14:47	15:55	16:30
SS5	Scott's View 2						13:47	14:02	14:12	14:22	14:32	15:24	16:32	17:07
SS6	Eccles 2						14:29	14:44	14:54	15:04	15:14	16:06	17:14	17:49
MTC 1	End of Leg 1 (Service)						15:02	15:17	15:27	15:37	15:47	16:39	17:47	
MTC 2	Start of leg 2 (Duns Square)	16:00	16:05	16:10	16:30	17:00	17:15	17:30	17:40	17:50	18:00	18:52	20:00	
SS7	Longformacus 1	16:18	16:23	16:28	16:48	17:18	17:33	17:48	17:58	18:08	18:18	19:10	20:18	
SS8	Longformacus 2						18:29	18:44	18:54	19:04	19:14	20:06	21:14	23:18
MTC 3	End of Leg 2 (Duns Square)						19:08	19:23	19:33	19:43	19:53	20:45	21:53	
MTC 4	Start of leg 3 (Duns Square)	08:00	08:05	08:10	08:30	09:00	09:15	09:30	09:40	09:50	10:00	10:52	12:00	
SS9	Edrom 1	08:10	08:15	08:20	08:40	09:10	09:25	09:40	09:50	10:00	10:10	11:02	12:10	
SS10	Ayton 1	08:37	08:42	08:47	09:07	09:37	09:52	10:07	10:17	10:27	10:37	11:29	12:37	
SS11	Whitsome 1	09:21	09:26	09:31	09:51	10:21	10:36	10:51	11:01	11:11	11:21	12:13	13:21	
TC11A	Regroup In (Service)		10:29	10:34	10:54	11:24	11:39	11:54	12:04	12:14	12:24	13:16	14:24	
TC11B	Regroup Out / Service In		10:39	10:44	11:04	11:34	11:49	12:04	12:14	12:24	12:34	13:26	14:34	
TC11C	Service A out		11:09	11:14	11:34	12:04	12:19	12:34	12:44	12:54	13:04	13:56	15:04	
SS12	Edrom 2						12:29	12:44	12:54	13:04	13:14	14:06	15:14	15:10
SS13	Ayton 2						12:59	13:14	13:24	13:34	13:44	14:36	15:44	15:37
SS14	Whitsome 2						13:40	13:55	14:05	14:15	14:25	15:17	16:25	16:21
MTC 5	FINISH Podium (Duns Square)						14:01	14:16	14:26	14:36	14:46	15:38	16:46	

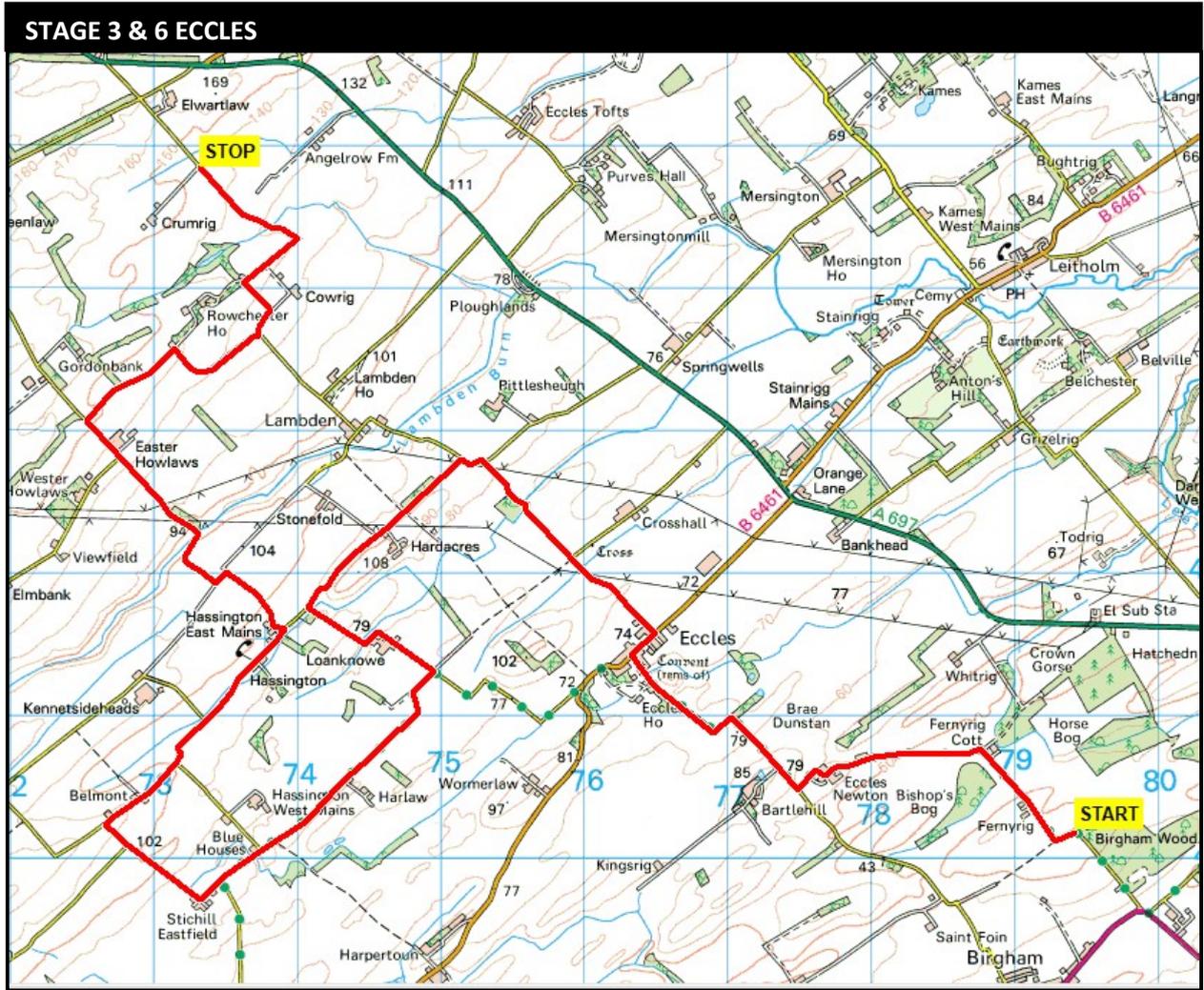
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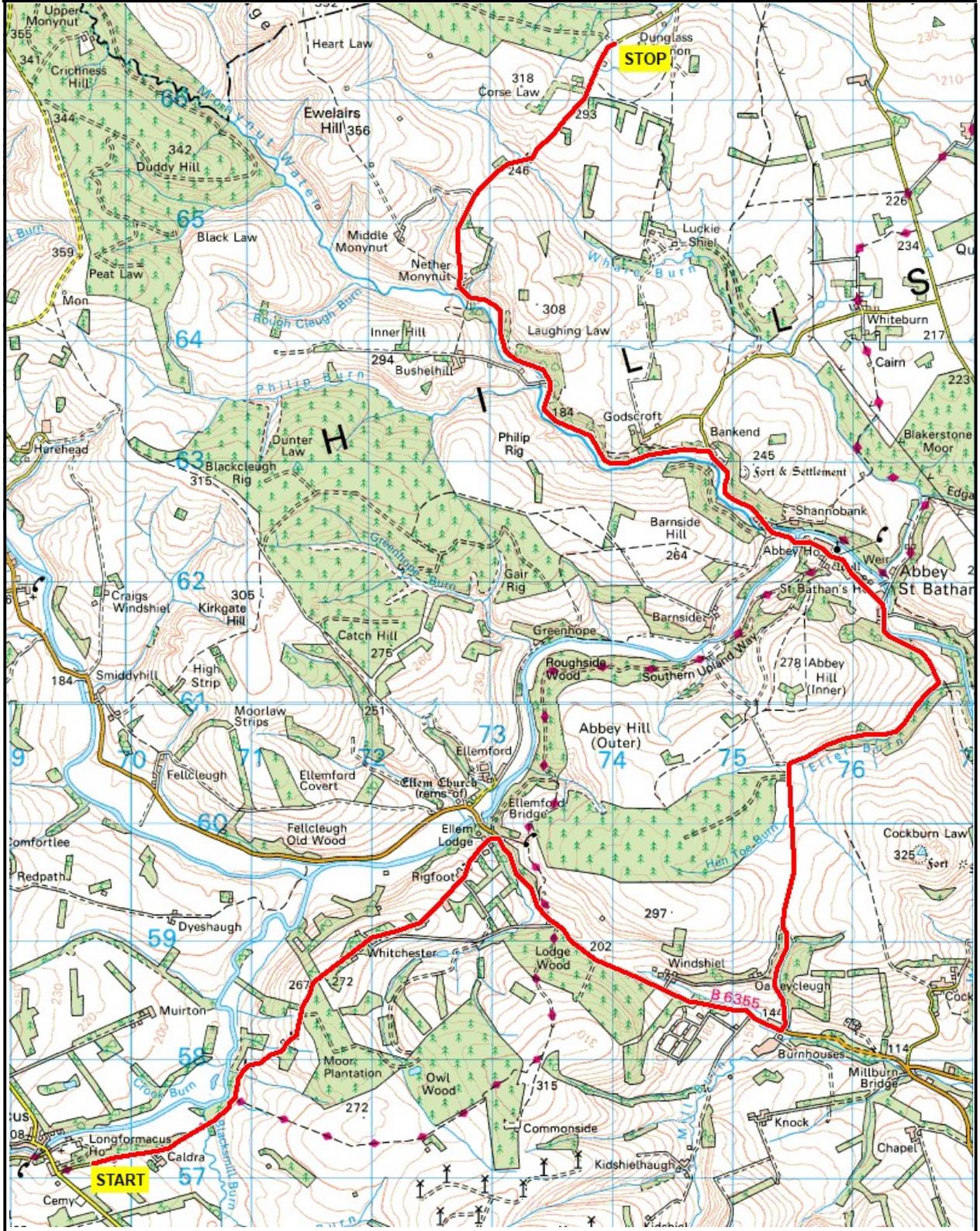


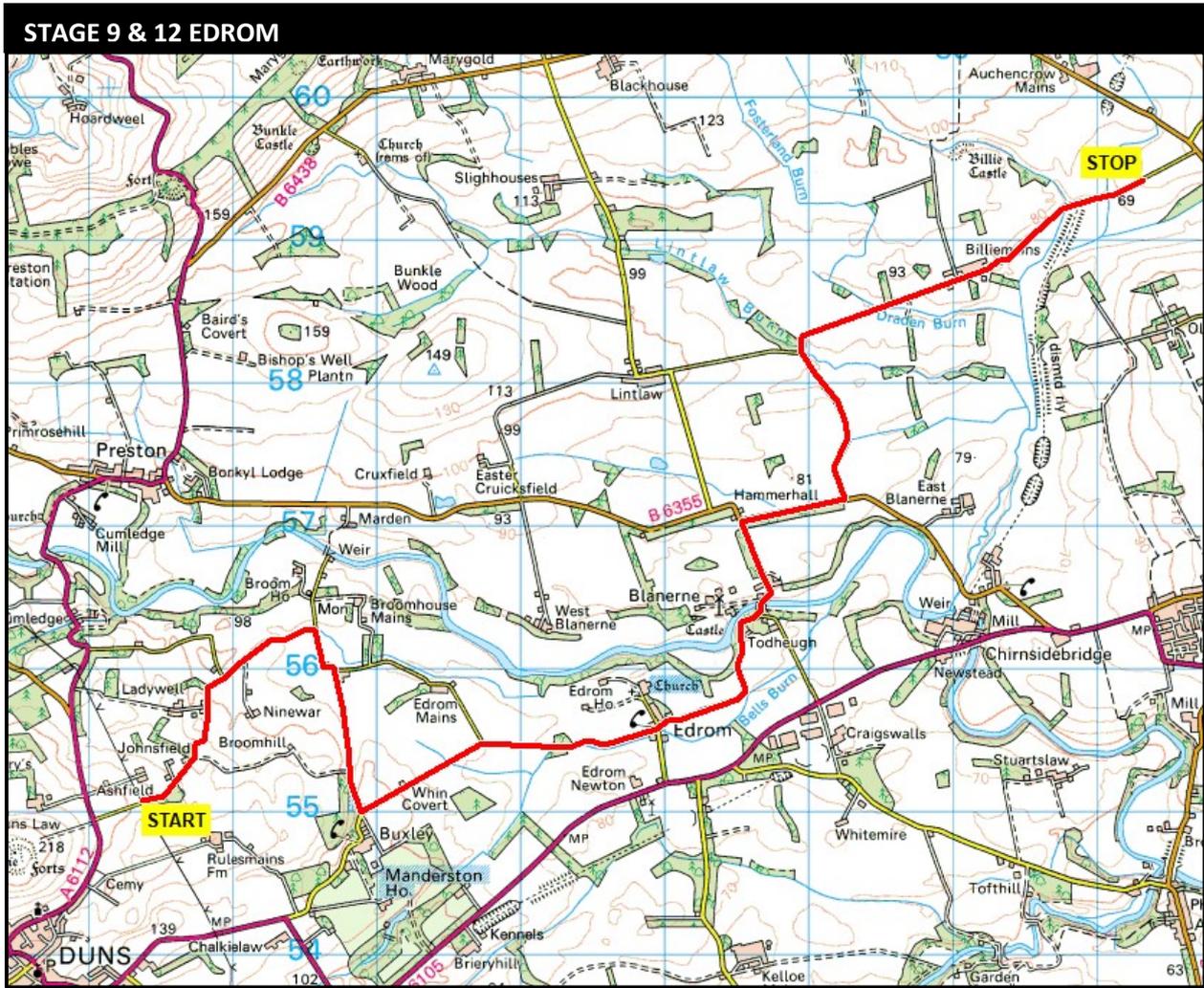
**STAGE 2 & 5 SCOTT'S VIEW**



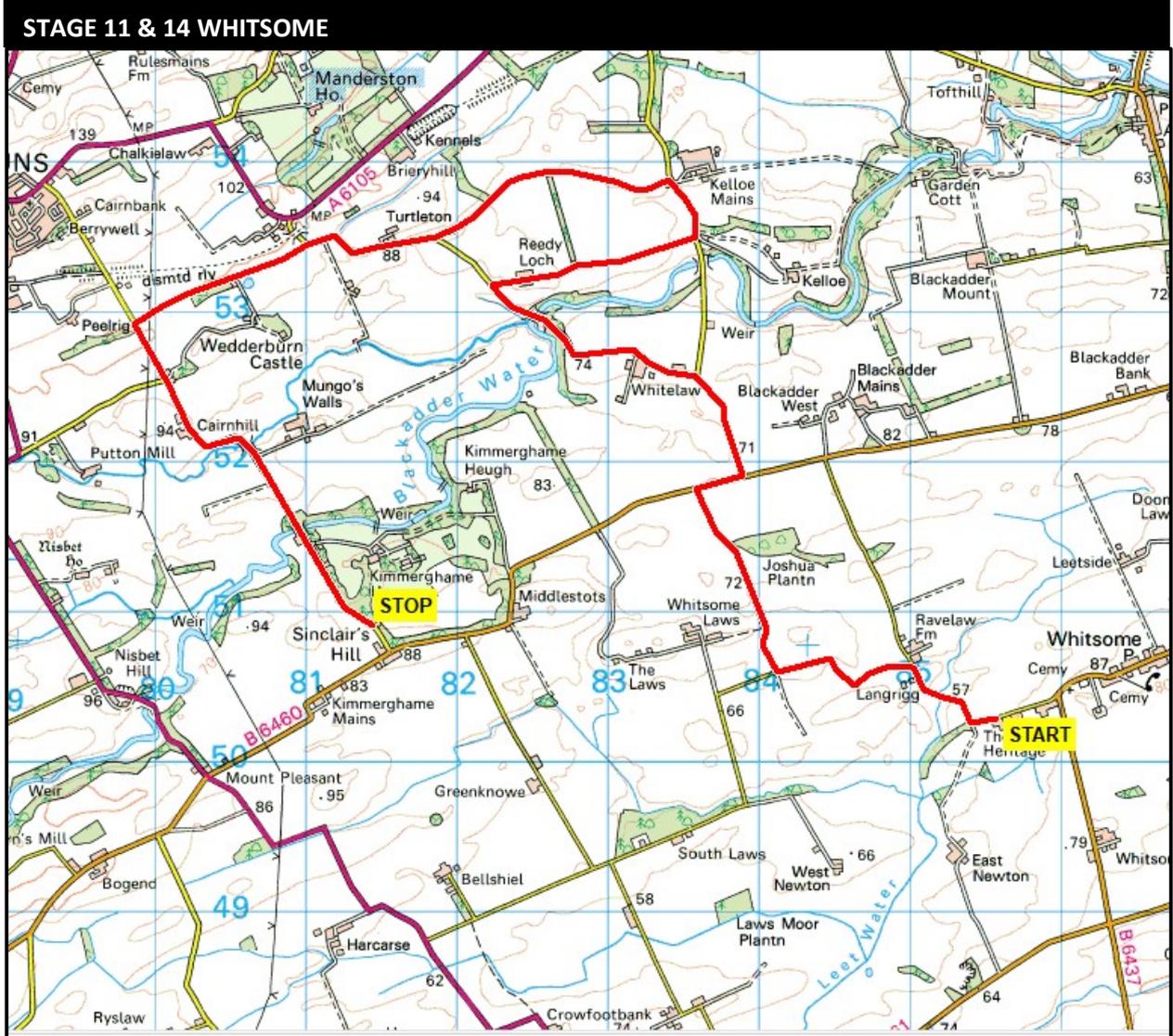


STAGE 7 & 8 LONGFORMACUS









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