



## **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

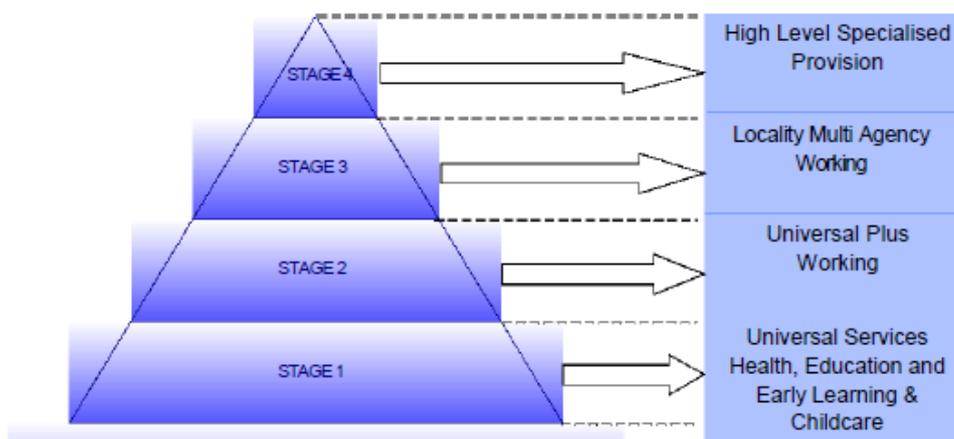
Whilst it is acknowledged that the majority of children and young people flourish within the learning environments created through the strategies and approaches outlined above, there are times when some children and young people require additional planning and support to meet their needs. Scottish Borders 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 establishments 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](#).