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To: Councillor Wheeler, Convener; Councillor Malik, Vice Convener; Councillor Stewart, the Depute Provost; Councillors Alphonse, Bell, Cameron, Lesley Dunbar, Greig, Hutchison, Imrie, Macdonald, MacGregor, Mennie and Stewart; and Mrs Tracey Blackie (Parent Representative - Primary / ASN), Reverend Shuna Dicks (Church of Scotland Religious Representative), Mr John Murray (Roman Catholic Religious Representative), Mr Mike Paul (Teacher Representative - Secondary Schools), Mr Rick Sansom (Parent Representative - Secondary / ASN) and Miss Pamela Scott (Teacher Representative - Primary Schools), and one vacancy (Third Religious Representative).

Town House,
ABERDEEN, 18 November 2020

EDUCATION OPERATIONAL DELIVERY COMMITTEE

The Members of the **EDUCATION OPERATIONAL DELIVERY COMMITTEE** are requested to meet in the **Council Chamber - Town House** on **THURSDAY, 26 NOVEMBER 2020 at 10.00 am.**

FRASER BELL
CHIEF OFFICER - GOVERNANCE

BUSINESS

NOTIFICATION OF URGENT BUSINESS

1.1 There are no items of urgent business at this time

DETERMINATION OF EXEMPT BUSINESS

2.1 There are no items of exempt business

DECLARATIONS OF INTEREST

3.1 Members are requested to declare any interests (Pages 3 - 4)

DEPUTATIONS

- 4.1 There are no requests for deputation at this time

MINUTES OF PREVIOUS MEETINGS

- 5.1 Minute of Previous Meeting of 17 September 2020 (Pages 5 - 12)

NOTICES OF MOTION

- 6.1 There are no Notices of Motion at this time

COMMITTEE PLANNER

- 7.1 Committee Business Planner (Pages 13 - 16)

REFERRALS FROM COUNCIL, COMMITTEES AND SUB COMMITTEES

- 8.1 There are no referrals at this time

PERFORMANCE & RISK

- 9.1 Education Improvement Data Surveillance - CUS/20/220 (Pages 17 - 42)
- 9.2 Cluster Risk Registers - OPE/20/213 (Pages 43 - 56)

GENERAL BUSINESS

- 10.1 Minimising Exclusion Policy - OPE/20/221 (Pages 57 - 116)
- 10.2 Supporting Learners Update - OPE/20/219 (Pages 117 - 132)
- 10.3 Senior Phase - OPE/20/222 (Pages 133 - 192)

EHRIAs related to reports on this agenda can be viewed at
[Equality and Human Rights Impact Assessments](#)

Should you require any further information about this agenda, please contact Stephanie Dunsmuir, email sdunsmuir@aberdeencity.gov.uk

DECLARATIONS OF INTEREST

You must consider at the earliest stage possible whether you have an interest to declare in relation to any matter which is to be considered. You should consider whether reports for meetings raise any issue of declaration of interest. Your declaration of interest must be made under the standing item on the agenda, however if you do identify the need for a declaration of interest only when a particular matter is being discussed then you must declare the interest as soon as you realise it is necessary. The following wording may be helpful for you in making your declaration.

I declare an interest in item (x) for the following reasons

For example, I know the applicant / I am a member of the Board of X / I am employed by...

and I will therefore withdraw from the meeting room during any discussion and voting on that item.

OR

I have considered whether I require to declare an interest in item (x) for the following reasons however, having applied the objective test, I consider that my interest is so remote / insignificant that it does not require me to remove myself from consideration of the item.

OR

I declare an interest in item (x) for the following reasons however I consider that a specific exclusion applies as my interest is as a member of xxxx, which is

- (a) a devolved public body as defined in Schedule 3 to the Act;
- (b) a public body established by enactment or in pursuance of statutory powers or by the authority of statute or a statutory scheme;
- (c) a body with whom there is in force an agreement which has been made in pursuance of Section 19 of the Enterprise and New Towns (Scotland) Act 1990 by Scottish Enterprise or Highlands and Islands Enterprise for the discharge by that body of any of the functions of Scottish Enterprise or, as the case may be, Highlands and Islands Enterprise; or
- (d) a body being a company:-
 - i. established wholly or mainly for the purpose of providing services to the Councillor's local authority; and
 - ii. which has entered into a contractual arrangement with that local authority for the supply of goods and/or services to that local authority.

OR

I declare an interest in item (x) for the following reasons.....and although the body is covered by a specific exclusion, the matter before the Committee is one that is quasi-judicial / regulatory in nature where the body I am a member of:

- is applying for a licence, a consent or an approval
- is making an objection or representation
- has a material interest concerning a licence consent or approval
- is the subject of a statutory order of a regulatory nature made or proposed to be made by the local authority.... and I will therefore withdraw from the meeting room during any discussion and voting on that item.

EDUCATION OPERATIONAL DELIVERY COMMITTEE

ABERDEEN, 17 September 2020. Minute of Meeting of the EDUCATION OPERATIONAL DELIVERY COMMITTEE. Present:- Councillor Wheeler, Convener; Councillor Jennifer Stewart, the Depute Provost; and Councillors Alphonse, Bell, Cameron, Lesley Dunbar, Grant (as substitute for Councillor Malik), Greig, Hutchison, Imrie, Macdonald, MacGregor and Mennie. External Members:- Mrs Tracey Blackie (Parent Representative - Primary / ASN), Reverend Shuna Dicks (Church of Scotland Religious Representative) (for articles 1 to 5 and part of article 6), Mr John Murray (Roman Catholic Religious Representative), Mr Mike Paul (Teacher Representative - Secondary Schools) (for articles 1 to 5 and part of article 6), Mr Rick Sansom (Parent Representative - Secondary / ASN) and Miss Pamela Scott (Teacher Representative - Primary Schools).

The agenda and reports associated with this minute can be found [here](#).

Please note that if any changes are made to this minute at the point of approval, these will be outlined in the subsequent minute and this document will not be retrospectively altered.

DECLARATIONS OF INTEREST

1. The Committee noted the following declarations of interest intimated at this stage:
 - (i) Mrs Tracey Blackie declared an interest in respect of item 10.4 (Statutory Consultation Report: Proposed changes to school zones for Bucksburn Academy and Oldmachar Academy) by virtue of the fact she had a child at Bucksburn Academy; and item 10.7 (Accessibility Plan), by virtue of the fact she had a child with additional support needs, but did not consider that the nature of her interests required her to leave the meeting.

The Committee resolved:-

to note the declarations of interest made by Mrs Blackie.

MINUTE OF PREVIOUS MEETING

2. The Committee had before it the minute of its previous meeting of 12 March 2020 for approval.

The Committee resolved:-

to approve the minute as a correct record.

COMMITTEE BUSINESS PLANNER

3. The Committee had before it the committee business planner as prepared by the Chief Officer – Governance.

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The Committee resolved:-

- (i) to note the matters raised by Mr Sansom on behalf of the Aberdeen City Parent Forum in respect of parents' evenings and the school estate and the responses provided at the meeting by officers;
- (ii) to note that the Chief Education Officer would re-circulate the service update on the United Nations Convention on the Rights of the Child;
- (iii) to note that a service update on the campus model for school provision (item 22 on the planner) would be provided prior to the November meeting;
- (iv) to agree to remove items 15 (United Nations Convention on Rights of the Child), 16 (Inspection Reporting) and 17 (ACC National Improvement Framework update); and
- (v) to otherwise note the planner.

PERFORMANCE MANAGEMENT FRAMEWORK REPORT – EDUCATION - CUS/20/121

4. The Committee had before it a report by the Director of Customer Services which presented the status of key performance measures relating to the Education Operational cluster.

The report recommended:-

that Committee note the report and provide comments and observations on the performance information contained in the report appendix.

The Committee resolved:-

- (i) to note that the Chief Education Officer would circulate information on the number of probationer teachers included in the teacher vacancy figures outwith the meeting;
- (ii) to thank all staff in the service for the work they had undertaken during the COVID-19 pandemic; and
- (iii) to note the report.

EDUCATION OPERATIONAL DELIVERY COMMITTEE - ANNUAL EFFECTIVENESS REPORT - COM/20/125

5. The Committee had before it a report by the Chief Operating Officer and Director of Customer Services which presented the annual report of the Education Operational Delivery Committee to enable Members to provide comment on the data contained within.

The report recommended:-

that Committee –

- (a) provide comments and observations on the data contained within the annual report; and
- (b) note the annual report of the Education Operational Delivery Committee.

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The Committee resolved:-

- (i) in relation to the number of reports where the Committee had amended officer recommendations, to note that officers would provide information to Members outwith the meeting as to how many of those had been agreed unanimously, and how many on division; and
- (ii) to note the report.

LOCHSIDE ACADEMY - TRANSPORT & SAFE ROUTES TO SCHOOLS ANNUAL UPDATE - COM/20/116

6. With reference to article 7 of the minute of its meeting of 16 May 2019, the Committee had before it a report by the Chief Operating Officer which provided an update on the performance of the transport services and arrangements for pupils accessing Lochside Academy and on the success of provisions in relation to the safe walking routes to Lochside Academy.

The report recommended:-

that Committee note the outcome of the 2020 annual review for transport and safe routes to school for Lochside Academy.

The Convener, seconded by Councillor Macdonald, moved:-

That the Committee:-

- (a) note the outcome of the 2020 annual review for transport and safe routes to school for Lochside Academy;
- (b) instruct the Chief Operating Officer to write to the Deputy First Minister and Cabinet Secretary for Education and Skills asking when the Scottish Government intends to implement its promise to provide free travel for those under the age of 19 in order that any implications for the future of school transport to Lochside Academy and other relevant schools can be considered; and
- (c) agree that any saving on transport provision would help significantly in bringing forward a balanced budget for 2021/22.

Councillor Cameron, seconded by Councillor Mennie, moved as an amendment:-

That the Committee:-

- (a) note the outcome of the 2020 annual review for transport and safe routes to school for Lochside Academy;
- (b) note the Scottish Government intends to implement its promise after April 2021 following its delay due to the COVID pandemic, to provide free travel for those under the age of 19 in order that any implications for the future of school transport to Lochside Academy and other relevant schools can be considered;

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- (c) agree that any saving on transport provision would help significantly in bringing forward a balanced budget for 2021/22;
- (d) note that significant numbers of children attending Lochside Academy continue to cross Wellington Road outwith the safe crossing points by climbing over the vehicle guard rail separating the north and southbound carriageways between the Souterhead Roundabout and the junction with Charleston Road North;
- (e) refer the matter to the Operational Delivery Committee, with the recommendation that they instruct the Chief Officer - Operations and Protective Services to design protective measures to prevent pedestrians crossing Wellington Road between these two junctions, and report to City Growth and Resources Committee with costed proposals for approval from the capital programme; and
- (f) note our disappointment that the Operational Delivery Committee on 16 May 2019 chose not to accept a similar proposal to (d) to (e) above when it was agreed unanimously by Education Operational Delivery Committee on the same day.

Councillor Greig moved as a further amendment:-

That the Committee:-

- (a) note the outcome of the 2020 annual review for transport and safe routes to school for Lochside Academy;
- (b) instruct the Chief Operating Officer to write to the Deputy First Minister and Cabinet Secretary for Education and Skills asking when the Scottish Government intends to implement its promise to provide free travel for those under the age of 19 in order that any implications for the future of school transport to Lochside Academy and other relevant schools can be considered;
- (c) agree that any saving on transport provision would help significantly in bringing forward a balanced budget for 2021/22;
- (d) note that significant numbers of children attending Lochside Academy continue to cross Wellington Road outwith the safe crossing points by climbing over the vehicle guard rail separating the north and southbound carriageways between the Souterhead Roundabout and the junction with Charleston Road North; and
- (e) refer the matter to the Operational Delivery Committee, with the recommendation that they instruct the Chief Officer - Operations and Protective Services to design protective measures to prevent pedestrians crossing Wellington Road between these two junctions, and report to City Growth and Resources Committee with costed proposals for approval from the capital programme.

The amendment by Councillor Greig did not attract a seconder however, and therefore fell.

On a division, there voted:- for the motion (7) – the Convener; and Councillors Bell, Lesley Dunbar, Grant, Imrie, Macdonald and Jennifer Stewart, the Depute Provost; for the amendment (7) – Councillors Alphonse, Cameron, Hutchison, MacGregor and Mennie; and Mr John Murray and Miss Pamela Scott; did not vote (3) – Councillor Greig; and Mrs Tracey Blackie and Mr Rick Sansom; absent from the division (2) – Reverend Shuna Dicks and Mr Mike Paul.

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There being an equality of votes, the Convener exercised his casting vote in terms of Standing Order 32.7 and voted for the motion.

The Committee resolved:-

to approve the motion.

UNIVERSAL CREDIT AND FREE SCHOOL MEALS - CUS/20/155

7. With reference to article 8 of the minute of its meeting of 16 May 2019, the Committee had before it a report by the Director of Customer Services which had been prepared in response to the Committee instruction that officers investigate whether the Council should develop a free school meals policy to address anomalies in legislation following the implementation of Universal Credit.

The report recommended:-

that the Committee –

- (a) agree to introduce a policy of extending free school meal entitlement to families in receipt of Universal credit in respect of:
 - (i) Single claimants working less than 16 hours per week with a gross annual income of less than £16,105; and
 - (ii) Joint claimants working less than 24 hours per week with a gross annual income of less than £16,105; and
- (b) instruct the Chief Officer – Early Intervention and Community Empowerment to implement the extended provision from 26 October 2020.

The Committee resolved:-

- (i) to note that the Chief Officer – Early Intervention and Community Empowerment would circulate information to Members outwith the meeting on the number of children entitled to free school meals who did not take up the offer; and
- (ii) to approve the recommendations.

STATUTORY CONSULTATION REPORT: PROPOSED CHANGES TO SCHOOL ZONES FOR BUCKSBURN ACADEMY AND OLDMACHAR ACADEMY - RES/20/127

8. With reference to article 5 of the minute of its meeting of 16 January 2020, the Committee had before it a report by the Director of Resources which provided an update on the outcomes of a statutory consultation in relation to the proposal to adjust the school zone boundaries for Bucksburn Academy and Oldmachar Academy, in order to accommodate the new Grandhome housing development.

The report recommended:-

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that Committee agree to implement the proposal to rezone an area of ground to the west of Whitestripes Avenue in Aberdeen, from Bucksburn Academy to Oldmachar Academy, with effect from 5 January 2021.

The Committee resolved:-

to approve the recommendation.

DEVOLVED SCHOOL MANAGEMENT - OPE/20/112

9. The Committee had before it a report by the Chief Operating Officer which sought approval for the Aberdeen City Revised Devolved School Management Scheme, which was fully based on the national Devolved School Management guidance issued by the Scottish Government in Summer 2019.

The report recommended:-

that Committee approve the Revised Devolved School Management Scheme 2020 as set out at Appendix 1 to the report.

The Committee resolved:-

to approve the recommendation.

SUPPORTING LEARNERS - OPE/20/126

10. The Committee had before it a report by the Chief Operating Officer which sought approval to align the findings of the “Support for Learning: All Our Children and All Their Potential” recommendations with the work of the Supporting Learners Workstream and to implement changes to operating systems in light of restrictions necessary during the recovery phase as a result of COVID-19.

The report recommended:-

that Committee –

- (a) approve the amended Supporting Learners Programme Plan (Appendix B to the report), which takes account of the recommendations from the national ‘Support for Learning: All Our Children and All Their Potential’ Report (Appendix A to the report); and
- (b) endorse the agile approach being taken to ensure ongoing provision of support for learners.

The Committee resolved:-

to approve the recommendations.

ACCESSIBILITY PLAN - OPE/20/129

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11. The Committee had before it a report by the Chief Operating Officer which sought approval for the Aberdeen City Accessibility Plan which ensured that the long-term strategic planning and implementation processes of Aberdeen City Council met the requirements of sections 1 to 3 of the Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002.

The report recommended:-

that Committee –

- (a) approve the Aberdeen City Accessibility Plan (Appendix 1 to the report); and
- (b) instruct the Chief Education Officer to review the impact of the Plan in 2023 in accordance with legislation.

The Committee resolved:-

- (i) to note that the Chief Education Officer would investigate the budget issue raised in respect of the Scottish Council on Deafness; and
- (ii) to approve the recommendations.

- **COUNCILLOR JOHN WHEELER, Convener**

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	A	B	C	D	E	F	G	H	I
1	EDUCATION OPERATIONAL DELIVERY COMMITTEE BUSINESS PLANNER The Business Planner details the reports which have been instructed by the Committee as well as reports which the Functions expect to be submitting for the calendar year.								
2	Report Title	Minute Reference/Committee Decision or Purpose of Report	Update	Report Author	Chief Officer	Directorate	Terms of Reference	Delayed or Recommended for removal or transfer, enter either D.	Explanation if delayed, removed or transferred
3	26 November 2020								
4	Cluster Risk Register - Education / Integrated Children's & Family Services	To report on the cluster risk register		Eleanor Sheppard	Education	Operations	1.1.4		
5	Minimising Exclusion Policy	To present the revised exclusion policy for approval		Mhairi Shewan	Education	Operations	1.1.5		
6	Senior Phase	To seek approval for a more holistic partnership approach to the senior phase offering		Alex Duncan	Education	Operations	1.1.1		
7	Supporting Learners	EOD Committee 12/03/20 - The Committee resolved amongst other things (a) to acknowledge reference to the Educational Institute of Scotland survey report at 3.2.19 on Violence and Abusive Behaviour in Schools and agree that any incidents of violent and abusive behaviour are unacceptable whereby the wellbeing of our staff in schools within Aberdeen City Council is being negatively impacted, and request that the Service investigates further these findings to identify the root cause(s) of the issue which is putting our staff in schools at risk of harm, both physical and psychological, and identifies mitigating actions to address the issues we are currently experiencing; and (b) to instruct the Programme Manager to report on the above and the programme within three committee cycles.		Craig McDermott	Education	Operations	1.1.1		
8	Education Improvement Journey	EOD Committee 19/04/18 - to instruct the Chief Operating Officer to track progress against the proposed KPIs in order to report progress to the Education Operational Delivery Committee. Reporting will comprise (a) a yearly progress report based on validated data and (b) a six monthly update to provide an indication of progress to that point.	EODC will instead receive a data surveillance report, as COVID-19 & associated school closures have materially impacted on the data available against the attainment and achievement themes linked to the Education Improvement Journey at both Senior and Broad General Education phases.	Alex Paterson	Data and Insights	Customer	1.1.3		

	A	B	C	D	E	F	G	H	I
	Report Title	Minute Reference/Committee Decision or Purpose of Report	Update	Report Author	Chief Officer	Directorate	Terms of Reference	Delayed or Recommended for removal or transfer, enter either D, R or T	Explanation if delayed, removed or transferred
2	Inspection Reporting	A standing item to report on the outcome of school inspections if required		Eleanor Sheppard	Education	Operations	1.1.6	R	No inspection activity is currently taking place - this is therefore recommended for removal for this cycle as it is listed as a standing item for each future meeting. A service update was circulated to Members in September on the current position
9	Campus Model for School Provision	Council Budget 03/03/20 - To instruct the Chief Officer Corporate Landlord to take forward the proposals for a campus model for future school provision to the Education Operational Delivery Committee on 26 November 2020		Andrew Jones	Corporate Landlord	Resources	1.1.2	D	Officers will provide an update to committee setting out our intent/actions to date and future work around this project – service update to be provided prior to November committee meeting
10									
11	20 January 2021								
12	Inspection Reporting	A standing item to report on the outcome of school inspections if required		Eleanor Sheppard	Education	Operations	1.1.6	R	No inspection activity is currently taking place and it is expected that there will therefore be no update available for the January 2021 meeting. A service update was circulated to Members in September on the current position
13	Performance Management Framework Report – Education Operations	To present the latest performance for the cycle		Alex Paterson	Data and Insights	Customer	1.1.3		
14	Early Learning and Childcare: Cross Boundary Arrangements with Aberdeenshire Council	To update the ELC Policy		Louise Beaton	Integrated Children's and Family Services	Operations	1.1.1		
15	Bucksburn Academy School Roll	Council Budget 03/03/20 - To instruct the Chief Officer Corporate Landlord to take forward the proposals for the future anticipated school roll increase at Bucksburn Academy to the Education Operational Delivery Committee on 26 November 2020	Delayed to January 2021 due to COVID-19	Maria Thies	Corporate Landlord	Resources	1.1.2		

	A	B	C	D	E	F	G	H	I
	Report Title	Minute Reference/Committee Decision or Purpose of Report	Update	Report Author	Chief Officer	Directorate	Terms of Reference	Delayed or Recommended for removal or transfer, enter either D,	Explanation if delayed, removed or transferred
2	School Estate Plan	Council 6/3/18 - to instruct the Chief Officer – Corporate Landlord to bring a review of the School Estate report within the next 9 months to the Education Operational Delivery Committee, thereafter to forward the report to the Capital Programme Committee (now to be submitted to City Growth and Resources Committee instead of CPC in line with the changes to the Terms of Reference agreed by Council in March 2019)		Andrew Jones	Corporate Landlord	Resources	1.1.2	D	Given the impact of the pandemic on the provision of education this item be deferred until Summer 2022. This will provide officers time to determine if Scottish Government guidance will be provided on how education will be delivered in the future and how a school estate may look in light of this.
16									
17	17 March 2021								
18	Performance Management Framework Report – Education Operations	To present the latest performance for the cycle		Alex Paterson	Data and Insights	Customer	1.1.3		
19	Inspection Reporting	A standing item to report on the outcome of school inspections if required		Eleanor Sheppard	Education	Operations	1.1.6		
20	03 June 2021								
21	Education Improvement Journey	EOD Committee 19/04/18 - to instruct the Chief Operating Officer to track progress against the proposed KPIs in order to report progress to the Education Operational Delivery Committee. Reporting will comprise (a) a yearly progress report based on validated data and (b) a six monthly update to provide an indication of progress to that point.	Reports will be presented approx May and November each year	Reyna Stewart	Data and Insights	Customer	1.1.3		
22	Performance Management Framework Report – Education Operations	To present the latest performance for the cycle		Alex Paterson	Data and Insights	Customer	1.1.3		
23	Lochside Academy - Transport & Safe Routes to Schools Annual Update	E&CS Committee 16/11/17 - The Committee resolved to instruct the Interim Head of Planning & Sustainable Dev & the Head of Public Infrastructure & Environment to undertake annual updates reviewing the success of provision of free bus travel & the safe routes to school, with the first review to be undertaken in March 2019 (and thereafter annually & reported to Committee at the earliest possible opportunity prior to the end of the fourth school term each year).		Chris Cormack / Vycki Ritson	Strategic Place Planning / Operations and Protective Services	Commissioning / Operations	1.1.1		
24	Free School Meals Annual Update	EOD Committee 19/04/18 - to instruct the Chief Officer - Early Intervention and Community Empowerment to bring a report to Committee prior to the close of each school year (a) detailing the numbers registered for and taking free school meals by school and (b) assessing the progress made by implementing the new workstreams and detailing any required adjustments for the following school year		Derek McGowan	Early Intervention and Community Empowerment	Customer	1.1.1		
25	Annual Committee Effectiveness Report	To present the annual effectiveness report for the Committee.		Rob Polkinghorne	Operations	Operations	GD 8.5		
26	Inspection Reporting	A standing item to report on the outcome of school inspections if required		Eleanor Sheppard	Education	Operations	1.1.6		

	A	B	C	D	E	F	G	H	I
	Report Title	Minute Reference/Committee Decision or Purpose of Report	Update	Report Author	Chief Officer	Directorate	Terms of Reference	Delayed or Recommended for removal or transfer, enter either D.	Explanation if delayed, removed or transferred
2									
27	23 September 2021								
28	Performance Management Framework	To present the latest performance for the cycle		Alex Paterson	Data and Insights	Customer	1.1.3		
29	Inspection Reporting	A standing item to report on the outcome of school inspections if required		Eleanor Sheppard	Education	Operations	1.1.6		
30	25 November 2021								
31	Education Improvement Journey	EOD Committee 19/04/18 - to instruct the Chief Operating Officer to track progress against the proposed KPIs in order to report progress to the Education Operational Delivery Committee. Reporting will comprise (a) a yearly progress report based on validated data and (b) a six monthly update to provide an indication of progress to that point.	Reports will be presented approx May and November each year	Reyna Stewart	Data and Insights	Customer	1.1.3		
32	Performance Management Framework Report – Education Operations	To present the latest performance for the cycle		Alex Paterson	Data and Insights	Customer	1.1.3		
33	Inspection Reporting	A standing item to report on the outcome of school inspections if required		Eleanor Sheppard	Education	Operations	1.1.6		
34	Cluster Risk Register - Integrated Children's & Family Services	To report on the cluster risk register		Graeme Simpson	Integrated Children's and Family Services	Operations	GD 8.4		
35	2023								
36	Accessibility Plan	EOD Committee 17/09/20 - to instruct the Chief Education Officer to review the impact of the plan in three years' time		Eleanor Sheppard	Education	Operations	1.1.5		

ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	26 November 2020
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Education Improvement Data Surveillance Report
REPORT NUMBER	CUS/20/220
DIRECTOR	Andy Macdonald and Rob Polkinghorne
CHIEF OFFICER	Martin Murchie and Eleanor Sheppard
REPORT AUTHOR	Reyna Stewart and Shona Milne
TERMS OF REFERENCE	1.1.3

1. PURPOSE OF REPORT

- 1.1 To provide Elected Members information on data used to inform the initial and current Education Service Covid-19 response and outline the present position in regard to data availability from the 2020 SQA exam diet and national analysis of the 2019/20 Curriculum for Excellence outcomes.

2. RECOMMENDATIONS

That the Committee: -

- 2.1 notes how data has informed the Education Service's Covid-19 response and is presently being used to track critical aspects of education provision, aligning with the terms of the Council's current National Improvement Framework priorities; and
- 2.2 notes the current limitations around attainment and achievement data availability, and that a future report will, where possible, offer expanded analysis from the 2019/20 academic year around data tracking of the Education Improvement Journey.

3. BACKGROUND

3.1 Data Tracking of Service Delivery in the Response Phase

- 3.1.1 Data tracking of service delivery and pupil support during the period of school closures associated with COVID-19 provisions, and monitoring of key well-being indicators, such as access to free school meals, the digital accessibility of the Virtual Curriculum and attendance levels subsequent to re-opening, has been critical to the Education Service's response and recovery phases

3.2 Attainment and Achievement Data

- 3.2.1 At the same time, the Covid-19 pandemic and associated school closures have materially impacted on the data available against the attainment and

achievement themes linked to the Education Improvement Journey at both Senior and Broad General Education phases.

- 3.2.2 As Members will know, the methodology used to determine SQA awards was changed in response to queries around the validity of the algorithm being used and estimated grades were subsequently awarded. As a result, the limited SQA based data for 2019/2020 which is available, is not directly comparable with that of previous years, which precludes rapid analysis or interpretation.
- 3.2.3 Additionally, local authority access to the national Insight Tool, offering additional critical granularity against Senior Phase outcomes, which forms the basis of the detailed analysis of SQA awards within the Interim Education Improvement Journey Tracking report normally presented to Committee, has been delayed.
- 3.2.4 As noted below, the extent of validated data against the Curriculum for Excellence has also been impacted, which limits the Education Service's capacity to analyse and benchmark aggregated outcomes at authority level, although teacher judgement data, where completed, has been used to inform individual pupil assessments.

3.3 Senior Phase Data

- 3.3.1 As advised to Directors of Education by the Scottish Government Learning Directorate on 25th September 2020, presentation and publication of Insight data has been delayed and is now expected in early 2021. When published, based on the pre-review SQA awards release in August, Insight will likely show a significant increase in attainment because of the amended SQA awards process.
- 3.3.2 In the meantime, the Senior Phase report also being considered at this meeting of Committee considers the extent and scope of 2020 SQA data presently available and offers a high-level analysis of performance which supports the initial review of exam diet outcomes and enables on-going improvement planning.
- 3.3.3 On release of additional SQA analysis through Insight, the Services (Education and Data and Insights) will be enabled to offer enhanced analysis and use this to both validate current understanding of trend directions and 'stress test' the data in full.

3.4 Broad General Education Data

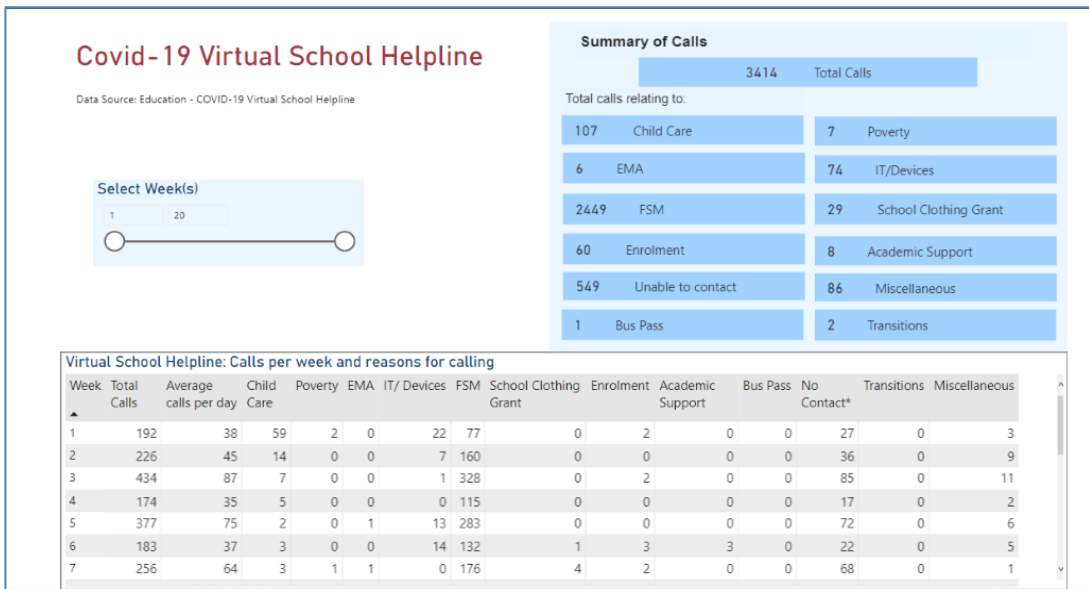
- 3.4.1 Given that school buildings were closed for a significant part of the last session, it was recognised that gathering CfE data, normally collated at academic year end, would have presented a number of challenges for schools, including issues of accurately assessing pupil progress, particularly of younger children and those with ASN, through the Virtual Curriculum.
- 3.4.2 In the letter of the above date, the Scottish Government, in recognition of these issues, confirmed that the required submission by education authorities of 2019/20 Curriculum for Excellence data had been suspended and that its

collation, analysis, and publication through the Broad General Education (BGE) Benchmarking Tool would not be provided to Education Authorities as originally scheduled.

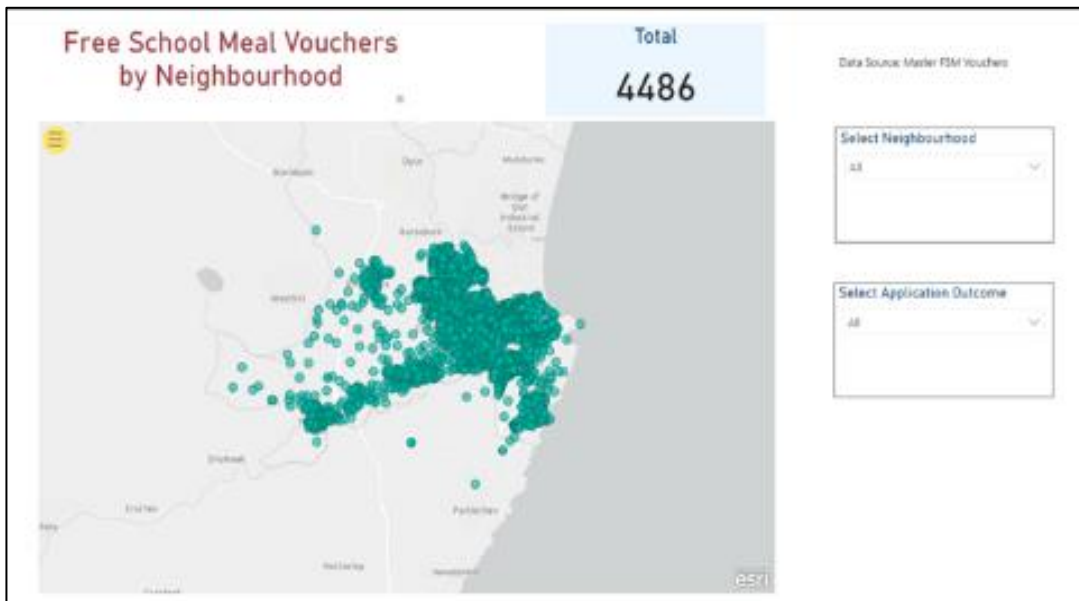
- 3.4.3 Validation, and benchmarking, of each education authority's Curriculum for Excellence outcomes is provided through submission to, and publication of, this data by the Scottish Government.
- 3.4.4 Scottish National Standardised Assessments, which assist with additional validation of Curriculum for Excellence outcomes, are usually undertaken by different year groups over the course of the school year. Only Primary 5 had completed the assessment at the time of school closures in March, so this dataset is incomplete.
- 3.4.5 In light of the above, given the lack of historical and comparable data sets, the Education Service is working closely with Data and Insights to agree how best to reflect and analyse 2019/20 data for future potential granular reporting.

3.5 Data collection in the Response Phase – Pupil Wellbeing and Support

- 3.5.1 Power BI has materially helped the Education Service to monitor and analyse data effectively and at pace and is used to inform the Council wide understanding of the situation so that responses can be tailored to more immediate needs and trends.
- 3.5.2 The Education Service and Data and Analytics have worked closely over the course of the pandemic to develop and make extensive use of Microsoft Forms and Power BI, enabling the Service to examine robust data and tailor responses to Covid based on this information.
- 3.5.3 The Virtual School Helpline was set up to coincide with the closing of school buildings. Calls were logged and input into a Power BI dashboard. This enabled the service to identify any repeated enquiries and consider support approaches and the Service's communications. The insight from the Virtual School Helpline informed the provision of vouchers for those in receipt of Free School Meals and helped the Service to ensure that families in need of a Chromebook had one made available to them.

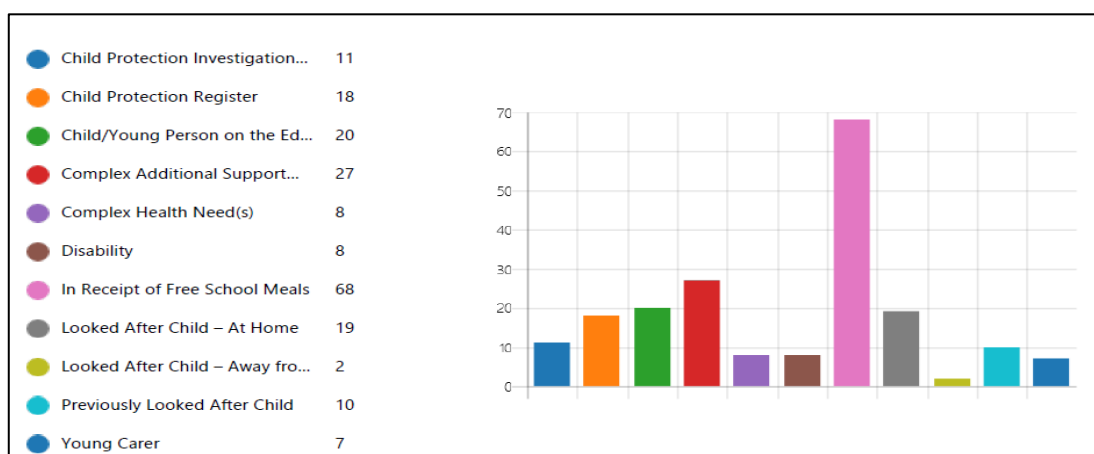


3.5.4 Registrations for free school meals, in the form of voucher distribution during the Response period, increased significantly as a result of families being impacted by changing financial circumstances. The Education Service and Customer function were able to monitor uptake through a heat map. This information was invaluable in helping the partnership ensure communities were sufficiently supported over the lockdown period and was used to inform partnership surveillance of the changing needs of the community.

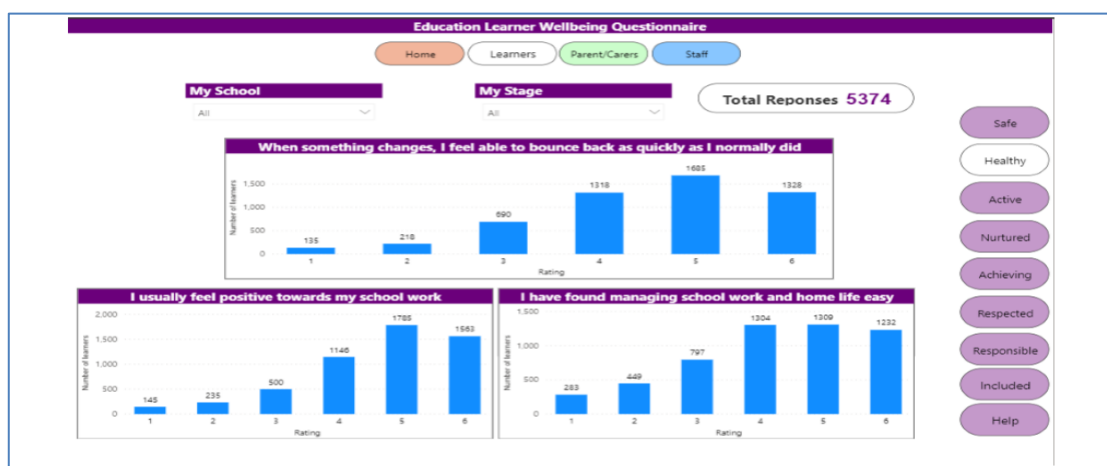


3.5.5 Hubs were established to support children and young people who were identified as in need of particular care and attention over the lockdown period. The suite of Microsoft tools was used to gather information on the presenting needs of children and families to ensure that the support being offered could be shaped around needs. This informed the allocation of Hub placements and enabled multi-agency partners to plan appropriate programmes for children and young people.

3.5.6 Officers used this data to help get a sense of how needs were changing over the course of the lockdown period and have followed this model in preparing for the introduction of Wellbeing Hubs. As a result of this data the Hubs began supplying food to children and families in addition to respite support.



3.5.7 A number of surveys have been conducted to help identify any emerging issues in our children, young people, staff, and families. The Learning at a Distance survey helped us amend our provision of home learning to support families. The Service’s engagement around a return to school buildings helped check on how the school community felt about the return to school so that we could target communications and support to the areas. The more recent wellbeing survey (see Appendix A) provided an indication of how the pandemic has impacted families and is informing short, and longer-term planning.



3.5.8 The use of live data over the course of the lockdown period has aided the Service to be agile and respond to the situation. This best practice is being used to inform our ‘business as usual’ approaches now that school buildings have re-opened.

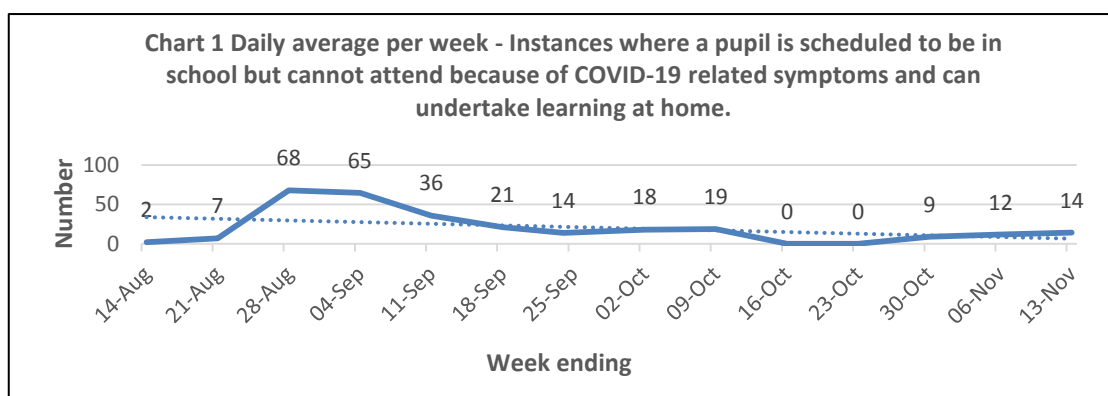
3.6 Data collection in the Recovery Phase – Attendance

3.6.1 Attendance levels, through various latitudinal research and tracking of pupil outcomes, are recognised as being significantly associated with the delivery of priority support for both children’s well-being in the current circumstances and their attainment and attainment in the longer term.

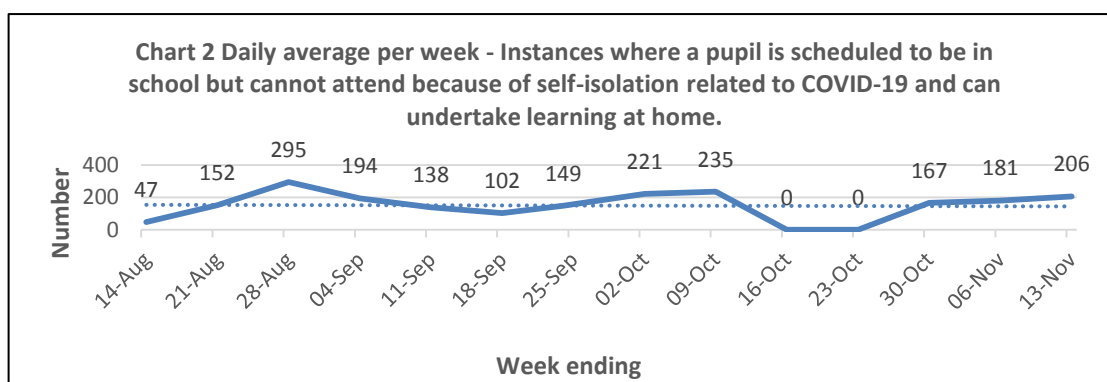
3.6.2 Given this, data is collected through SEEMiS on a daily basis as an operational data management tool whilst school administrations, through Excel, feed this data into Power BI directly so that central Officers can review any changes in attendance patterns at establishment and authority level as real time data.

3.6.3 N.B. It should be noted that aggregation, and analysis, of data in Charts 1-5, is based on the average number of instances of daily absences/attendances recorded across each weekly period rather than individual pupil absence e.g. a pupil being absent for five days will be reflected as five absences in that week.

3.6.4 The detailed management data dashboard helps Officers monitor the number of children who are learning at home because of having Covid-19 symptoms. Initial uncertainty around symptoms (and confusion between common cold symptoms and Covid-19 symptoms) evident in the dashboard has now subsided and we see more predictable patterns emerging.



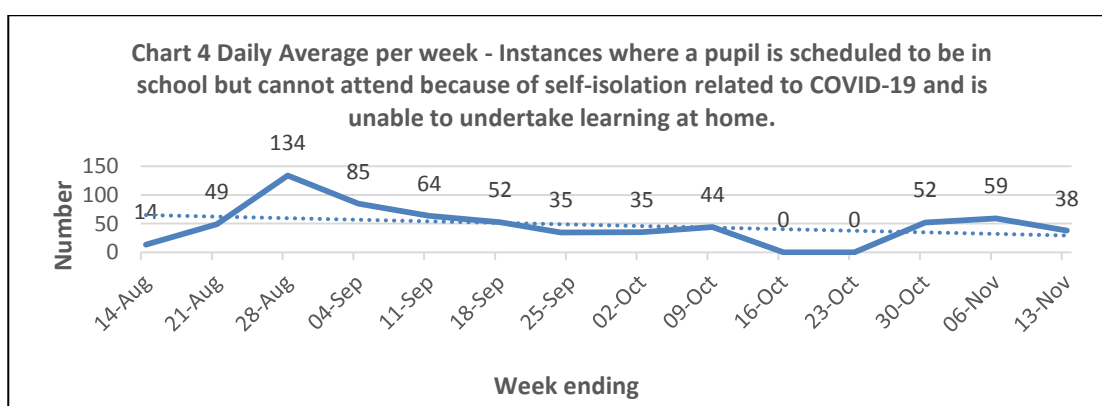
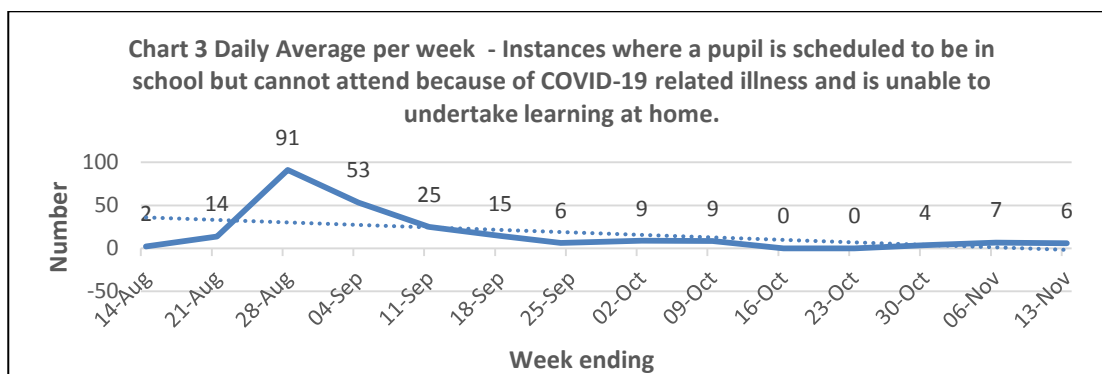
3.6.5 Officers are also enabled to monitor the number of children of families who have been advised to self-isolate through Test and Protect and are learning from home. Children and young people in this situation are provided with continued access to learning through Google Classroom and other e-learning provision.



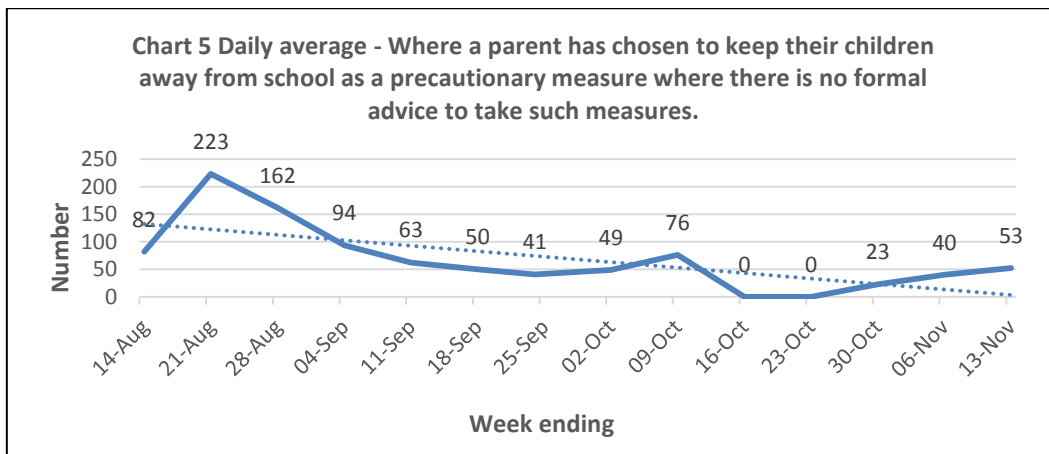
3.6.6 The number of instances of children and young people who have COVID-19 related symptoms or have been advised to self-isolate but are unable to learn from home is recorded.

3.6.7 The reasons behind any inability to learn could be influenced by several different factors, which are best understood at establishment level through the confidential discussions between schools and parents/guardians. As a result of

on-going and flexible interventions put in place by the Service to support home learning the numbers in these two categories daily are very small now (39 pupils on 13th November) and trending downwards continuously from a peak in late August, despite a recent localised post October holiday uptick.



- 3.6.8 The dashboard enables the Service to see the number of families who may be self-isolating their children against protocols contained within current national and local Covid-19 advice derived from the Scottish Government’s [Coronavirus Strategic Framework](#)
- 3.6.9 High numbers of children being removed from school due to parental concern for their child’s safety in school may indicate a lack of confidence in the school controls, be a reaction to increased perceptions of levels of community COVID-19 infection or be driven by other circumstances. The Service engages with these parents/guardians at an early stage to understand the restrictions which prevent attendance and facilitate their child’s on-going engagement.
- 3.6.10 Although minimal as a proportion of all absences, the trend in the number of incidents where parents have felt it necessary to remove their child from school for these reasons has significantly reduced over time suggesting that parents have a level of confidence in school controls and interventions designed to support them, although weekly variations in trends, related to local spikes are still observable, as has been seen in the early part of November.

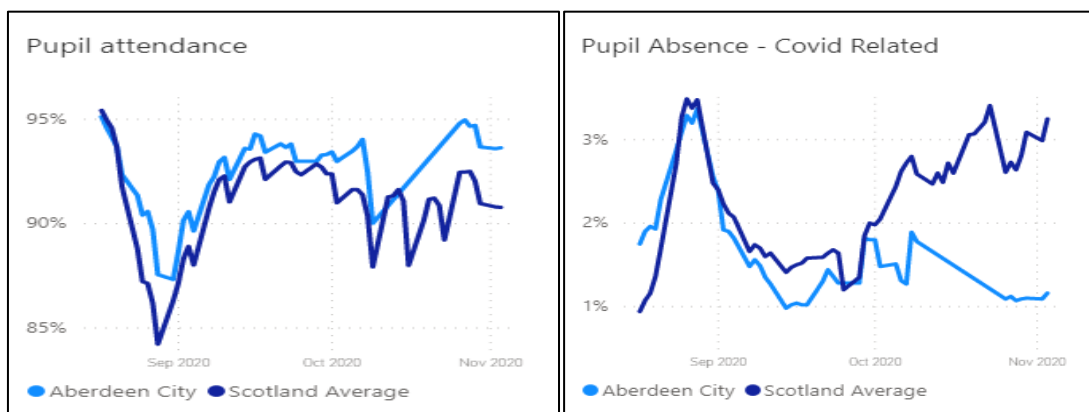


3.6.11 It should be noted that, as a precaution, some families may choose to remove siblings (who are not experiencing symptoms), of those pupils who may be experiencing COVID-19 related symptoms or where another household member is, and this has not been confirmed through a positive test or resulted in a self- isolation requirement at that point.

3.6.12 These pupils are also included in the category above and, where local spikes are evident, can substantially influence short term trends as the length of absences tend to be limited to no more than a few days whilst awaiting either test results or establishing that symptoms are not related to COVID-19.

3.7 Attendance and Absence Data Benchmarking

3.7.1 These datasets feed into the national pupil attendance surveillance set up by the Scottish Government to monitor overall attendance and COVID-19 related absence. The most recent data derived from this surveillance indicates that the City has been consistently performing well in comparison with national averages against both of these measures.



Local Government COVID-19 Data Dashboard. Week 28. Please note that individual local authority calculations may differ from the above. This is because some openings currently counted as 'not in school due to COVID-19 related reasons' in the national submission may be reflected locally as an 'attendance' (i.e. pupils self-isolating with education provision)

3.7.2 In summary, absenteeism levels related to COVID-19 are now largely appearing as singular data spikes in schools where groups have been asked to self-isolate, (rather than implying rising infection rates at a local authority level), with overall attendance levels being in line with the annual outcome from 2019-20.

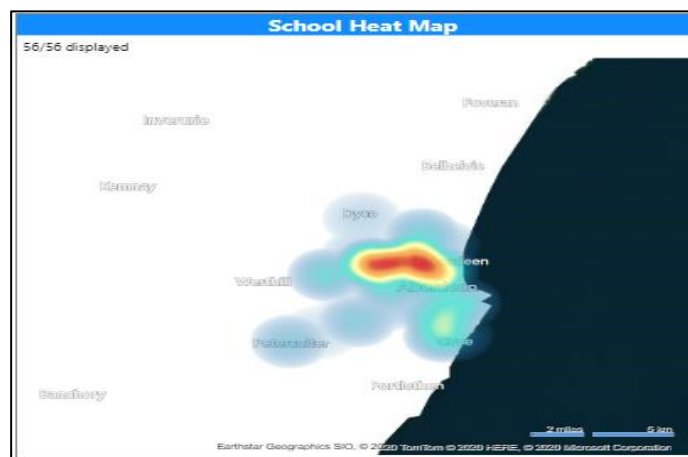
3.7.3 As the scope of, and community engagement with, Test and Protect measures continue to evolve, this may have an influence on future attendance/absence levels as, it is anticipated, might any changes in the application of tiered interventions from the national Coronavirus Strategic Framework.

3.7.3 Respectively, Aberdeen City's pupil attendance in week 28 (as at 3rd November) was 93.6%, compared to a national average of 90.8% and COVID-19 related absence levels were 1.2%, as opposed to a Scotland average of 3.2%

3.8 Heat Map usage

3.8.1 Consistent use of Power BI tools have also provided for the introduction of heat mapping (example below) for each attendance and absence category.

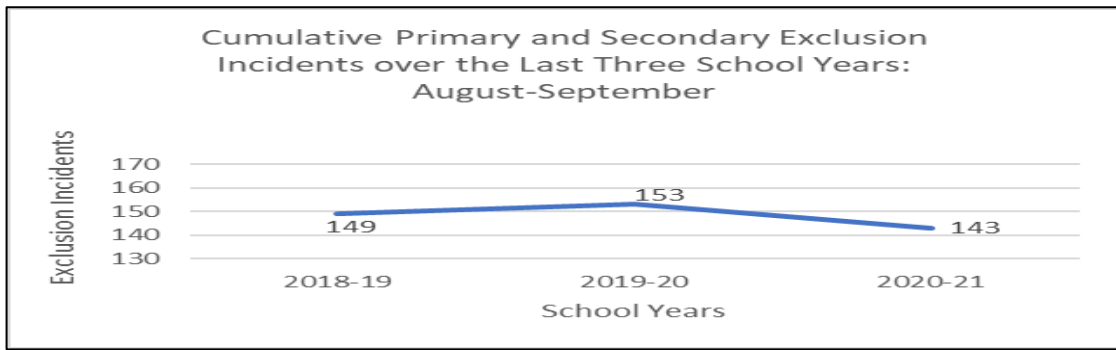
3.8.2 The Service uses these to monitor the situation across the City through geographic visuals which assist in identifying spikes in Covid related activity around particular catchments, which could potentially 'bleed' into additional establishments, and offer additional guidance to schools on the track of locality infection/self-isolation rates.



3.9 On-going General Data Monitoring - Exclusions

3.9.1 The Service is closely monitoring levels of exclusion on an ongoing basis, as these give an indication of how well young people are responding to the return to school buildings and how effectively our schools are supporting wellbeing. Officers are currently reviewing exclusion data on a weekly basis.

3.9.2 The number of exclusions for August/September is recording a comparable three year low against this period.



4. FINANCIAL IMPLICATIONS

4.1 There are no direct financial implications arising from the recommendations of this report

5. LEGAL IMPLICATIONS

5.1 There are no direct legal implications arising from the recommendations of this report

6. MANAGEMENT OF RISK

Category	Risk	Low (L) Medium (M) High (H)	Mitigation
Strategic Risk	None	N/A	N/A
Compliance	No significant related legal risks.	L	Publication of service performance information and data in the public domain ensures that the Council is meeting its legal obligations in the context of Best value reporting.
Operational	No significant related employee risks.	L	Oversight by Elected Members of core employee health and safety data supports the Council's obligations as an employer
Financial	No significant related financial risks.	L	Overview data on specific limited aspects of the cluster's financial performance is provided within this report
Reputational	Lack of sufficient access to information for citizens	L	Placing of information in the public domain is contributed to by this report. Reporting of service performance serves to enhance the Council's reputation for

			transparency and accountability.
Environment / Climate	None		N/A

7. OUTCOMES

<u>COUNCIL DELIVERY PLAN</u>	
	Impact of Report
Aberdeen City Council Policy Statement	<p>The provision of information on cluster performance supports scrutiny of progress against the delivery of the following Policy Statements:</p> <p>2 - UNICEF Child Friendly accreditation</p> <p>3 -Work with the Scottish Government to provide flexible and affordable childcare for working families on the lowest incomes</p> <p>4 - Support the implementation of Developing the Young Workforce, seek to gain the highest level of investors in young people accreditation and ensure there is a focus on supporting pupils excel in STEM subjects</p> <p>7 – Commit to closing the attainment gap in education while working with partners in the city.</p>
Aberdeen City Local Outcome Improvement Plan	
Prosperous Economy 10% increase in employment across priority and volume growth sectors by 2026.	The data within this report supports the delivery of Children & Young People Stretch Outcomes in the LOIP, and informs many the improvement projects within the LOIP including to. Increase the number of people employed in growth sectors (digital/ creative; food and drink. life sciences; tourism; social care and health and construction) by 5% by 2021
Prosperous People 95% of children (0-5years) will reach their expected developmental milestones by the time of their child health reviews by 2026. 90% of children and young people will report that they feel mentally well by 2026. 95% of care experienced children and young people	<p>The detail within this report supports the delivery of each of the Children & Young People Stretch Outcomes 3 to 7 in the LOIP. This includes the following projects:</p> <p>Increase the confidence of school-based staff to recognise and respond to children who require support and directing them to the school Nursing Service to 90% by 2021.</p> <p>Increase the confidence of parents and young people to recognise and seek support in response to deteriorating mental wellbeing by</p>

<p>will have the same levels of attainment in education, emotional wellbeing, and positive destinations as their peers by 2026.</p> <p>95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026.</p> <p>Child Friendly City which supports all children to prosper and engage actively with their communities by 2026.</p> <p>25% fewer young people (under 18) charged with an offence by 2026.</p>	<p>2022.</p> <p>Increase the number of young people who effectively transition from primary school to secondary school by 2021</p> <p>Increase the range and number of accredited courses being provided by schools & partners by 25% by 2021.</p> <p>Increase the number of young people taking up foundation apprenticeships to 142 by 2021. Reduce the number of winter leavers with no positive destination by 50% by 2021.</p> <p>Increase the number of young people who leave school with a minimum of SVQ 3 in literacy and numeracy and 4 other qualifications to 98% 2021</p> <p>Increase the number of young people living in Quintiles 1,2 and 3 who achieve a sustained positive destination by working with communities to 90% 2022.</p> <p>Increase the number of curricular offerings shaped by school communities by 20%, by 2021.</p> <p>Increase the number of opportunities to discuss and record skills for life, learning and work from S1 by 20%, by 2021.</p> <p>Increase children, young people, and families' awareness and understanding of future skill requirements by June 2021.</p>
<p>Prosperous Place Stretch Outcomes</p>	<p>The data in this report also impacts on LOIP Stretch Outcome 11- Healthy life expectancy (time lived in good health) is five years longer by 2026.</p> <p>Respectively, this informs delivery of the following improvement projects:</p> <p>Increase the number of people with autism who are supported to be in education, employment or training by 2021.</p> <p>Increase number of people in local communities promoting wellbeing and good health choices by 2021.</p>

	100% of schools have a progressive, cohesive and relevant substance misuse curriculum by 2021.
Regional and City Strategies	The report reflects outcomes aligned to the City's National Improvement Framework for education
UK and Scottish Legislative and Policy Programmes	The report reflects outcomes aligned to the Scottish Government's National Improvement Framework, The Standards in Scotland's Schools Etc. Act 2000, Children and Young People (Scotland) Act 2014 as amended and Education Act (Scotland) 2016

8. IMPACT ASSESSMENTS

Assessment	Outcome
Impact Assessment	The recommendations arising from this report do not require that a full Equality and Human Rights Impact Assessment be completed
Data Protection Impact Assessment	Not required

9. BACKGROUND PAPERS

[Education Improvement Journey](#), Education Operational Delivery Committee, 19th April 2018

10. APPENDICES

Appendix A Health and Wellbeing Survey

11. REPORT AUTHOR CONTACT DETAILS

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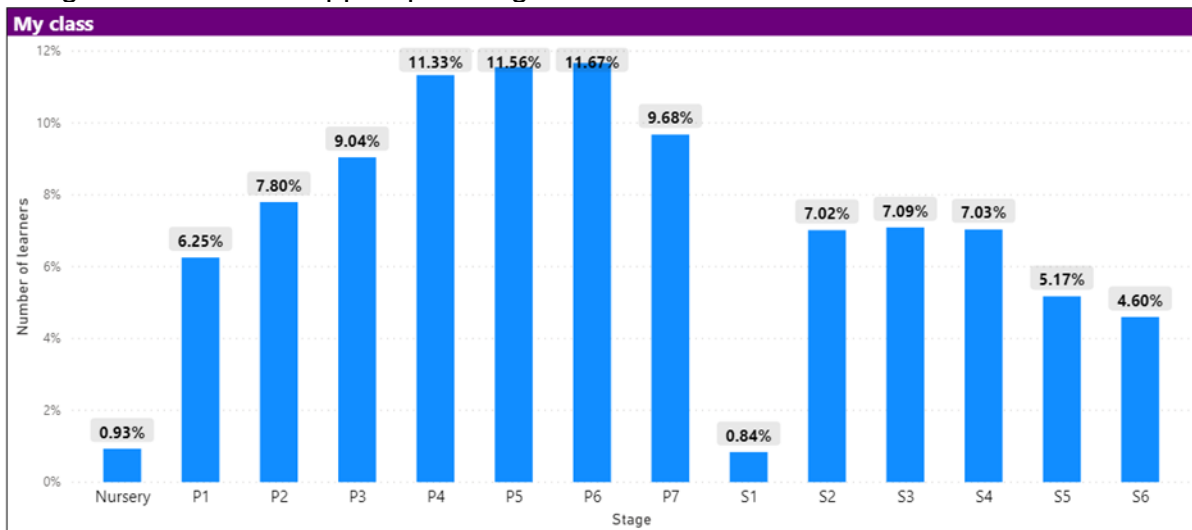
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Appendix A. Wellbeing Questionnaire August 2020

An extensive wellbeing questionnaire was issued to all pupils, families and staff associated with Local Authority educational settings to get a sense of how the Lockdown period had impacted wellbeing and how members of the school community were feeling about a return to school buildings.

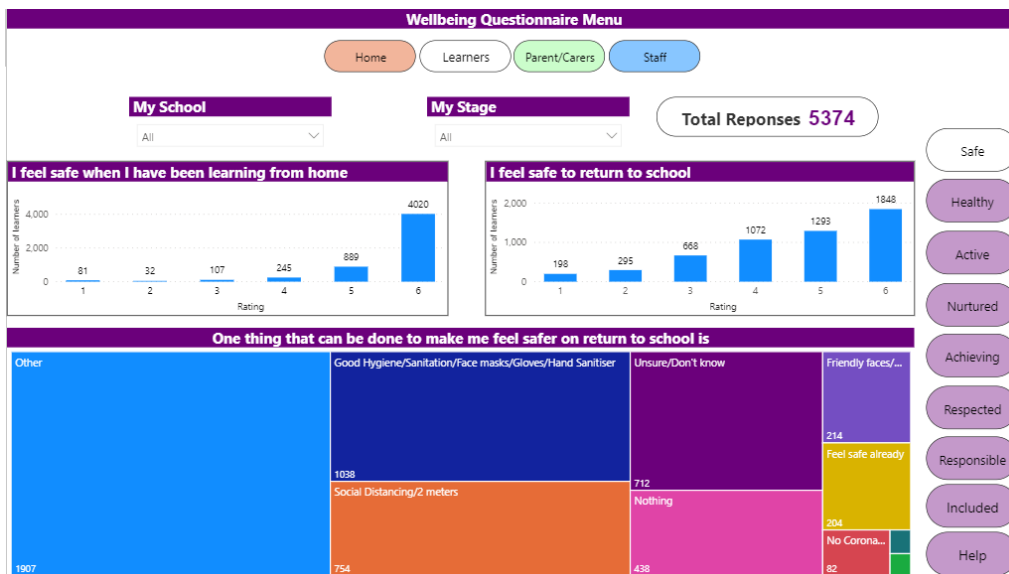
Learners

5374 children and young people (a return rate of just under a quarter) completed the survey, with responses from pupils in Nursery through to S6. All stages were represented, although the low return rate in S1 should be noted. This is thought to be due to the transition arrangements taking place at the time and school-specific surveys being undertaken to support planning at local level.



Learners were asked to respond to a range of scaling questions linked to the SHANARRI indicators. Generally, responses were positive across all the indicators with most ratings given at 4 or higher.

SAFE

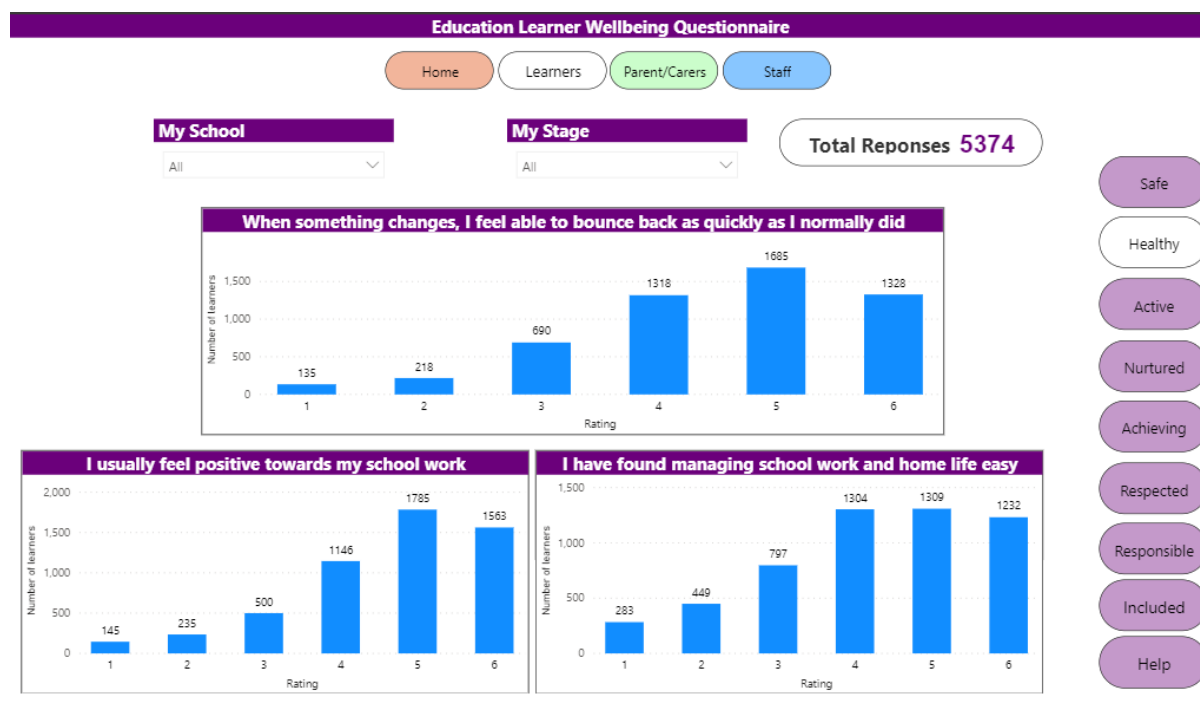


Almost all learners felt very safe learning at home with 75% selecting the highest response and over 97% scoring 4 or above.

This extremely high percentage dipped a little when children and young people were asked how safe they felt about a return to school, with only 80% reporting confidence. Concerns highlighted most frequently included concerns around the sufficiency of COVID controls such as regular hand hygiene, cleaning arrangements and provision of PPE. Concerns around social distancing arrangements were also noted in 754 returns from learners.

To address these concerns significant time will be invested in highlighting the changed procedures in schools as children and young people return to school buildings. A multi-agency response to support social distancing will also be sought to help promote and support social distancing arrangements. This measure of confidence will be regularly checked in addition to daily attendance monitoring.

HEALTHY



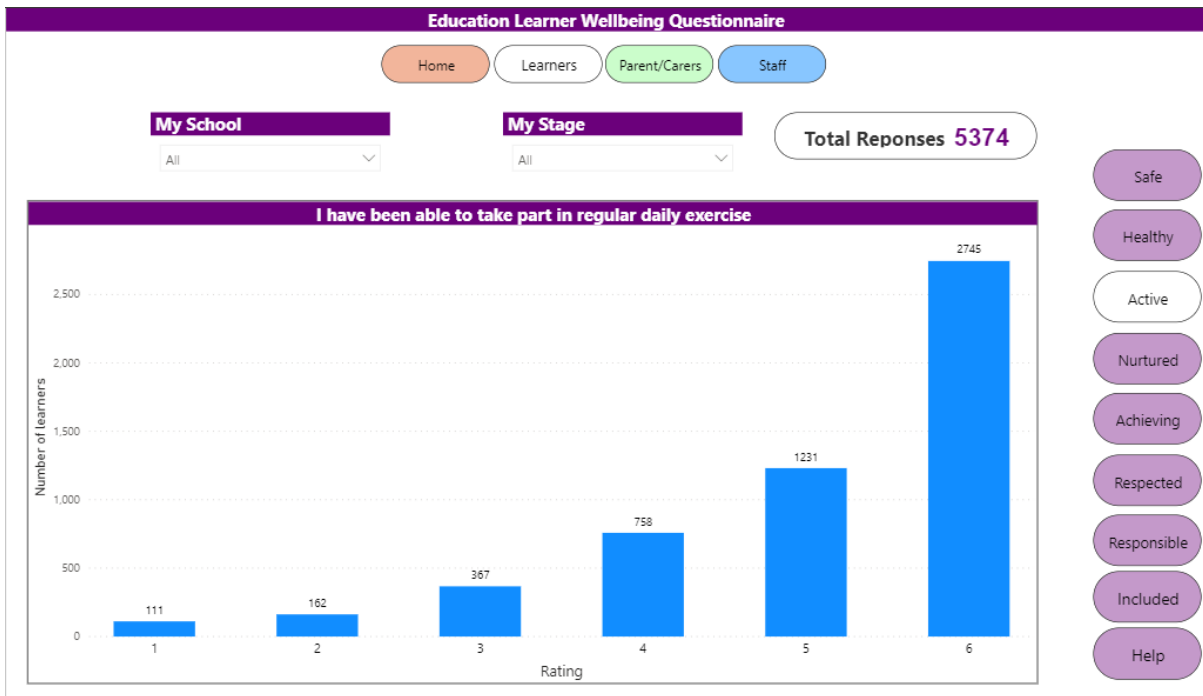
A high level of resilience was reported by most children and young people and the use of ACC resources such as the Resilience Alphabet and The Journey appear to have benefited children and young people. However, around 19% of responses (1043) scaled themselves between 1 and 3. This supports a focus in the new term on health and wellbeing and will be monitored closely as we anticipate changes in the wellbeing of learners over time.

This could be a raw indication of the percentage of children and young people who have been detrimentally impacted by the Lockdown and used to guide our development of Locality Hubs.

85% of children and young people usually feel positive about their schoolwork. Further analysis suggests that young people at secondary are less likely to score a strong 6 but that the trends is reasonably reflective of all year groups.

28% of children and young people report that they found it difficult to manage homework and schoolwork easily. Further analysis suggests that those in the senior phase of secondary feel most acute challenges in this area and uncertainty around SQA grades is likely to have impacted young people considerably. Provision of ICT is thought to be a factor and available resource will be used to ensure adequate provision of chrome books across the senior phase to help reduce levels of anxiety.

ACTIVE



640 (12%) of children and young people have been unable to take part in regular daily exercise. Closer scrutiny of the data highlights how the number unable to take part in regular exercise increases gradually through the primary and secondary stages. This has significant implications for how we support the safe return of both PE in schools and physical activity out with the school day.

NURTURED



18% of respondents report poor sleep. This finding is being flagged up to school nursing colleagues and support from the third sector will be sought to support families in this situation.

Almost all learners report that they have eaten well with only 6% scaling from 1-3. The suggests that the assistance provided to families through ACC's Crisis Line has

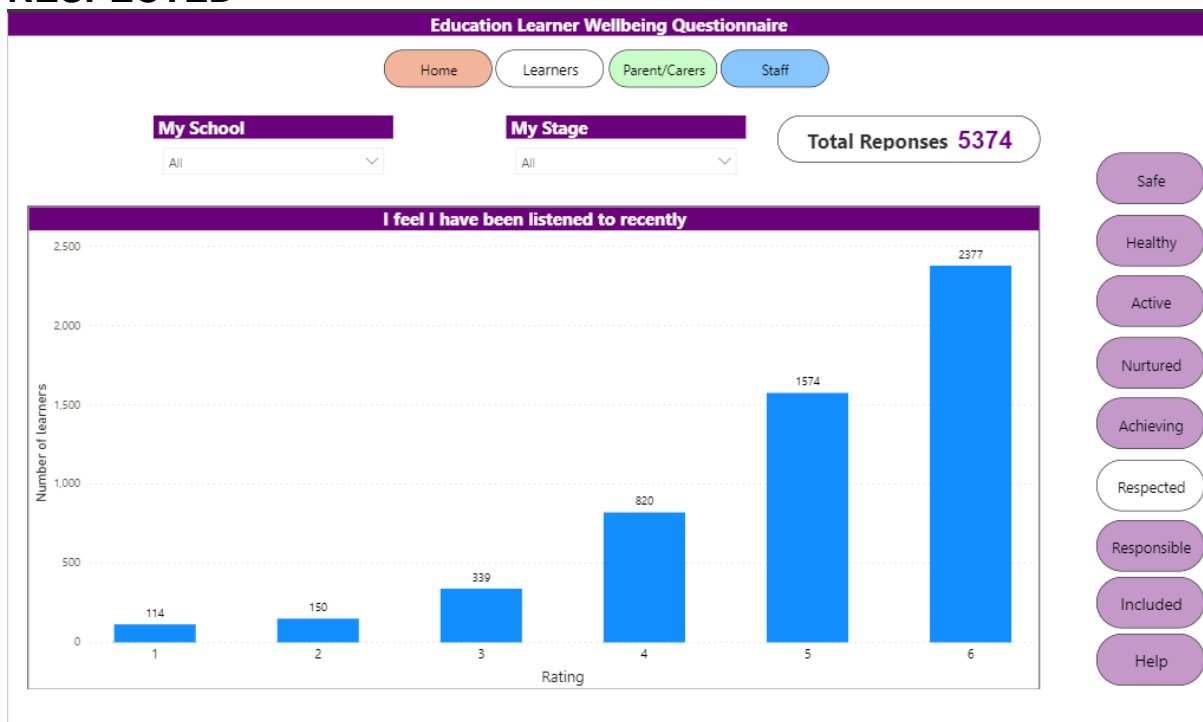
supported families well. However, we should presume that 360 children were hungry during the lockdown period and consider how the education service and wider partnership respond positively. The education service will explore how to establish food pantries linked to schools.

ACHIEVING



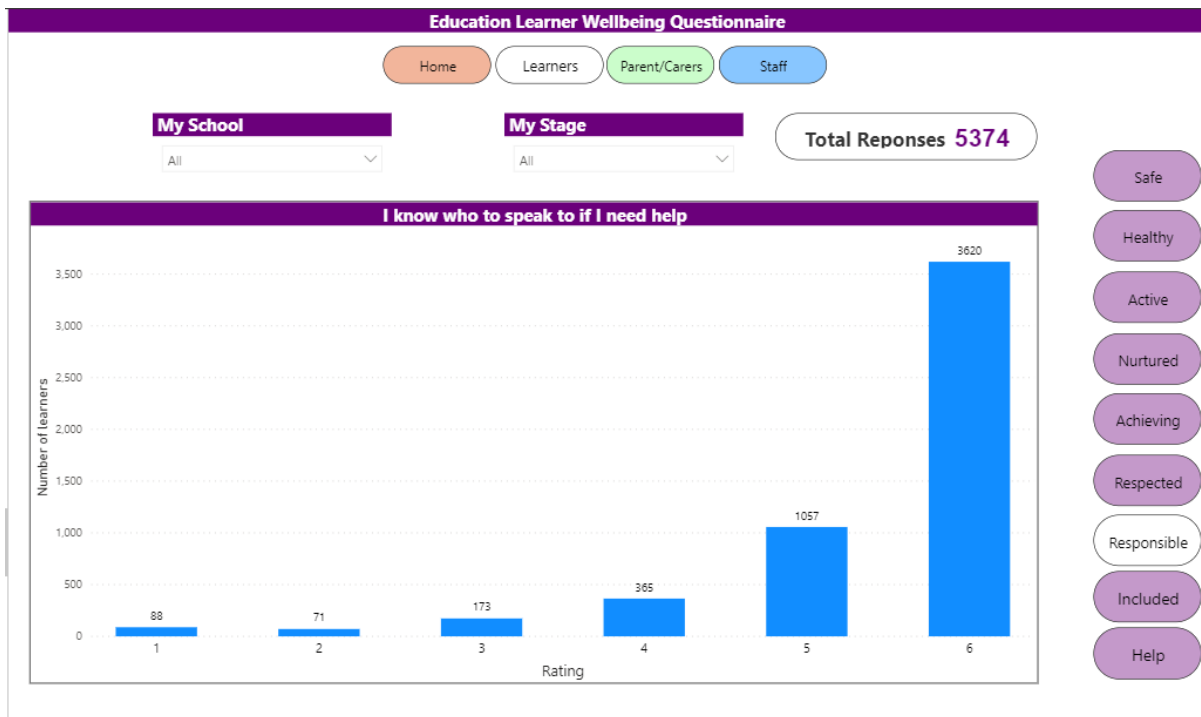
Most children report being able to keep up with schoolwork and report learning many new things. Potential learning loss (and gains) will be explored more fully over term 1.

RESPECTED



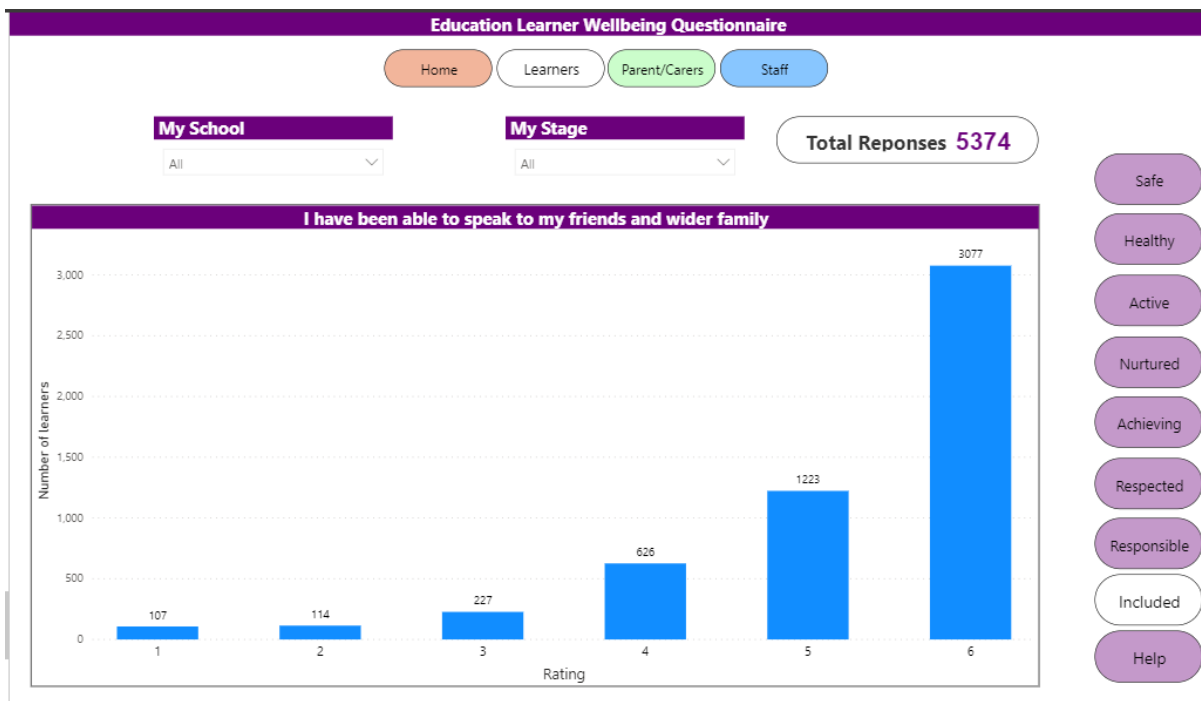
Most learners report being listened to. Further analysis suggests that as young people get older, they are less likely to report that they are listened to. An earlier survey highlighted that some children in need of care and protection were unhappy with decisions being taken, but this would account for only a small number of respondents.

RESPONSIBLE

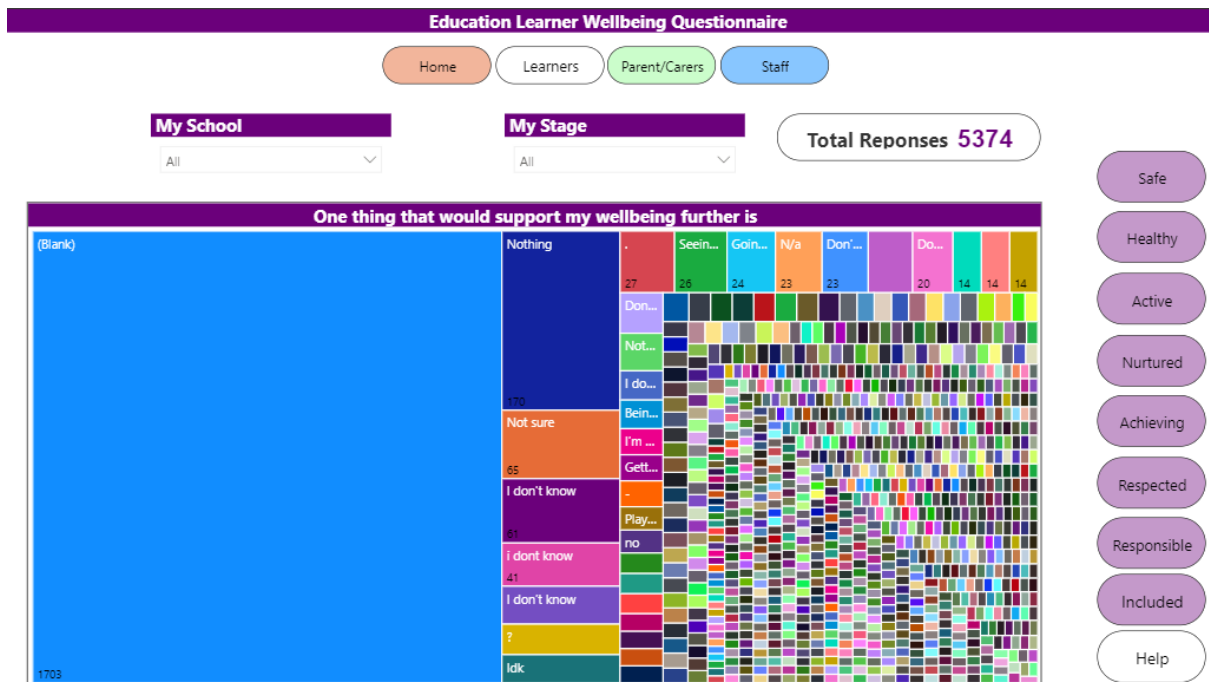


Almost all learners know who to speak to if they need help.

INCLUDED



Almost all have been able to talk with friends and family.

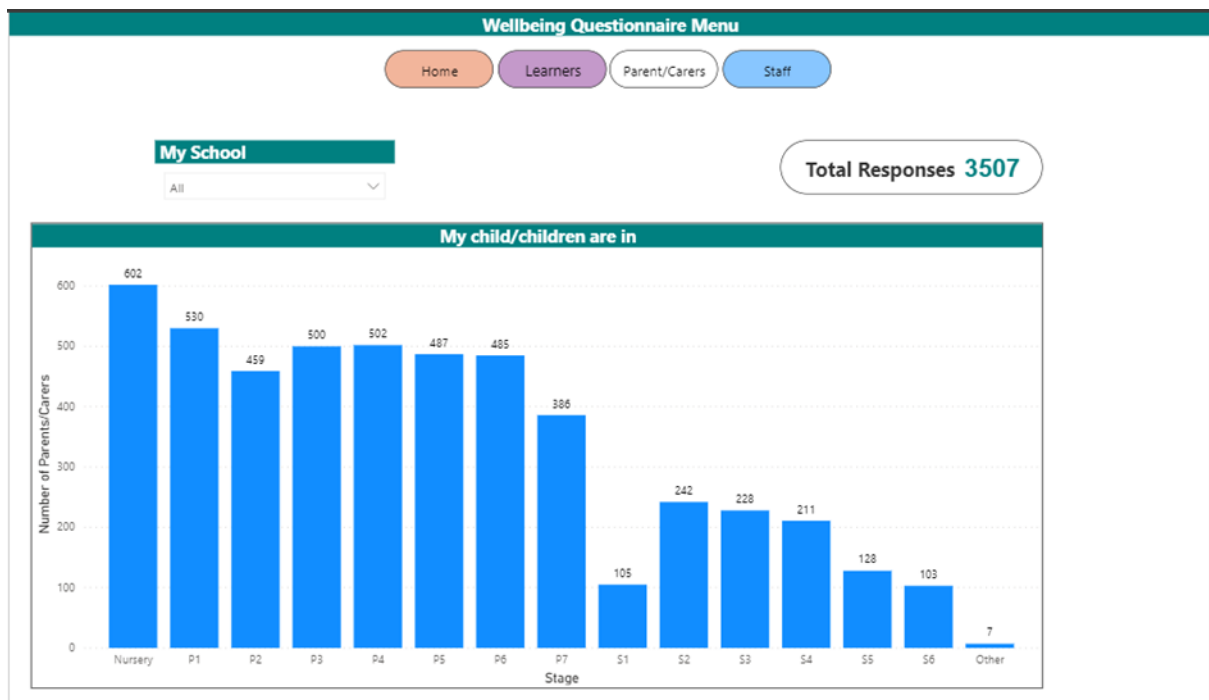


Learners were asked what would support their wellbeing further. Responses were extremely mixed with only a few common themes emerging. These included:

- Seeing friends more often/playing with friends
- Going back to school
- Exercise.

Parent and Carers

3507 parents and carers responded to the questionnaire, again a lower return rate for S1 was apparent. Generally, parents of younger children responded more than those with young people in secondary schools.



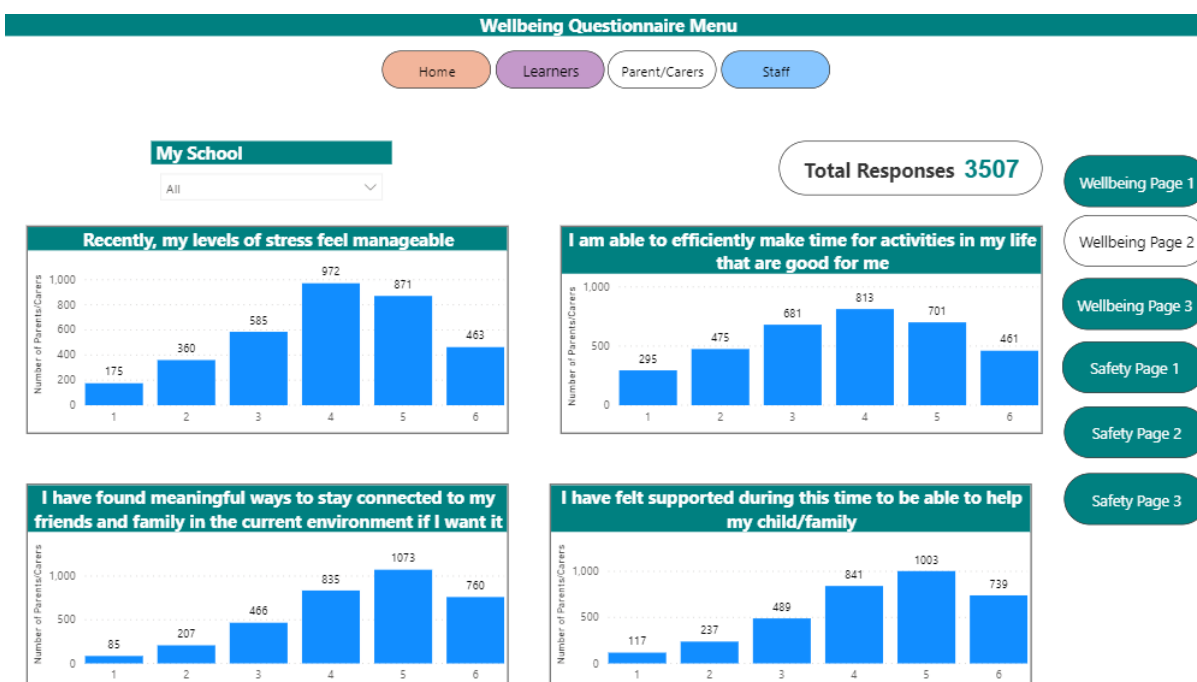
Parents and carers were asked a range of scaling questions to help ascertain how the lockdown period had impacted on their wellbeing.



Although 90% of families reported they felt confident supporting their child during lockdown (suggesting that the supports from schools, the provision of a Digital Hub and access to support through the Virtual School Helpline was effective) just under 10% of respondents didn't. Careful consideration of how best to support these families will be required during future school holiday periods.

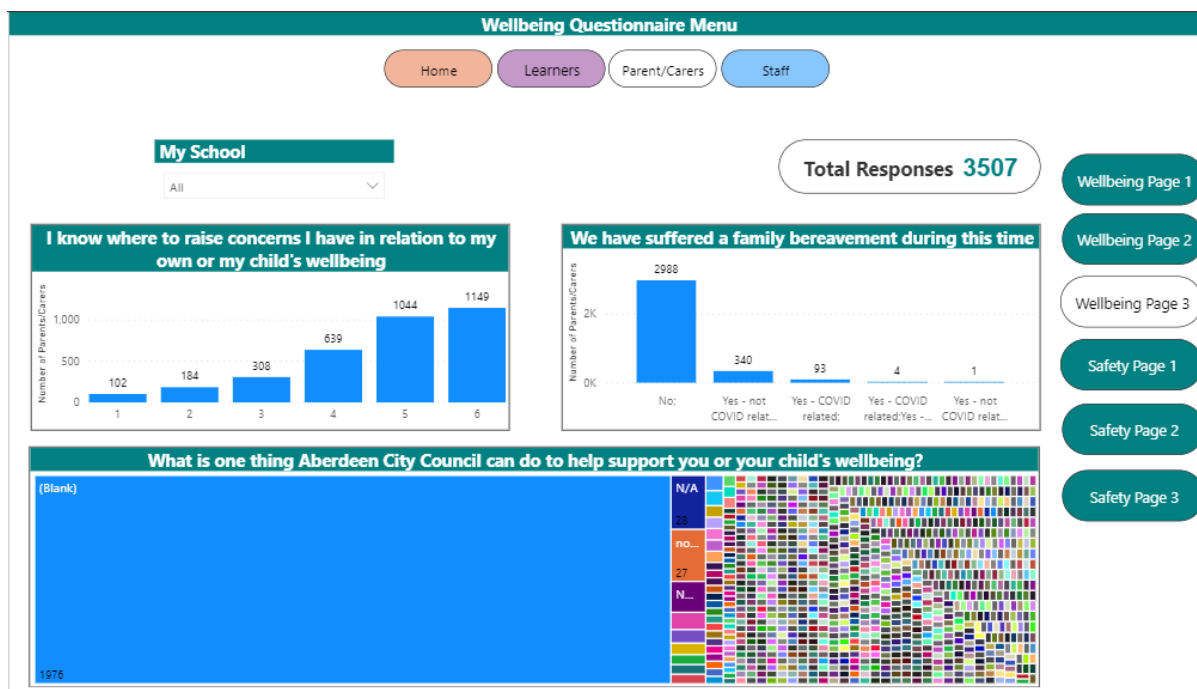
Most parents could see how supporting their child's learning was making a positive difference but around 20% could not. This has implications for how we support families if we enter a lockdown period again and indicates a need to build confidence further.

25% of parents have concerns about how well they themselves will bounce back. This has considerable implications for how we support wellbeing across the whole family. 26% of families have not felt productive. This is further evidence of a need to focus on the mental wellbeing of parents and carers to support the wellbeing of children and young people.



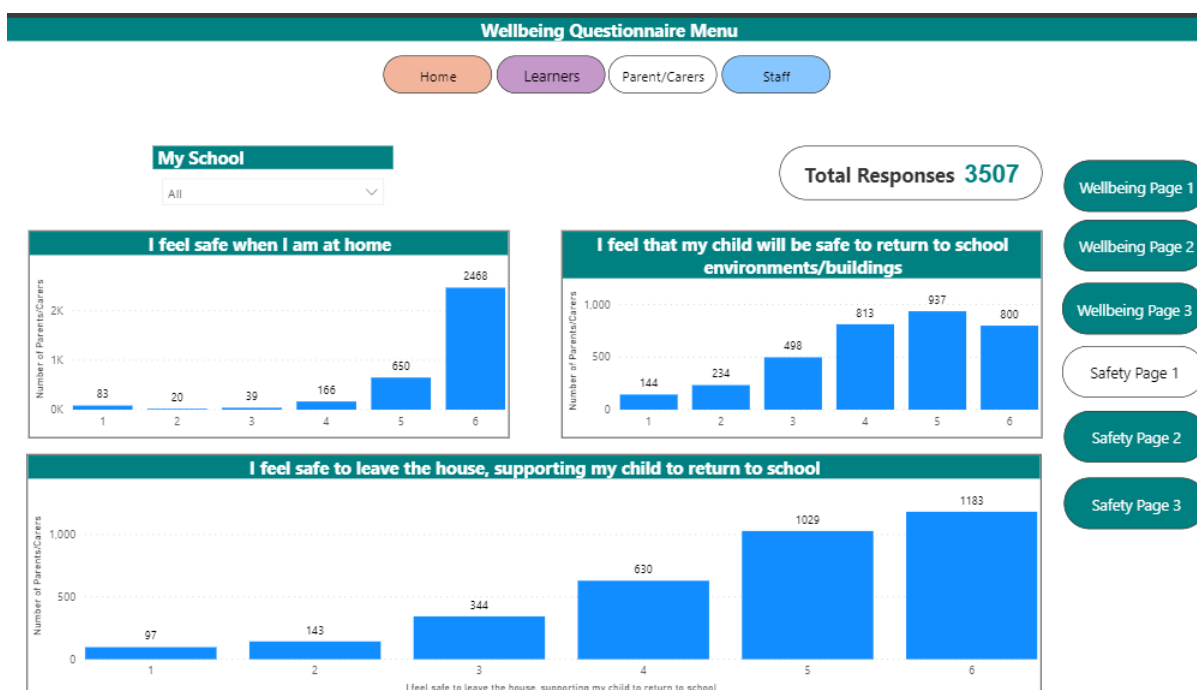
There is further evidence of how the lockdown has impacted families with just under 30% reporting that their stress levels are not manageable and over 40% unable to make time in their lives for activities that are good for them. This needs to be considered as we develop our Locality Wellbeing Hubs.

Just under 20% of respondents struggle to find meaningful ways of staying connected to their friends and family. Further analysis of this would be helpful. This is notably lower than the connection felt by staff and could be an indication of the digital divide. Despite all the challenges, 75% have felt well supported to be able to help their children and family over the lockdown period.



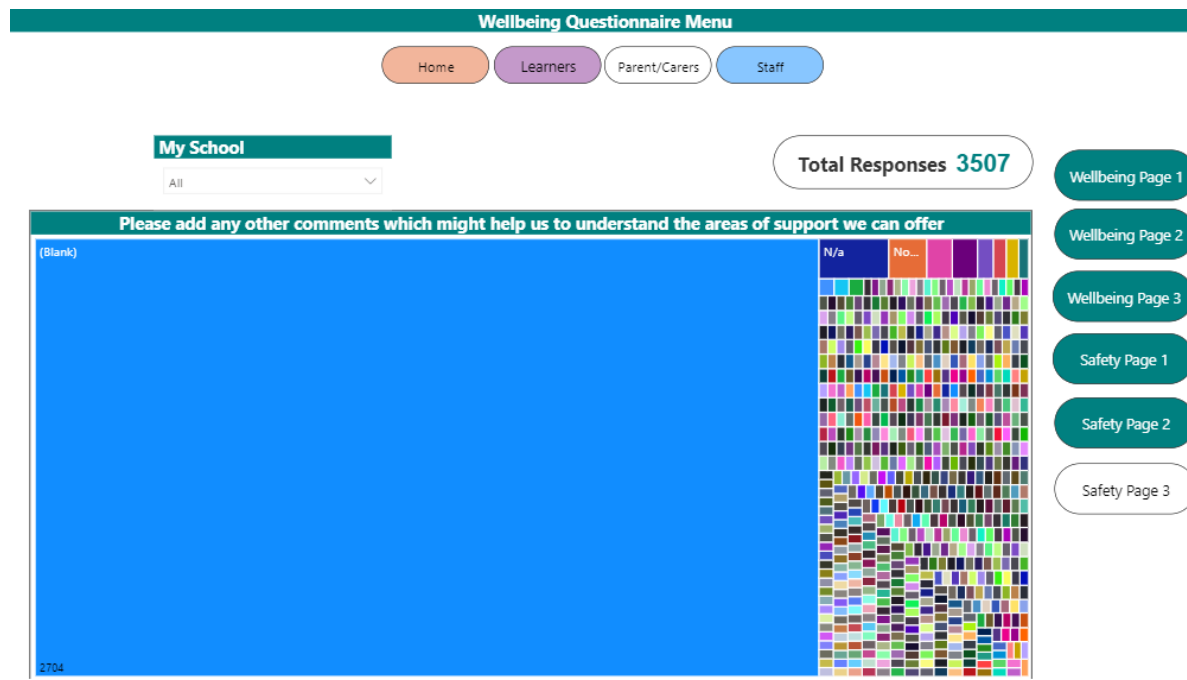
84% of families know how to raise concerns about their child's wellbeing. This suggests that the supports and communications were largely effective but that there is room for improvement.

Around one fifth of respondents have experienced a bereavement over the lockdown period. This will undoubtedly have added to anxiety and stress.



A few parents/carers did not report feeling safe at home. This is worthy of further analysis with children’s social work. Higher levels of anxiety were noted when families were asked how they felt about leaving home to support the return to school buildings.

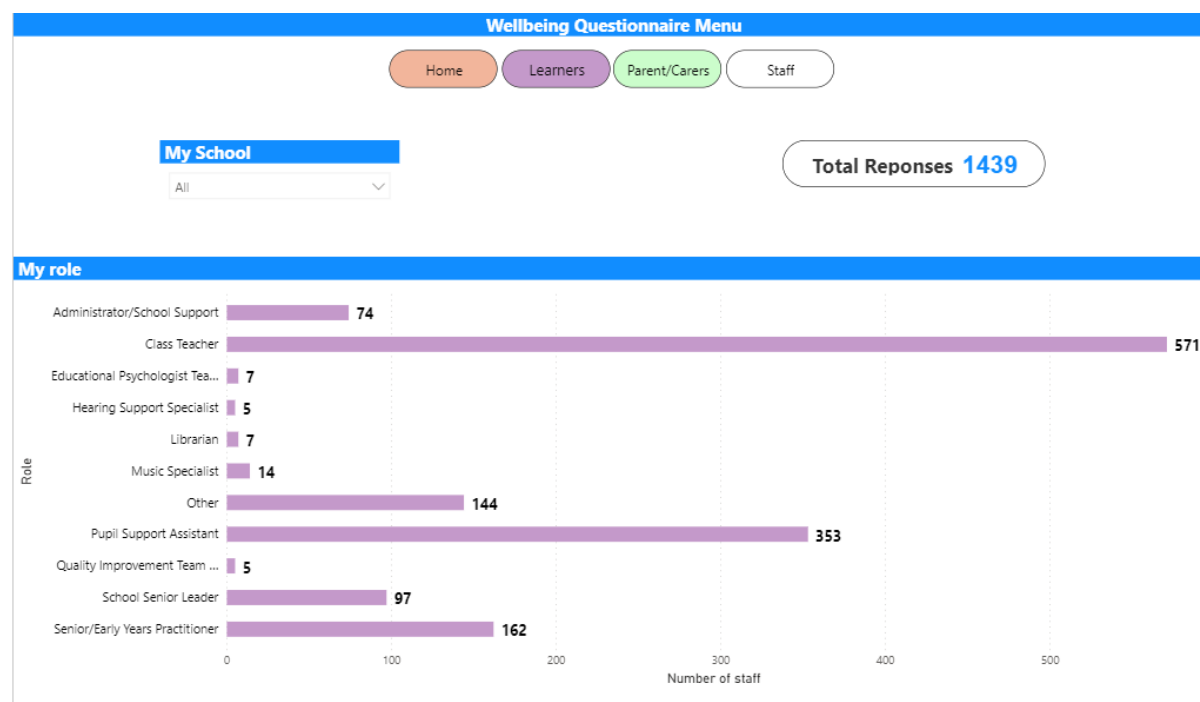
When asked about the return to school buildings responses were broadly in keeping with those from children and young people, showing further how anxiety in families can translate to their children. This has implications for how we support positive mental wellbeing as we ‘build back better’.



When asked about any further areas of support required the most significant responses related to poverty and changing financial circumstances.

Staff

1439 responses were returned by staff. This represents a return rate of around one third with all roles represented.





Most staff felt positive about their work.

73% of staff feel able to bounce back in these challenging times, suggesting that the support put in place to promote and support resilience has been largely effective. This number is broadly in keeping with the levels of resilience reported by parents and carers.

82% report that they have felt productive during the lockdown period. This is higher than parents and carers.

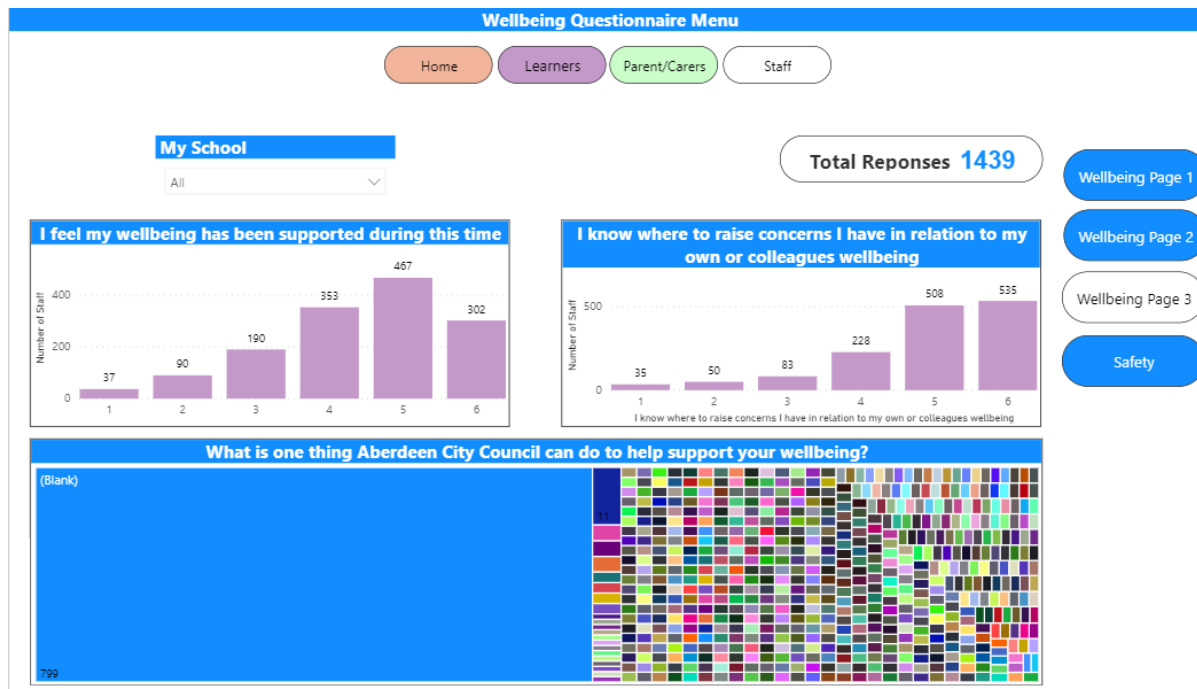


79% of those who responded know that they are making a positive difference, and this is broadly in keeping with responses from parents and carers.

70% report that their stress levels feels manageable. Again, this is in keeping with responses from parents and carers so may give a general indication of the feelings of the adult population across the city.

Home working arrangements are making it hard to switch off from work to make time for other activities. There is a need to promote a better work/life balance.

92% of staff have found meaningful ways of connecting with friends and family.



78% of staff feel that their wellbeing has been supported with many commenting on the positive support from Officers.

When asked what the Council could do to make staff feel safe about their return to school buildings the largest response was to ensure that effective COVID controls are in place. This will be addressed by ensuring that all staff are involved in the risk assessment process at the start of term.

When asked what would support staff wellbeing a few themes emerged including:

- The need for ongoing positive communication
- The need for webinars to support staff wellbeing
- The need for clear guidance from Scottish Government
- The need for certainty from Scottish Government

The central team continue to work closely with school staff to review updated guidance and build a shared understanding of the implications. People and Organisation are hosting a series of wellbeing webinars to support staff wellbeing and central team remits have been reviewed to increase the focus on staff wellbeing.

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ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	26 November 2020
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Cluster Risk Registers and Assurance Maps
REPORT NUMBER	OPE/20/213
CHIEF OFFICER	Eleanor Sheppard
REPORT AUTHOR	Eleanor Sheppard
TERMS OF REFERENCE	1.1.4

1. PURPOSE OF REPORT

- 1.1 To present the Cluster Risk Registers and Assurance Maps in accordance with Committee Terms of Reference and to provide assurance on the Council's system of risk management.

2. RECOMMENDATION

- 2.1 That the Committee note the Cluster Risk Registers and Assurance Maps set out in Appendices A and B.

3. BACKGROUND

- 3.1 The Audit, Risk and Scrutiny Committee is responsible for overseeing the system of risk management and for receiving assurance that the Corporate Management Team (CMT) are effectively identifying and managing risks. To this end, it reviews the Council's Corporate Risk Register annually, as well as an annual report on the system of risk management which is included in the Annual Governance Statement.
- 3.2 The Risk Management Framework states that all other committees should receive assurance on the risk management arrangements which fall within their terms of reference. This is provided through the risk registers for the relevant Clusters which fall within the remit for this Committee. These are:-
- Education, Integrated Children's Services

Risk Registers

- 3.3 The Corporate Risk Register captures the risks which pose the most significant threat to the achievement of the Council's organisational outcomes and have the potential to cause failure of service delivery.
- 3.4 The Cluster Risk Register set out in appendix A5 and reflect the risks which may prevent each Cluster area from delivering on strategic outcomes.

3.5 Over the coming twelve months, further work will be done to review and improve the development of the Cluster Risk Register and Assurance Map.

3.6 The Cluster Risk Register provides the organisation with the detailed information and assessment for each risk identified including;

- **Current risk score** – this is current assessment of the risk by the risk owner and reflects the progress percentage of control actions required in order to achieve the target risk score.
- **Target risk score** – this is the assessment of the risk by the risk owner after the application of the control actions
- **Control Actions** – these are the activities and items that will mitigate the effect of the risk event on the organisation.
- **Risk score** – each risk is assessed using a 4x6 risk matrix as detailed below.

The 4 scale represents the impact of the risk and the 6 scale represents the likelihood of the risk event.

Impact	Score						
Very Serious	4	4	8	12	16	20	24
Serious	3	3	6	9	12	15	18
Material	2	2	4	6	8	10	12
Negligible	1	1	2	3	4	5	6
Score		1	2	3	4	5	6
Likelihood		Impossible	Almost Very Low	Low	Significant	High	Very High

3.7 Development and improvement of the Cluster Risk Register and associated processes has continued since the Cluster Risk Registers were last reported to the Committee:

- The Cluster Risk Register has been reviewed and updated in accordance with the updated Risk Management Policy and supporting documentation approved by Audit Risk and Scrutiny Committee in December 2019.
- The format of the Council’s risk registers has been reviewed and updated. This has created a single register, including Corporate, Cluster and Operational level risks, which can be escalated and de-escalated as appropriate. Risks are also categorised in accordance with the Risk Management Policy (compliance, operational, strategic, financial, reputational, climate/environmental, EU Exit, COVID-19) and are each also defined as risks relating to the Place, the Institution or Strategy. This alignment allows for whole system review of our risks, using live data, and provides a sophisticated risk profile for the organisation.

Assurance Maps

- 3.8 The Assurance Maps provides a visual representation of the sources of assurance associated with each Cluster. This evidences the breadth and depth of assurance sources, so that the Committee can determine where these are insufficient, whereas the Cluster Risk Register demonstrates how effectively risk is being managed through the controls which flow out of those sources of assurance.
- 3.9 The Assurance Maps provides a breakdown of the “three lines of defence”, the different levels at which risk is managed. Within a large and complex organisation like the Council, risk management takes place in many ways. The Assurance Map is a way of capturing these and categorising them, thus ensuring that any gaps in sources of assurance are identified and addressed:

First Line of Defence “Do-ers”	Second Line of Defence “Helpers”	Third Line of Defence “Checkers”
The control environment; business operations performing day to day risk management activity; owning and managing risk as part of business as usual; these are the business owners, referred to as the “do-ers” of risk management	Oversight of risk management and ensuring compliance with standards, in our case including ARSC as well as CMT and management teams; setting the policies and procedures against which risk is managed by the do-ers, referred to as the “helpers” of risk management.	Internal and external audit, inspection and regulation, thereby offering independent assurance of the first and second lines of defence, the “do-ers” and “helpers”, referred to as the “checkers” of risk management.

4. FINANCIAL IMPLICATIONS

- 4.1 There are no direct financial implications arising from the recommendations of this report. The report deals with the highest level of risk and this process serves to identify controls and assurances that finances are being properly managed.

5. LEGAL IMPLICATIONS

- 5.1 There are no direct legal implications arising from the recommendations of this report. The Council’s Risk Registers serve to manage many risks with implications for the legal position and statutory responsibilities of the Council.

6. MANAGEMENT OF RISK

- 6.1 The Committee is provided with assurance that the risks presented within the Cluster Risk Register affecting the strategic priorities and service delivery for each Cluster are identified and that the risks are appropriately managed and are compliant with the Council’s duties under the Equalities Act. There are no risks arising from the recommendations in the report.

Category	Risk	Low (L) Medium (M) High (H)	Mitigation
Strategic Risk	The Council is required to have a management system in place to identify and mitigate its risks	H	The Council's risk management system requires that risks are identified, listed and managed via risk registers
Compliance	As above	H	As above
Operational	As above	H	As above
Financial	As above	H	As above
Reputational	As above	H	As above
Environment/Climate	As above	H	As above

7. OUTCOMES

7.1 The recommendations within this report have no direct impact on the Council Delivery Plan however, the risks contained within the Council's risk registers could impact on the delivery of organisational objectives.

8. IMPACT ASSESSMENTS

Assessment	Outcome
Equality & Human Rights Impact Assessment	Full EHRIA not required
Data Protection Impact Assessment	Not required

9. BACKGROUND PAPERS

None.

10. APPENDICES

Appendix A – Cluster Risk Register
Appendix B – Corporate Assurance Map

11. REPORT AUTHOR CONTACT DETAILS

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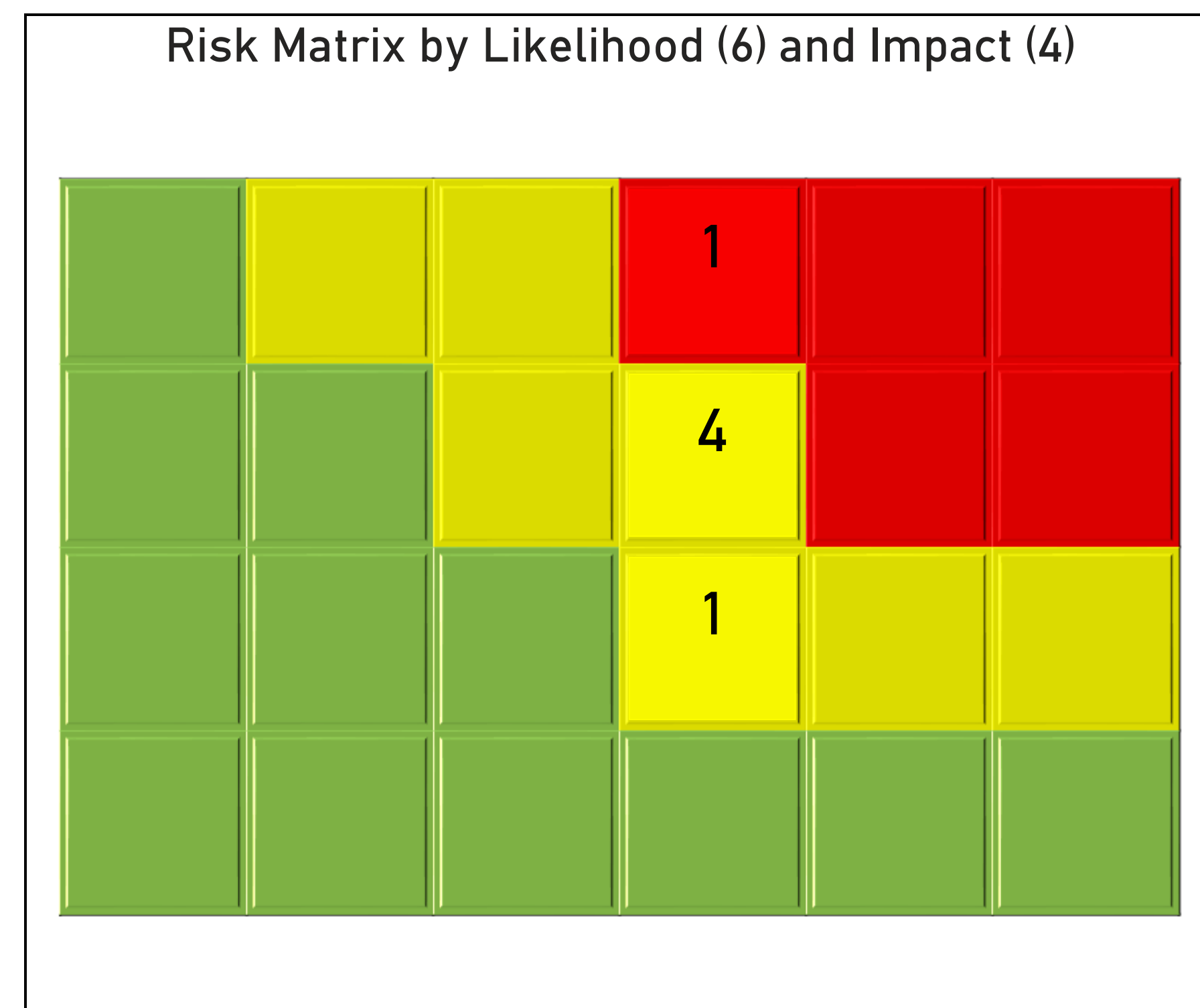


Children's & Family Services Risk Register

CURRENT CLUSTER RISKS	CURRENT RISK SCORE
Wellbeing of Children	12
Unaccompanied Asylum Seeking Children (UASC)	12
Increase in School Roles	16
Education - Demographic demands	12
CareFirst System Failure	8
Additional Support Needs	12

Number of Cluster Risks

6



FUNCTION	CLUSTER	RISK OWNER	RISK LEAD
Operations	Children's & Family Services	Eleanor Sheppard	Gael Simpson

RISK TITLE	RISK DESCRIPTION	CONTROL ACTIONS	% COMPLETE	TARGET RISK SCORE	CURRENT RISK SCORE	CURRENT LIKELIHOOD	CURRENT IMPACT	TARGET COMPLETION DATE
Wellbeing of Children	Risk that wellbeing of children and young people is negatively impacted by the recent lockdown. The risk that hidden harm and social isolation adversely effects on physical and mental wellbeing of children and young people.	<p>Range of professional learning will continue to be updated and shared with relevant partners and staff. High uptake of courses.</p> <p>Children's social work staff continue to ensure resource alignment to deliver early and preventative support for children and their families where vulnerability reaches social work eligibility.</p> <p>Analysis of wellbeing survey helping to identify particular issues to be addressed.</p> <p>Controlled face to face assessment of children and young people to resume after October break.</p> <p>On-going tracking of impact of interventions being put in place.</p> <p>Request for Assistance form to be launched after October to enable effective gathering and analysis of the changing needs of children and young people.</p> <p>Ongoing Multi-agency work to establish the 'Fit like' Hubs. Soft launch planned from October.</p> <p>Further wellbeing survey planned to track any changes.</p>	85	6	12	4	3	30 November 2020

FUNCTION	CLUSTER	RISK OWNER	RISK LEAD
Operations	Children's & Family Services	Graeme Simpson	Isabel McDonnell

RISK TITLE	RISK DESCRIPTION	CONTROL ACTIONS	% COMPLETE	TARGET RISK SCORE	CURRENT RISK SCORE	CURRENT LIKELIHOOD	CURRENT IMPACT	TARGET COMPLETION DATE
Unaccompanied Asylum Seeking Children (UASC)	Risk that the dispersal of Unaccompanied Asylum Seeking Children (UASC) from England will result in a number being placed in Aberdeen. The unique needs of UASC will require significant resources and a multi-agency response and they have access to appropriate legal services.	<p>Multi-Agency planning group has been established to plan for the anticipated arrival of UASC. Localised draft guidance for UASC has been created with reps from across the partnership to maximise effective resourcing and collaborative practice. This will allow for some planning prior to any decision to commit to UASC coming to Aberdeen City. Consultation on the dispersal of UASC concluded on 30-9-20. Proposal that system of dispersal be made mandatory with each local authority taking up to 0.07% of their child (0-18) population.</p> <p>The UASC (16/17) are predominantly migrant asylum seekers and will have different needs and expectations of the care provided. Engagement with other LA's and SG to ensure preparation takes account of experience.</p>	30	9	12	4	3	31 December 2020

FUNCTION	CLUSTER	RISK OWNER	RISK LEAD
Operations	Children's & Family Services	Eleanor Sheppard	Alex Duncan

RISK TITLE	RISK DESCRIPTION	CONTROL ACTIONS	% COMPLETE	TARGET RISK SCORE	CURRENT RISK SCORE	CURRENT LIKELIHOOD	CURRENT IMPACT	TARGET COMPLETION DATE
Increase in School Roles	Risk of high levels of young people choosing to remain in school due to an uncertain future leading to an increase in school role which has not been budgeted for.	<p>Additional resource allocated to secondary schools to address issue (£1.9m in the first instance) with a census planned for September to capture to implement reduction if required.</p> <p>Workshop held with senior leaders in October to better understand the reasons for an additional 500 young people staying on at school.</p> <p>Work on-going across the Community Planning Partnership to review our delivery of the Senior Phase to ensure that we maximise opportunities for young people.</p> <p>On-going discussions with Further Education providers to clarify their offer.</p> <p>Council financial plans are agreed at the budget setting Council meeting each year. Budget monitoring arrangements are in place between Service Managers / Head Teachers and Finance Service colleagues.</p> <p>Improvement planning details proposed spending and is subject to quality assurance. Finance have regular contact with Chief Financial Officer to discuss new costs and shared decision making.</p> <p>Budget responsibilities are set out in the Financial Regulations. New scheme of Devolved School Management has been agreed by EOCD.</p>	90	6	16	4	4	30 November 2020

FUNCTION	CLUSTER	RISK OWNER	RISK LEAD
Operations	Children's & Family Services	Graeme Simpson	Eleanor Sheppard/Gail

RISK TITLE	RISK DESCRIPTION	CONTROL ACTIONS	% COMPLETE	TARGET RISK SCORE	CURRENT RISK SCORE	CURRENT LIKELIHOOD	CURRENT IMPACT	TARGET COMPLETION DATE
Education - Demographic demands	Growing demographic demands result in service delivery pressures	<p>Pupil roll projections are conducted annually and monitored against school capacities and used to inform the school estate strategy.</p> <p>Cross Council development of a School Estate Strategy and consideration of campus model to ensure that the estate is well placed to meet post lockdown needs and in good condition to meet our current and future needs. This work will be informed by our growing understand of the changing needs of children and families.</p> <p>Proposals of how ACC will deliver expanded ELC entitlements are in place in collaboration with the Corporate Landlord and Capital.</p> <p>Numbers of looked after and accommodated children and young people are recorded and monitored and are relatively stable.</p>	40	9	12	4	3	10 February 2021

FUNCTION	CLUSTER	RISK OWNER	RISK LEAD
Operations	Children's & Family Services	Graeme Simpson	Alison MAIpine

RISK TITLE	RISK DESCRIPTION	CONTROL ACTIONS	% COMPLETE	TARGET RISK SCORE	CURRENT RISK SCORE	CURRENT LIKELIHOOD	CURRENT IMPACT	TARGET COMPLETION DATE
CareFirst System Failure	Risk of major CareFirst systems failure	<p>Work is ongoing with the Council's digital partner Microsoft to build a Dynamic 365 system to replace Carefirst which serves CSW; Justice SW and ACHSCP social work services. This is due to be completed in the third quarter of 2021. The existing Carefirst system continues to meet basic requirements. Annual disaster recovery test due 22 October 2020.</p>	40	6	8	4	2	21 October 2020

FUNCTION	CLUSTER	RISK OWNER	RISK LEAD
Operations	Children's & Family Services	Eleanor Sheppard	Alex Duncan

RISK TITLE	RISK DESCRIPTION	CONTROL ACTIONS	% COMPLETE	TARGET RISK SCORE	CURRENT RISK SCORE	CURRENT LIKELIHOOD	CURRENT IMPACT	TARGET COMPLETION DATE
Additional Support Needs	Risk that the needs of those in need of additional support are not met effectively given limitations on movement post Covid.	<p>Review of approaches in light of published physical distancing guidance and implementation of short term approach through Hubs and more flexible working practices.</p> <p>Suite of professional learning.</p> <p>Develop Business Case to reshape services around current demand data and establish mechanism to track demand to ensure a more agile service.</p> <p>Full review of national ASN Report findings with suggested next steps included in the Supporting Learners workstream.</p> <p>Professional challenge session held with scrutiny body to support planning.</p> <p>Develop and implement a Microsoft form to track demand more effectively.</p>	90	6	12	4	3	31 December 2020

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Assurance Map		
Cluster – Education Service		
First Line of Defence (Do-ers)	Second Line of Defence (Helpers)	Third Line of Defence (Checkers)
<ul style="list-style-type: none"> • School Leadership Team oversight and quality assurance of day to day operations and finances in school • School health and safety procedures agreed annually • All staff involved in school risk assessment process • Designated school Health and Safety Reps • Risk assessments shared with all staff including Trade Union reps • School risk registers in place in all schools with effective mechanisms in place for review and escalation • School Business Continuity Plans in place • Tracking and monitoring arrangements in place in all schools to track attainment • School positive behaviour management procedure agreed yearly • School child protection and safeguarding procedures agreed yearly • Yearly analysis of school community data to inform the school improvement plan • In-service days and staff meetings to address any identified vulnerabilities 	<ul style="list-style-type: none"> • Health and Safety guidance for schools • Identified health and safety team link for all schools • Child protection and safeguarding guidance and professional learning available to schools • Range of policies/procedures for schools to support consistent practice • Quality Improvement Visits to schools and Early Learning and Childcare provision • Quality Improvement Team routine monitoring of data • Service Business Continuity Plan • Improvement groups comprising central Officers and school staff identify and address emerging risks • Weekly Trade Union meetings • Data dashboard and Risk Register discussed fortnightly by Senior Leadership Team • Corporate Management Team review of Risk Register • Regular finance meetings with Senior Leadership Team • Assurance Team • Regular contact with Northern Alliance Early Years Assurance team • Regular contact with ADES and COSLA 	<ul style="list-style-type: none"> • Education Scotland inspections • Care Inspectorate Inspections • HSE Covid-19 inspections • Health and Safety Team compliance visits to schools • ECMT data reviews • Performance reports to Committee • Annual reporting of Risk Registers to Committee • Internal Audit Plan approved and overseen by Audit, Risk and Scrutiny Committee • Regular contact with Scottish Government ELC Assurance Team • External Audit • Monthly budget print outs • Annual External Audit and report • Annual Internal Audit Plan approved and overseen by Audit, Risk and Scrutiny Committee • Audit Scotland and National Audit reports

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ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	26 November 2020
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Minimising Exclusion Policy
REPORT NUMBER	OPE/20/221
DIRECTOR	Rob Polkinghorne
CHIEF OFFICER	Eleanor Sheppard
REPORT AUTHOR	Mhairi Shewan
TERMS OF REFERENCE	1.1.5

1. PURPOSE OF REPORT

- 1.1 To seek approval for the refreshed Minimising Exclusion Policy.

2. RECOMMENDATIONS

That the Committee:-

- 2.1 note the work undertaken to review the current Exclusion Policy; and
 2.2 approve the refreshed Minimising Exclusion Policy

3. BACKGROUND

- 3.1.1 The current Exclusion Policy was written in 2017 and predated the publication of the updated [Included, Engaged and Involved part 2: Preventing and Managing School Exclusions](#).

- 3.1.2 The refreshed policy presented to Committee takes account of:

- Getting it Right for Every Child (GIRFEC)
- United Nations Convention on the Rights of the Child (UNCRC)
- United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
- The Children and Young People (Scotland) Act 2014
- Schools General (Scotland) Regulations 1975 as amended
- Equality Act 2010
- Health and Safety at Work etc. Act 1974
- Standards in Scotland's Schools etc. Act 2000
- Education (Scotland) Act 1980
- Children's Hearing (Scotland) Act 2011
- The Age of Legal Capacity (Scotland) Act 1991

3.2 The Aberdeen City Context

- 3.2.1 Statistics on exclusions from schools in Scotland indicate that children and young people are more likely to be excluded where they:

- have a disability
- are looked after
- are from the most deprived areas
- have an additional support need
- have an additional support need that has been identified as social, emotional and behavioural

3.2.2 In the most recent Scottish Government statistics 2018-19, Aberdeen City recorded 52.9 exclusions per 1000 pupils compared to the local authority average of 21.6. Our statistics show:

- On average 65%-73% of exclusions are for boys
- 4.2% of pupils excluded during August 2020 had a registered disability
- 60.4% of pupils excluded during August 2020 had an additional support need
- Of those excluded in secondary, 50% involved fighting or physical assault, this figure is 38% for primary
- Despite a steady reduction in levels of exclusion in primary, secondary school exclusions remain high in some schools

3.2.3 The refreshed policy will support the positive and proactive planning and understanding required for children and young people who are at risk of exclusion, highlighting meeting the needs of children and young people with disabilities, additional support needs and those who are looked after.

3.2.4 The Policy and guidance of 2017 remained static documents and quickly dated as updated national guidance was published. It is proposed that the guidance associated with the policy be published within the Education Sharepoint site and kept under routine review. It is hoped that some of the best practice across the city can be captured to inform the work of others across the city.

3.3 Learning from recent national publications

3.3.1 Included, Engaged and Involved Part 2: Preventing and Managing School Exclusions, 2017 focuses on prevention, early intervention and response to individual need in line with the principles of GIRFEC. It emphasises that learning establishments place importance on inclusion through effective learning and teaching; promoting positive relationships and behaviour; and employment of preventative approaches.

3.3.2 Highlighted features of inclusive schools include:

- Ethos of mutual respect and trust, focusing on positive relationships and behaviour
- Focus on building and improving relationships with children and young people at risk of exclusion
- Leaders who are visible, communicate effectively and support staff to understand decisions
- Staff who are inclusive and flexible in their approaches to learning
- Effective Plans including IEPs and Child's Plans in place
- Well-designed targeted interventions and resources that are timely and appropriate

- Learner voice at the heart of decisions about learning
- 3.3.3 Research has shown that the single most significant factor in successful learning outcomes is the teacher and the quality of dialogue enjoyed by the learner and teacher.
- 3.4.1 Reviewing the Policy**
- 3.4.2 A range of data sets were reviewed to gather initial information to support the review of this policy. These included taking account of the updated national guidance, revising the monthly exclusion data already available and reviewing Quality Improvement Visits. Time has been spent reviewing the impact of approaches used to support a reduction in levels exclusion in schools and consideration of data held by the legal team such as references to the ASN Tribunal.
- 3.4.3 The total number of primary school exclusions is at a three year low. Exclusion levels across secondary schools vary significantly suggesting that some schools have very effective approaches in place to minimise exclusion. As central officers have increased the regularity of data monitoring the number of exclusions has reduced.
- 3.4.4 The recently endorsed Accessibility Plan highlighted the need to ensure that staff have a solid understanding of Education (Additional Support for Learning) (Scotland) Act (2004) and the Equality Act 2010 and this will be built into our professional learning calendar.
- 3.4.5 An early engagement survey was issued to help identify key themes, challenges and positive comments on the current policy and guidance. Views were sought from parents and carers, parent representative groups, third sector partners, agencies, education staff including senior leadership teams, teachers and support staff. A full analysis of the responses is available in Appendix A.
- 3.4.6 This engagement was positive over 11 days with 886 responses, 718 representing parents and carers and 160 from education staff. 72% felt the current policy was successful but there were a number of learning points to help inform the refresh.
- 3.4.7 Themes identified included the need for consistency of implementation of the policy, with a clear procedure to follow. Parents highlighted the need for an understanding of disability and additional support needs and the impact this may have on behaviours in particular for those with autism. Also highlighted was the need for the policy to clarify legislation and all those involved to be clear on their rights within this. An accessible version of the policy was sought.
- 3.4.8 Qualitative data was sought to complement this process. This was mainly gathered through digital consultation with parents, learners, children's services staff, voluntary organisations, identified through direct engagement with previous consultations and areas of interest. Key learning from interviews was the need for all to be clear on their legislative duties, to support vulnerable learners including disabled learners and those who are looked after.

3.5 The Policy and associated guidance was refreshed to:

- Clarify legal duties are met (particularly direct and indirect discrimination under the Equalities Act and the right to appeal)
- Further promote proactive approaches to a nurturing environment linked with Supporting Learners programme
- Share best practice
- Streamline the procedure

3.5.1 The redraft of the policy, procedure and guidance was issued for wider consultation with learners, parents and carers, education staff, agencies, partners and professional associations over 14 days. Responses were collected digitally and through direct contact.

3.6 Consultation and Engagement:

3.6.1 The refreshed policy was made available for a two week consultation from October 23rd. This included an online consultation, follow up contact if requested, a virtual face to face meeting was offered for parent and carers and a similar meeting for education staff.

3.6.2 Feedback was invited from learners, parents, school staff, organisations, so that final amendments could be made prior to presenting the policy to Committee. 93% of respondents advised that the policy was easy to follow, that rights are clarified. 90% of parents and carers found the responsibilities with regard to disabilities and equalities clear.

3.6.3 Feedback from formal consultation highlighted a need to clarify the right of parents and carers and young people to refer to the additional support needs (ASN) Tribunal, clearer guidance on supports available as an alternative to exclusion and how support should be developed in partnership. Revisions included suggestions from Barnardos, Autism Network Scotland and recommendations from learners. All of these changes have been taken into account in the refreshed policy and guidance.

3.6.4 It is proposed that the associated guidance for schools remain a live document and that officers invest time in capturing some case studies from schools with low levels of exclusion.

3.6.5 The revised policy, procedure and guidance provide a clear framework to empower schools to operate within. The refreshed guidance will help promote inclusive and proactive approaches to minimising exclusion and will be supported by a suite of professional learning.

3.6.6 Exclusion levels will be closely monitored to inform a regular review of the procedure and guidance associated with the policy and inform the design of supporting professional learning.

3.6.7 After ratification by committee, an accessible version of the policy for learners, parents and carers will be created.

3.7 Implementation and Monitoring

3.7.1 Overall progress will be monitored and reviewed through the Quality Improvement team and Supporting Learners programme which makes regular updates to the Committee. The accompanying Minimising Exclusion Procedure and Guidance will be reviewed and updated as necessary and at least yearly to ensure that it remains up to date.

3.7.2 The Minimising Exclusion Policy should be reviewed and refreshed within three years.

4. FINANCIAL IMPLICATIONS

4.1 There are no direct financial implications arising from the recommendations of this report. Recommendations in the plan will make use of existing budgets.

5. LEGAL IMPLICATIONS

- 5.1 The Local Authority has many legal duties including those of:
- The Education (Additional Support for Learning) (Scotland) Act 2004
 - The Children (Scotland) Act 1995
 - The Equality Act 2010
 - The Children and Young People (Scotland) Act 2014

The approach outlined in this Report will assist the Council to fulfil these duties more effectively. Research highlights that exclusion incidents are a significant factor in determining positive or negative long term outcomes for children and young people. The reviewed Minimising Exclusion Policy and Guidance will help reduce exclusion incidents and ensure all exclusions are managed within the current legislative framework.

6. MANAGEMENT OF RISK

Category	Risk	Low (L) Medium (M) High (H)	Mitigation
Strategic Risk	N/A		
Compliance	Non-compliance with legislation, and legal challenge (reference to the School Placings and Exclusions Appeals Committee, Disability Discrimination, reference to ASN Tribunal)	M	Mitigated by services developing understanding to better meet the needs of our young people in Aberdeen City working in partnership with learners and families.
Operational	Staff are overwhelmed as staff feel unable to meet	L	Mitigated by offering high quality professional learning for staff to ensure that they

	the needs of children and young people including those who are vulnerable, disabled or have additional support needs.		meet their statutory duties under The Education (Additional Support for Learning) (Scotland) Act 2004 and Equality Act (2010)
Financial	Risk of impact of not resourcing at earliest opportunity.	L	Mitigated by realigning services to better meet the needs of our young people in Aberdeen City, understanding of disability and additional support needs.
Reputational	Risk of not achieving positive outcomes for children and young people and their parents and carers Risk Disability Discrimination claims and references to the ASN Tribunal	L L	Implementation of the policy and guidance will enable planning and early intervention thereby reducing potential risk.
Environment / Climate	N/A		

7. OUTCOMES

<u>COUNCIL DELIVERY PLAN</u>	
Aberdeen City Local Outcome Improvement Plan	
Prosperous Economy Stretch Outcomes	Children who have their learning and wellbeing needs well met are more able to contribute to a prosperous economy. This requires schools to be well led.
Prosperous People Stretch Outcomes	The proposals in this report seek to ensure the best use of resource in the system, promoting an understanding of the circumstances of individual children and young people to ensure that appropriate and timely personalised support is available to them. Child Friendly City which supports all children to prosper and engage actively with their communities by 2026.
Prosperous Place Stretch Outcomes	Underpinning the work of all schools in Aberdeen City is achieving excellence and equity for all.
UK and Scottish Legislative and Policy Programmes	This report takes into account the local authority's legal obligations in respect of the legislation below:

	<p>The Education (Additional Support for Learning) (Scotland) Act 2004</p> <ul style="list-style-type: none"> • Duties with regard to meeting the needs of children and young people with additional support needs. <p>The Equality Act 2010</p> <ul style="list-style-type: none"> • Duty to ensure we are not discriminating disabled learners directly or indirectly. <p>The Standards in Scotland's Schools Etc. Act 2000</p> <ul style="list-style-type: none"> • Duty of education authority in providing school education • Raising standards • Requirement that education be provided in mainstream schools <p>The National Improvement Framework</p> <ul style="list-style-type: none"> • Education Authorities are under a duty to endeavour to secure improvement in the quality of education of school education which is provided in the schools managed by them and to carry out the duty with a view to achieving the strategic priorities set out in the National Improvement Framework.
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8. IMPACT ASSESSMENTS

Assessment	Outcome
Impact Assessment	Required
Data Protection Impact Assessment	Not required

9. BACKGROUND PAPERS

None

10. APPENDICES

- Aberdeen City Council Minimising Exclusion Policy 2020
- Aberdeen City Council Minimising Exclusion Guidance 2020
- Analysis of early engagement responses

11. REPORT AUTHOR CONTACT DETAILS

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Supporting Pupils: Minimising Exclusion Policy 2020

Approved by Committee on

Document Control

Approval Date Calibri bold 12pt	- Calibri Regular12pt
Implementation Date	
Policy Number	
Policy Author(s) and Owner	M Shewan
Approval Authority	
Scheduled Review	2023
Changes	

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1. Purpose Statement

- 1.1 The purpose of this Policy is to set out the policy objectives underpinning the management of exclusion in the City's schools in accordance with the Education Authority's statutory duties in relation to exclusion.
- 1.2 Including all children and young people effectively is a key aim for Aberdeen City's Integrated Children's Family Services and their partners. Exclusion should be used as a last resort and must comply with the law in relation to Exclusions (contained within Regulation 4 of the Schools General (Scotland) Regulations 1975 as amended) and the Equality Act 2010.
- 1.3 The terms of Included, Engaged and Involved Part 2: A Positive Approach to Preventing and Managing School Exclusion Guidance 2017 issued by the Scottish Government has been considered in the development of this Policy.

2. Application and Scope Statement

- 2.1 This Policy applies to learners who are enrolled in an Aberdeen City Council school, the parents and family of those learners, staff in schools, staff in Aberdeen City Council's education service and agencies who support our learners and families. This Policy applies when the exclusion of a child or young person is being considered by the Education Authority.
- 2.2 This Policy impacts on the decision making process in relation to the exclusion of a child or young person from an Aberdeen City Council school.

3. Responsibilities

- 3.1 The Chief Education Officer for Aberdeen City Council is responsible for managing and maintaining the Policy.
- 3.2 All headteachers employed by Aberdeen City Council are responsible for implementing the Policy within their schools and ensuring that all staff and parents are aware of the Policy. Parents must be advised of their right to appeal any exclusions to the Education Appeals Committee.
- 3.3 Any non-compliance with the Policy by an employee may result in the potential use of a corporate procedure e.g. disciplinary procedure, or a successful appeal before the Education Appeals Committee.
- 3.4 Non compliance with the Policy and any feedback can be reported directly to the Chief Education Officer as Policy owner. Alternatively, reports of non compliance can be made to the Quality Improvement Management Team by individuals or schools through normal reporting processes.

4. Supporting Procedures & Documentation

4.1 Related Policies:

- The Aberdeen City Policy and Procedure for Managing Substance Misuse Incidents Involving Children and Young People in Schools (2018)

- Equality and Diversity Policy

4.2 Procedures/Guidance:

- Supporting and Minimising Exclusion Procedure and Guidance 2020
- Included, Engaged and Involved Part 2: Preventing and Managing School Exclusions 2017 (Scottish Government Guidance)
- Aberdeen City Anti-Knife and Weapons Guidance
- Independent Care Review: The promise 2020

4.3 Supporting Documentation:

- Getting it Right for Every Child (GIRFEC)
- United Nations Convention on the Rights of the Child (UNCRC)
- United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)
- The Children and Young People (Scotland) Act 2014
- Schools General (Scotland) Regulations 1975 as amended
- Equality Act 2010
- Health and Safety at Work etc. Act 1974
- Standards in Scotland's Schools etc. Act 2000
- Education (Scotland) Act 1980
- Children's Hearing (Scotland) Act 2011
- The Age of Legal Capacity (Scotland) Act 1991

5. Policy Statement/s

- 5.1 Aberdeen City's aspiration is to reduce exclusion levels by providing appropriate, proportionate and timely support for our learners thereby reducing the need for exclusion.
- 5.2 Children, young people and staff have the right to work and learn in a safe environment. Exclusion can therefore be legally considered when the grounds in Regulation 4 of the Schools General (Scotland) Regulations 1975 are met.
- 5.3 Exclusion must be seen as a last resort. However, in exceptional circumstances such as assault, the use of weapons, substance misuse or grossly offensive or menacing behaviour, the Head Teacher may consider that the pupil should be excluded regardless of previous good behaviour.

In responding to substance misuse related incidents, schools must follow the Education Authority guidance and the information contained within The Aberdeen City Policy and Procedure for Managing Substance Misuse Incidents Involving Children and Young People in Schools (2018). Aberdeen City Anti-Knife and Weapons Guidance must be followed if appropriate to the circumstances.

- 5.4 Additional considerations have to be made when a child or young person is on the Child Protection Register, a Looked After Child or Disabled.

If a child or young person is a Looked After Child or on the Child Protection Register, the child's Social Worker/Lead Professional and the Duty Social Worker should be informed of a decision to exclude. The Establishment Contact/Lead Professional should ensure that a Multi-Agency Meeting is convened as a matter of urgency to guarantee risk assessment is undertaken to minimize risk to the child or young person while excluded.

Regard must be had to the Council's duties not to discriminate on the grounds of a protected characteristic under the Equality Act 2010 when excluding a learner and to consider whether the duty to make reasonable adjustments has been met in respect of a disabled learner. This is ensured through discussion with the Quality Improvement Manager or Officer in order that the decision to exclude is a last resort and does not discriminate.

The Education Authority must also bear in mind its public sector equality duty under the Equality Act 2010 in the execution of this policy and exclusion generally.

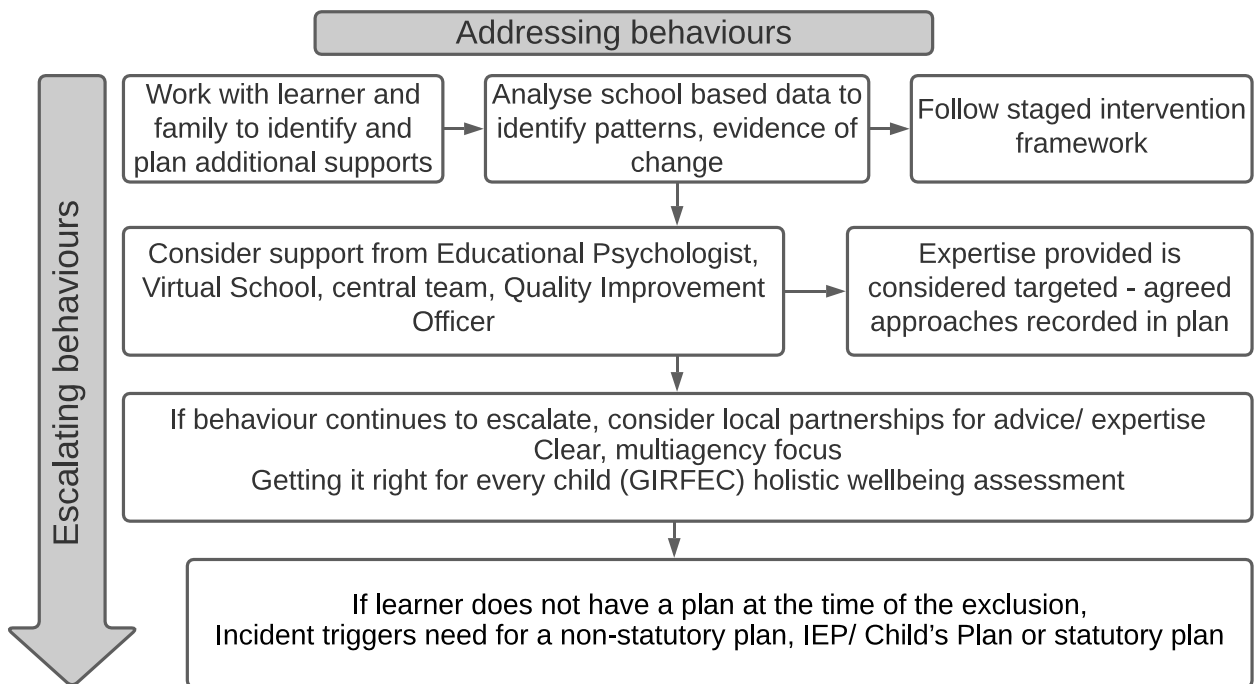
The Education Authority must be aware of the risk of Indirect Discrimination and must monitor its exclusion rates appropriately, through weekly reporting to the Quality Improvement Team.

- 5.5 Hosting arrangements will be rare but can support learners when they are finding it difficult to maintain a placement in their mainstream school. All requests for hosting and removal from the register will be overseen by the Chief Education Officer.
- 5.6 Only the most challenging cases will lead to exclusions of more than 5 days. Exclusions should be for the shortest time possible.
- 5.7 The Education Authority are required to ensure that the excluded children and young people are given the opportunity to continue their studies, without undue delay. Consideration should be given to the best means of providing this support which will be dependent upon the age and stage of the child/young person.

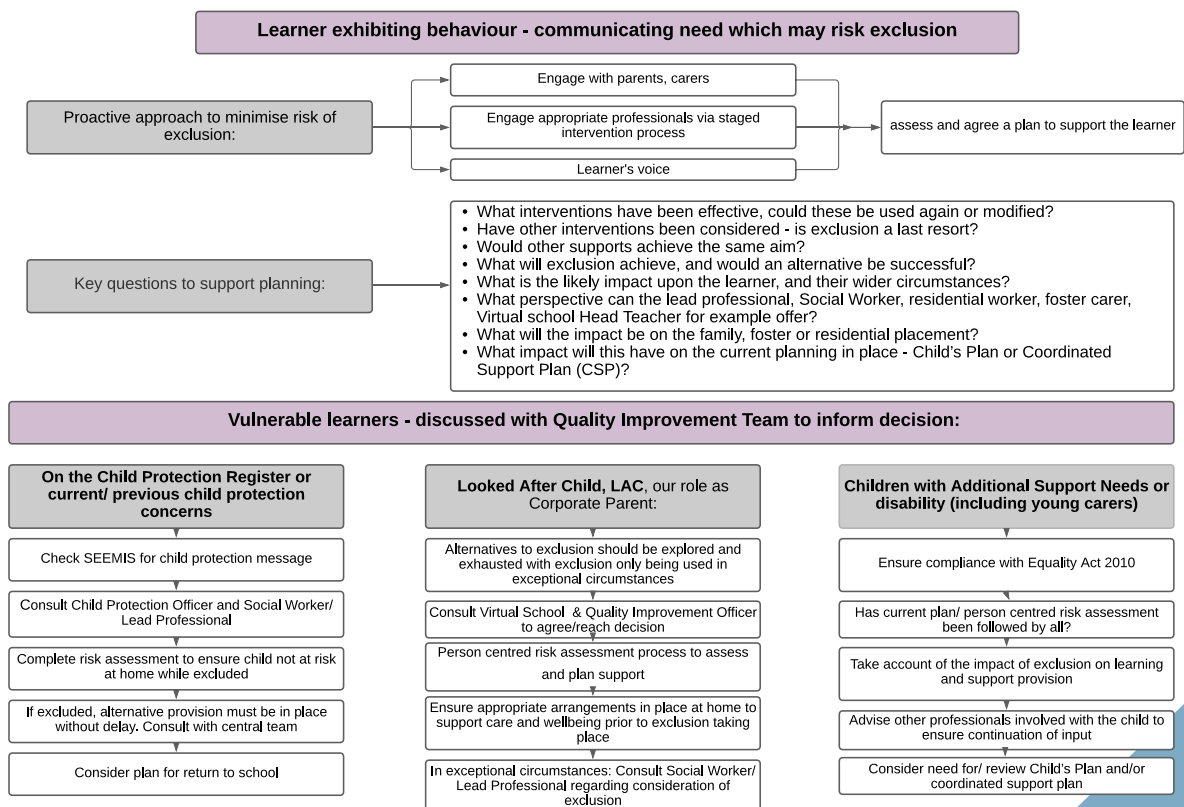
Continuation of support specified for a child with additional support needs, such as therapies, should take place at an agreed location.

5.8 Flow diagrams to support the decision-making process:

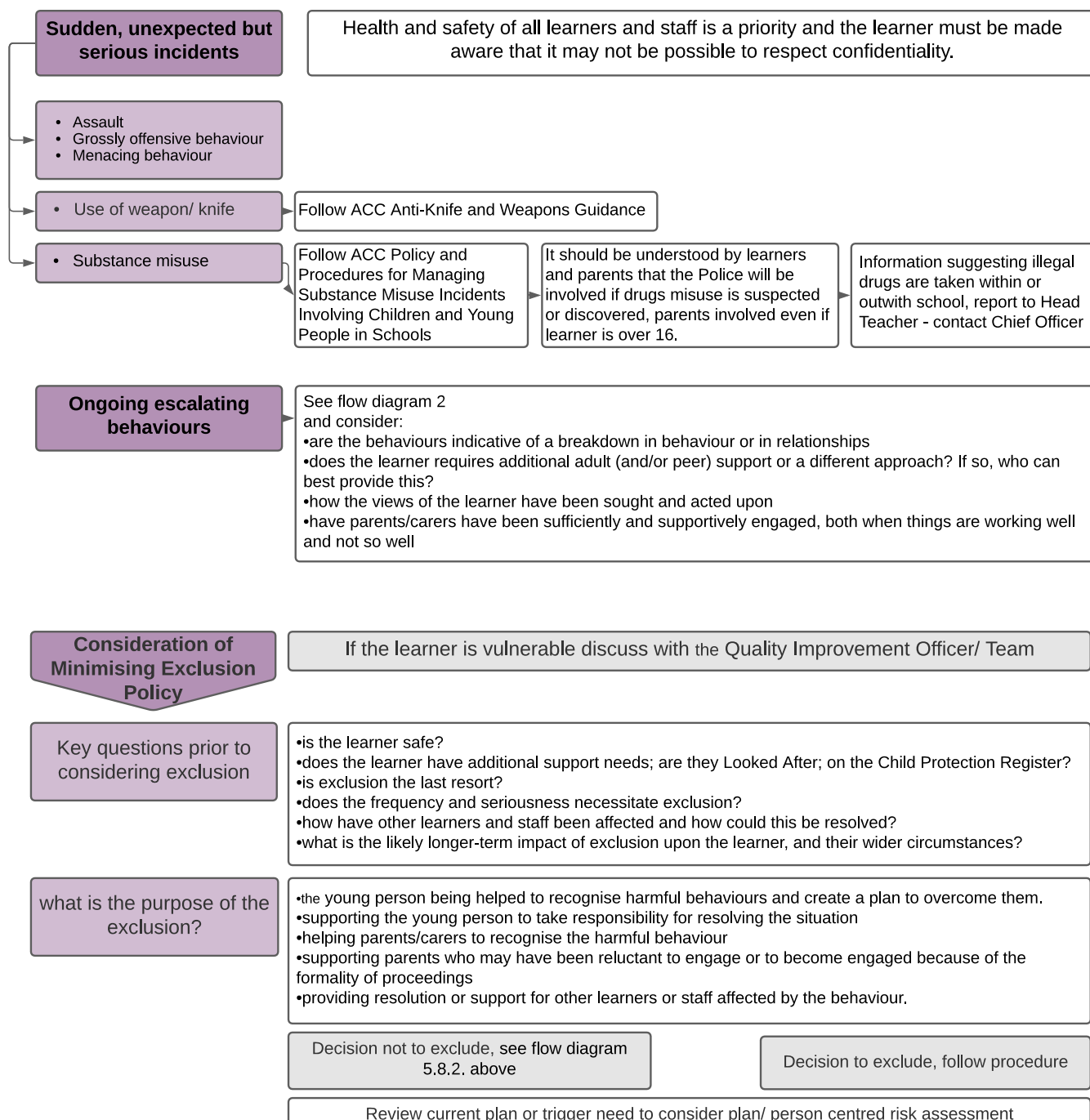
5.8.1 Addressing behaviours



5.8.2 Learner exhibiting ongoing behaviours flow diagram



5.8.3 Flow diagram to support decision when considering exclusion:



6. Definitions

- 6.1 **Exclusion:** The legal definition of Exclusion is contained within Regulation 4 of the Schools General (Scotland) Regulations 1975 as amended. Exclusion can be legally considered when:
- To allow the pupil to continue attendance at the school would be likely to be seriously detrimental to order and discipline in the school and or the educational wellbeing of the pupils there; or
 - The parent of the pupil refuses or fails to comply, or allow the pupil to comply, with the regulations or disciplinary requirements of the school.
- 6.1.1 Exclusion from school of a pupil other than in compliance with the Schools General (Scotland) Regulations 1975 as amended, has no legal basis. Accordingly, there is no legal basis for what might be termed “informal exclusions” with schools requesting that children are collected to prevent an exclusion from occurring. Failure to comply with the Regulations in such circumstances may render the Authority open to legal challenge by the parents or the pupil.
- 6.1.2 **Temporary exclusion, suspension, informal exclusion:** terms such as “temporary exclusion”, “suspension”, “informal exclusion” and “expulsion” have no place in policy or in the legal framework. All instances where parents are requested to take a child home from school are forms of exclusion and should be recorded as such. The only exception to this is when a child or young person is unwell.
- 6.1.3 The term “exclusion” refers to exclusion for a fixed period which should be for as short a period as possible.
- 6.2 **Hosting:** the term “hosting” is used to describe when a child/young person attends another setting for a trial period whilst remaining on the roll of their local school. This hosting arrangement will be planned to positively support the child/young person and can lead to the ‘Host’ school taking full responsibility for the learner and the learner being enrolled at the host school if all partners support this.
- 6.3 **Request for removal from the register.** The term “request for removal from the register” refers to an exclusion where the child does not return to the school and where this has not been considered to be in the interests of the child through normal assessment and planning processes. Removal from the register is used very rarely as more proactive “hosting” arrangements allow for careful consideration of needs and planning.
- 6.4 **Direct discrimination** occurs when a school treats a pupil less favourably because of a protected characteristic than it treats, or would treat, another pupil.
- 6.5 **Indirect Discrimination** occurs when a school applies a provision, criterion or practice in the same way for all pupils or a particular pupil group, but this has the effect of putting pupils sharing a protected characteristic within the student group at a particular disadvantage.

- 6.6 **Discrimination arising from disability** occurs when a school treats a disabled pupil unfavourably because of something connected with his or her disability and cannot justify such treatment.

7. Risk

- 7.1 This Policy and the supporting procedures specified in Section 4 are designed to reduce or eradicate various risks as follows:

- **Strategic risk.** The Policy will reduce Disability Discrimination and Indirect Discrimination towards pupils.
- **Compliance risk.** The Policy will reduce any legal penalties or financial loss which could be incurred by the Education Authority if Exclusions are not legal and compliant with duties under the Equality Act 2010.
- **Operational Risk.** The Policy will reduce risk to the particular child involved in the exclusion, along with the other children at the school and the staff members at the school by ensuring that exclusion is used appropriately.
- **Financial Risk.** The Policy will reduce successful appeals to the Appeals Committee and/or First Tier Tribunal for Scotland (Health and Education Chamber) and Courts. This will reduce financial implications for the Education Authority.
- **Reputational Risk.** The Policy will prevent the Education Authority's reputation being affected by claims against them.

- 7.2 The Policy will mitigate the risks of discrimination and inequalities, particularly in the exclusion gap between mainstream pupils and those with additional support needs and/or disabilities.

- 7.3 The risks identified will be monitored, managed and mitigated by the Education Authority by regular meetings of the Quality Improvement Officers and Quality Improvement Managers who will report the outcomes to the Chief Education Officer

- 7.4 This Policy supports the Education Authority's PREVENT obligations following the guiding principles of inclusion and proportionality. Through CONTENT framework of prevention; supporting and safeguarding vulnerable learners, ensuring they remain part of their community with multiagency support where appropriate.

8. Policy Performance

- 8.1 The key factor in ensuring the effectiveness of the Policy is the effective partnership working between children and young people; parents and carers; school teams; agencies and the third sector. Inclusive schools need to know their families well and make effective use of resources towards early intervention.

- 8.2 The Policy will be effective where the Education Authority can evidence a reduction in:
- the number of children excluded
 - the duration of the exclusions
 - the number of children with a disability who are excluded

- the number of children with an additional support need, including those who are looked after, who are excluded
- 8.3 The Senior Leadership Team in each school will use the information available from SEEMiS to closely monitor exclusions. This information will be used to inform improvement planning.. Information will be reported to the Quality Improvement Management Team and Chief Officer of Education weekly.

9. Design and Delivery

- 9.1 This Policy is designed to ensure Aberdeen City Council meets its legal obligations to meet the overarching Community Planning Partnership ambition to tackle some of the more deep-rooted inequalities present in Aberdeen. The Policy sees a shift of resources towards early intervention and prevention in alignment with the Target Operating Model.
- 9.2 This Policy is in line with the objectives contained within the Local Outcome Improvement Plan, primarily that children are respected, included and achieving. The particularly relevant parts of the Local Outcome Improvement Plan are:
- 5.1 Improving education outcomes for care experienced children and young people.
 - 6.1 95% of children living in Aberdeen City priority localities will sustain a positive destination upon leaving school by 2026.
 - 8.1 Young people receive the right help at the right time through provision of a strong universal offer alongside availability of multi-disciplinary targeted interventions (using a trauma-informed approach) to improve outcomes for young people at risk of becoming involved in the Justice System.

10. Housekeeping and Maintenance

- 10.1.1 The Policy will be reviewed every three years or as required by Aberdeen City Council. It will be reviewed if there are any changes in legislation or in its application.

11. Communication and Distribution

- 11.1 This policy will be available on the Aberdeen City Council Website for members of the public and on the manager's portal. A copy may be requested from any Aberdeen City School and in accordance with Aberdeen City Council policy, it is available in accessible formats on request.

12. Information Management

- 12.1.1 The information generated by the application of the Policy will be managed in accordance with the Council's Corporate Information Policy and supporting Procedures.

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Supporting learners: Minimising Exclusion Accompanying Guidance and Procedure 2020

Children and Family Services

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Part 1 Guidance

1. Children's Rights in relation to Exclusion

Children have a right to education enshrined in Section 1 of the [Standards in Scotland's Schools etc. Act 2000](#): "It shall be the right of every child of school age to be provided with school education by, or by virtue of arrangements made, or entered into, by, an education authority".

United Nations Convention on the Rights of the Child ([UNCRC](#)) will be adopted into Scots law. All considerations in relation to children and young people need to be made with their [rights](#) at the forefront of our minds. The most pertinent rights, particularly in relation to exclusion, are set out below:

Non-discrimination Article 2, Article 14

- All children in conflict with the law should be given equality of opportunity. Practitioners pay particular attention to those children who may require additional support. Children with disabilities, children who are homeless, placed in residential care, Looked After, Gypsy/Traveller and children with English as an additional language need particular protection
- Steps must be taken to ensure that children who have been in conflict or are at risk of exclusion do not face discrimination in relation to accessing education or employment

Best interests of the child Article 3

- The best interests of the child must be at the heart of all decisions, both in terms of any child exhibiting distressed behaviours and in terms of those impacted by this behaviour. A rights-based approach recognises that children differ from adults in their physical and psychological development, and their emotional and educational needs. In order to protect the best interests of the child, rehabilitation and restorative justice must be at the forefront of all approaches that deal with children that exhibit these behaviours.

The right to life, survival and development Article 6

- Exclusion and missing education can have a detrimental impact on learner's development.

The right to be heard Article 12

- The right of the child to express their views freely in all matters affecting them should be fully respected and implemented throughout.

United Nations Convention on the Rights of Persons with Disabilities ([UNCRPD](#)) Article 24 states parties shall ensure an inclusive education system at all levels and lifelong learning directed to ensure:

- a) persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;
- b) persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;

- c) reasonable accommodation of the individual's requirements is provided;
- d) persons with disabilities receive the support required, within the general education system, to facilitate their effective education;
- e) effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full [inclusion](#).

2. Promoting Inclusion and Preventing Exclusion

2.1 Promoting Inclusion: Preventing Exclusion as a Single Agency:

Including **all** children and young people effectively is a key aim for the education service and its partners. Continuous positive engagement with education helps promote the development of happy and achieving children and young people.

Central to [Curriculum for Excellence](#), Getting it Right for Every Child ([GIRFEC](#)) and the United Nations Convention on the Rights of the Child (UNCRC) is the need to proactively address barriers to wellbeing through personalisation of approaches and a focus on [the voice](#) of the learner. Multi agency GIRFEC arrangements in keeping with The [Children and Young People \(Scotland\) Act 2014](#) support the wellbeing of our learners.

[Included, Engaged and Involved](#) Part 2: Preventing and Managing School Exclusions, 2017 focuses on prevention, early intervention and response to individual need in line with the principles of GIRFEC. It 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. All Aberdeen City schools have policies and practices in place to support positive relationships and behaviour, developed in consultation with all members of the school community.

Whole school [positive management](#) approaches, a [nurturing](#), solution-focused ethos and staff who understand restorative approaches are the foundation from which schools can promote [inclusion](#) and [prevent exclusion](#).

Inclusive schools have:

- an [ethos](#) of mutual respect and trust, focusing [on positive relationships and behaviour](#)
- a focus on building and improving relationships with children and young people at risk of exclusion
- staged intervention approaches to ensure learners are included, engaged and involved in their education
- leaders who are visible, communicate effectively and support staff to understand decisions
- high expectations for all members of the school community
- a [curriculum](#) with flexibility designed to meet the needs of all learners
- effective and routinely reviewed [learner support](#) systems
- staff who are inclusive and flexible in their approaches to learning
- [effective plans](#) including IEPs, [Child's Plans](#) and [CSPs](#) where appropriate in place
- well-designed [targeted interventions](#) that are timely and appropriate

- [learner voice](#) at the heart of decisions about learning and wider decision making
- positive, non-judgemental relationships throughout within a framework of collegiality
- effective restorative approaches
- quality professional learning
- a calm and welcoming environment
- rules and routines which are short, simple, agreed and positive
- effective record keeping systems, including up-to-date [chronologies](#)

Research has shown that the most significant factors in successful learning outcomes is the teacher and the quality of dialogue enjoyed by the learner and teacher.

The [Staged Intervention Framework](#): Universal, Targeted and Specialist levels of support. Staff making use of the targeted level framework will have considered universal strategies before escalating. It may be appropriate to consider targeted support if a school has evidence that universal requirements are in place. The framework acts as a guide to approaches but does not limit options or access to support.

Aberdeen City Council's Children and Family Services is committed to empowering staff by delivering high quality professional learning opportunities and supports the use of general and accredited de-escalation training. Opportunities will be available for staff to develop confidence in effective de-escalation. Physical intervention training will be available for staff on a voluntary basis if it is deemed an appropriate support. This will be updated following the expected updated Scottish Government advice on seclusion and restraint.

Full use of chronologies should be made to record any interventions with positive and negative impact noted. Care should be taken to ensure significant events and entries are proportionate and relevant. The evaluation of the impact of adaptations will help inform future planning by all agencies, consider impact and next steps and help prevent exclusion.

[Included, Involved and Engaged Part 2](#) states that there are times when children and young people will exhibit challenging and distressed behaviour. Staff's knowledge and detailed assessment of a child or young person should be used to predict and plan for the type of situation which may cause that child or young person severe stress or frustration and may lead to challenging and distressed behaviour. Staff should recognise that all behaviour is communication and endeavour to identify, where possible, the triggers that may lead to a child or young person acting in a challenging and distressed way.

This information should be included in a plan to support the individual child or young person. The plan should state how the child or young person should be supported and clearly outline agreed strategies that should be used by staff. Specific consideration should be given to a child or young person's additional support needs and the impact that these may have on their communication and behaviours. This should include consideration of complex additional support needs, such as language and communication needs, sensory needs and autism.

Person centred risk assessments should also be carried out to determine any potential concerns arising from the child or young person's behaviour, and should identify any steps deemed necessary to support the child or young person in preventing harm to

themselves or others. Where possible learners and parents should co-create these with school. These should be informed by the information gathered using the National Practice Model and should be shared with the child or young person, their parents, and all staff who are involved with the child or young person. An important aspect of these assessments is the understanding that risk must always be an important consideration and should inform a school's decision whether or not to exclude a child or young person. Risk and health and safety assessment processes should also be applied to situations where unpredictable, challenging and distressed behaviour can arise. This will then feed directly into the plan around the learner.

As trauma awareness advises, there are a variety of reasons why children and young people may exhibit behaviours that may impact on good order and discipline or the wellbeing of others. This behaviour may indicate that their wellbeing is being adversely affected or that there is something else going on in their lives having an impact on their decisions.

Sensory needs and sensory changes can trigger reactions and should be considered and anticipated. The use of a sensory environmental checklist for example may inform planning.

It is important that we work in partnership with the learner and parents to understand what the behaviours may be telling us and put plans in place to support them and their learning at the earliest opportunity. This could be an Individual Education Plan (IEP) or, where support is targeted across the service, a Child's Plan. Where we have considered the need for exclusion, we should review the plan, where there is a coordinated Support Plan (CSP), the team should consider if this requires a review. The plan should be reviewed and refined to ensure that assessments of wellbeing are up to date, interventions are appropriate and effective, and the plan continues to take account of the learner's voice.

If a child does not have a plan in place at the time of exclusion is being considered, the incident triggers the need for non-statutory IEP, person centred risk assessment or statutory planning.

In order to support learners in line with legislation, actions at school level may include:

- following the Staged Intervention Framework, including a person-centred risk assessment to reduce risk and formulate an action plan
- analysing data to look for patterns, potential triggers and evidence of change
- working with the learner and parents and relevant key workers to identify and plan additional support which might include:
 - building a relationship with a key person or persons including buddies, pupil support
 - consideration of appropriate interventions, School Nurse advice
 - break time supervision
 - breakfast club arrangements
 - considering the environment and where possible, a safe place for the learner to reflect
 - redirecting support staff at key times
 - providing Support for Learning for aspects of the curriculum or specialist support
- proactive buddying or peer mentoring/mediation

- appropriate health and wellbeing programmes
- consideration of an appropriate curriculum to meet the needs of the learner
- reward systems that have been agreed and understood by all
- ensuring appropriate levels of support for staff

Advice and expertise may be sought from the Partnership Forum, [Educational Psychologist](#), Quality Improvement Officer (QIO), members of central team or [Virtual School](#).

Consideration should also be given to the needs of those who have been affected and appropriate levels of practical and emotional support for staff. Restorative approaches should be used where appropriate, and where this is not appropriate, advice on alternative approaches for those with additional support needs may be sought from those above. Where a member of staff is supporting the learner, consideration should be given to how best support the staff member.

2.2 Multi-Agency Partnership Approaches to Preventing Exclusion

A [partnership approach](#) is fundamental to GIRFEC and recognises the complexity of the lives of some of our learners. For this holistic approach to assessment of wellbeing it is essential that partners have a clear understanding of their roles within the legislative framework and have a shared understanding of thresholds of intervention.

Key partnerships for schools include:

- Educational Psychology
- Health professionals appropriate to the learner's needs
- Community Learning
- The Third Sector
- Social Work
- The Children's Reporter
- Police Scotland

Colleagues may find themselves working with employers and other third sector organisations or commissioning a service to meet particular needs. All have a valuable role in helping design and implement a flexible and relevant curriculum pathway.

Those at risk of exclusion are often in need of a clear multi-agency focus on their learning progression. Whilst assessing need, the team around the learner considers wellbeing in the widest sense and consideration of how wellbeing is impacting on learning will inform learning pathways.

Needs may necessitate a flexible approach to how and where learning takes place. Although responsibility for ensuring that this learning is appropriate, relevant and progressive still rests with the learner's school, the learner may engage in learning out with the school delivered by key partners such as SHMU or Community Learning for part of a timetable. Information on the range of services and partners is available from the [Family Information Service](#). Consideration should be given to ensure any partners are appropriately placed and qualified to meet needs. GDPR must be adhered to. Discussion with QIM/ QIO/ central team may be appropriate. Where an appropriate pathway is being developed, the aim should be the transference of skills, enabling access to education with their peers as much as possible.

The team around the learner should consider:

- what is the trigger for the behaviours - a breakdown in behaviour or in relationships?
- whether the learner requires additional adult (and/or peer) support or a different approach. If so, who can best provide this?
- how the views of the learner have been sought and acted upon
- whether parents/carers have been sufficiently and supportively engaged, both when things are working well and not so well

When stressful situations are escalating, the team around the learner works collaboratively to consider how best to modify behaviours through considering the root cause and mitigating risk. Guidance is available in the [risk and health and safety assessment](#).

3 Legal Definition of Exclusion

Aberdeen City's aspiration is to reduce exclusion levels. However, since children and young people and staff have the right to work and learn in a safe environment, exclusion can be legally considered when:

- To allow the pupil to continue attendance at the school would be likely to be seriously detrimental to order and discipline in the school and or the educational wellbeing of the pupils there; or
- The parent of the pupil refuses or fails to comply, or allow the pupil to comply, with the rules, regulations or disciplinary requirements of the school (*Regulation 4 of the Schools General (Scotland) Regulations 1975*)

It must be noted that these Regulations have not been amended since they were introduced in 1975. The Regulations must now be interpreted in light of the Equality Act 2010 and the policy objectives of both the Government and the Council. These include prevention, early intervention, response to individual need in line with the principles of GIRFEC, the need for learning establishments to place a greater importance on inclusion through effective learning and teaching and promoting positive relationships and behaviour.

The power to exclude rests with local authorities under Regulation 4 of the Schools General (Scotland) Regulations 1975 as amended. However, it is open to an Education Authority to delegate power to exclude and in Aberdeen City this decision has been delegated to Head Teachers and their Senior Managers. Exclusions can be appealed, and decision making may have to be justified in court.

While the use of the ground, 'the parent of the pupil refuses or fails to comply, or allow the pupil to comply, with the rules, regulations or disciplinary requirements of the school' is seldom used, schools should set out their rules, regulations or disciplinary requirements in their school handbooks. Schools may, in particular, want to make provision for rules about the inappropriate use by parents of social media e.g. derogatory remarks about other pupils, parents, staff and the school.

Education and Children's Services Policy is that exclusion must be seen as an absolute last resort.

Included, Engaged and Involved Part 2 is very clear that:

- exclusion should be a last resort
- exclusion should be a proportionate response where there is no alternative
- the purpose of the exclusion and impact on the child or young person should be taken into consideration
- exclusion should be a short-term measure with the aim of improving outcomes

Exclusion from school of a pupil other than in compliance with the Schools General (Scotland) Regulations 1975, shown above, has no legal basis. Accordingly, there is no legal basis for what might be termed 'informal exclusions' with schools requesting that children are collected to prevent an exclusion from occurring. Failure to comply with the Regulations in such circumstances may render the Authority open to legal challenge by the parents or the pupil.

Proactive risk assessment and planning supports adherence to the Health and Safety at Work etc. Act 1974 as this approach will reduce this risk of incidents occurring and protect staff.

4. Terminology

Terms such as 'temporary exclusion' 'suspension' 'informal exclusion' and 'expulsion' have no place in policy or in the legal framework. All instances where parents are requested to take a learner home from school are forms of exclusion and should be recorded as such. The only exception to this is when a learner is unwell.

- The term '**exclusion**' refers to exclusion for a fixed period which should be for as short a period as possible.
- The term '**hosting**' is used to describe when a learner attends another setting for a trial period whilst remaining on the roll of their local school. This hosting arrangement will be planned to positively support the learner and can lead to the 'host' school taking full responsibility for the learner and the learner being enrolled at the host school roll if all partners support this.
- The term '**request for removal from the register**' refers to an exclusion where the learner does not return to the school and where this has not been considered to be in the interests of the learner through normal assessment and planning processes. Removal from the register is used very rarely as more proactive 'hosting' arrangements allow for careful consideration of needs and planning.

5. Taking the Decision to Exclude

5.1 Before taking the decision to exclude:

Exclusions generally fall into one of two categories: sudden, unexpected but serious incidents or on-going difficulties over an extended period where other supports have not had the desired effect.

In exceptional circumstances such as assault, the use of weapons, substance misuse or grossly offensive or menacing behaviour, the Head Teacher may consider that the behaviour of a pupil is such that the pupil should be excluded regardless of previous good behaviour.

In responding to substance misuse related incidents, schools must follow education authority guidance and the information contained within Aberdeen City [Policy and Procedures for Managing Substance Misuse Incidents Involving Children and Young People in Schools](#). In all such circumstances, parents will be involved, and their cooperation expected. It should be understood by pupils and their parents that the Police will be involved if drugs misuse is suspected or discovered. Even where pupils are aged 16 or over, their parents will still be contacted, and the learner notified accordingly. Where a learner discloses information that suggests that illegal drugs are taken either within or outwith school, that must be reported to the Head Teacher who will contact the Chief Officer for guidance. Aberdeen City [Anti-Knife and Weapons Guidance](#) must be followed. In such circumstances, the health and safety of all pupils and staff is a priority and the pupil must be made aware that it may not be possible to respect confidentiality.

Before taking the decision to exclude the following questions should be carefully considered:

- is the learner safe?
- does the learner have additional support needs; are they Looked After; on the Child Protection Register?
- is exclusion the last resort?
- does the frequency and seriousness necessitate exclusion?
- how have other learners and staff been affected and how could this be resolved?
- what is the likely longer-term impact of exclusion upon the learner, and their wider circumstances?
(See Procedure)

Each learner and situation must be looked at individually.

It is very important to identify what the **purpose** of the exclusion is and what positive outcomes can be achieved by excluding a young person from education. This might include:

- the young person being helped to recognise harmful behaviours and create a plan to overcome them.
- supporting the young person to take responsibility for resolving the situation
- helping parents/carers to recognise the harmful behaviour
- supporting parents who may have been reluctant to engage or to become engaged because of the formality of proceedings
- providing resolution or support for other learners or staff affected by the behaviour.

Exclusion should not be used as a punishment. Each exclusion should consider individual circumstances and should be as brief as possible. Consideration has to be given as to whether there are other ways the matter could be dealt with. Exclusion must be the very last resort. The exclusion must also be proportionate to the facts and circumstances of the incident or course of behaviour. An exclusion should not exceed 5 days (one calendar week) without discussion with the Chief Education Officer.

Since exclusion can significantly impact upon learning and future (non) engagement with learning, it is necessary to consider how it will contribute to an improvement or change in the behaviour which is leading to exclusion. This careful consideration will help limit the impact on long-term life chances.

Since exclusion is a very short-term option, consideration of exclusion should always trigger a re-evaluation of strategies of intervention used so far, and a further refinement of plans supporting learners. This will include consideration of:

- whether the exclusion is indicative of a breakdown in behaviour or in relationships
- whether the learner requires additional adult (and/or peer) support or a different approach. If so, who can best provide this?
- how the views of the learner have been sought and acted upon
- whether parents/carers have been sufficiently and supportively engaged, both when things are working well and not so well

5.2 Additional considerations for Vulnerable Learners

Exclusion can be extremely detrimental as it can reinforce a sense of rejection and have long-term negative outcomes for that child or young person. Scottish Government statistics show that there are identifiable groups who are more likely to be excluded such as those who are Looked After or care-experienced, or with Additional Support Needs, or those in conflict with the law.

Highlighted by the [Independent Care Review](#) the promise: “The formal and informal exclusion of care-experienced children from school must end. Schools and Local Authorities must do everything required to support children to build positive relationships at school and maintain attendance, engagement and learning in a meaningful and supportive way. Schools in Scotland must also not exacerbate the trauma of children by imposing consequences for challenging behaviour that are restrictive, humiliating and stigmatizing”

Children and young people who are vulnerable are likely to exhibit behaviours to communicate distress. This can be a sign of stress or feeling rejected. It is important that schools do all they can to interpret the behaviour so that partners can collaborate to address the cause. For some of our most vulnerable learners, unconditional positive relationships may be missing, and these children and young people can seem to proactively seek exclusion.

Discussion with the QIM/QIO/ central team will enable consideration of needs and appropriate supports identified in order to prevent the potential for a pattern of exclusion to develop.

Following the discussion with the QIM/QIO, if the decision to exclude is taken, the Head Teacher must ensure that the child does not leave school until safety, health and wellbeing are assured and appropriate arrangements are in place.

Parents, children and young people must be given full reasons for the exclusion. It is not enough simply to quote the SEEMiS definition. Where possible a timescale should be agreed and shared.

5.2.1 Discrimination and the Protected Characteristics including Disabled Pupils

[Consideration](#) has to be given as to whether the decision to exclude could be considered discriminatory.

The [Equality Act 2010](#) provides that it is unlawful to exclude a pupil because of a protected characteristic. Section 85 (2)(e) provides that the responsible body of a school must not discriminate against a pupil by excluding the pupil from the school.

Section 85(5)(e) provides that the responsible body must not victimise a pupil by excluding them from the school.

The Equality Act 2010 states that it is discrimination when a person treats another **less favourably** than they treat (or would treat) others because of a protected characteristic. The protected characteristics for schools are disability, gender reassignment, pregnancy and maternity, race, religion and belief, sex and sexual orientation. It is direct discrimination therefore to exclude a learner because he/she is gay or Sikh or Roma or is male or has ADHD.

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

Great care must be taken when considering the exclusion of disabled children.

- 5.2.1.2 A learner has a disability for the purposes of the Act if he/she:
- has a physical or mental impairment e.g. ASD or ADHD although it should be noted that a medical diagnosis is not essential
 - has an impairment which has a substantial and long-term adverse effect i.e. having lasted or is likely to last for more than 12 months
 - has an impairment that impacts on his/her ability to carry out normal day-to-day activities e.g. going to school, attending class, getting dressed or ability to concentrate.

Discrimination arising from disability occurs where a learner is treated unfavourably because of something arising in consequence of their disability e.g. disability related behaviour and the treatment cannot be justified.

Excluding a disabled learner for behaviour which arises as a consequence of their disability is likely to result in unlawful disability discrimination unless it can be shown that the exclusion was a proportionate means of achieving a legitimate aim.

For example, a learner with ADHD is excluded for his behaviour including refusing to sit at his desk, distracting other learners by talking and running around during classes. This is likely to be unlawful as he was excluded for behaviour which is related to his disability and unlikely to be viewed as a proportionate means of achieving a legitimate aim as no other efforts were made to support him. If, on the other hand, a learner with ADHD has an appropriate package of support and assaults learners and/or staff, his exclusion may be justified because the aim of the exclusion is to ensure the health and safety of others.

It is our responsibility to make [reasonable adjustments](#) to enable our learners to be successful.

Making reasonable adjustments may require changes to disciplinary procedures and other policies in school. We may have to disregard behaviour which is a direct consequence of a learner's disability e.g. disregarding swearing in class by a learner with Tourette's syndrome. Effective information sharing with all staff will be crucial in supporting the learner and consideration should be given as to how to share appropriate information with other children and young people.

The duty to make reasonable adjustments requires a school to take positive steps to ensure that disabled pupils can fully participate in the education provided by the

school, and that they can enjoy other benefits, facilities and services that the school provides for pupils.

Many reasonable adjustments are inexpensive and will often involve a change in practice or policy rather than the provision of expensive pieces of equipment or additional staff.

A school's duty to make reasonable adjustments is an anticipatory one owed to disabled pupils generally, and therefore schools need to think in advance about what disabled pupils might require and what adjustments might need to be made for them.

Indirect discrimination can also take place. Indirect discrimination occurs when a school applies a provision, criterion or practice in the same way for all pupils or a particular pupil group, but this has the effect of putting pupils sharing a protected characteristic within the general student group at a particular disadvantage.

It does not matter that the school did not intend to disadvantage the pupils with a particular characteristic in this way; what does matter is whether the provision, criterion or practice does, or would, disadvantage such pupils compared to pupils who do not share that characteristic.

Applying the concept of Indirect Discrimination to the area of exclusion of disabled pupils, the Education Authority must be mindful of not indirectly discriminating against disabled pupils. School staff must bear this in mind when taking the decision to exclude and exclusion rates of particular categories of pupils will be monitored by central officers.

Head Teachers should speak with the Chief Education Officer and/or a member of the Legal Service if concerns about discrimination arise when exclusion is being considered.

5.2.2 Children and Young People who have an Additional Support Need, ASN, including Social, Emotional or Behavioural Needs

If a learner has additional support needs including those that may result in the child displaying distressed behaviour, putting themselves and others at risk, steps **must** be taken to ensure that any additional provision, such as speech and language therapy, Child and Adolescent Mental Health Service (CAMHS) or Young People's Department (YPD) related to those needs, continues during the period of exclusion and that alternative arrangements are made, including an alternative location where this work can be undertaken wherever possible. It may be necessary to undertake a risk assessment to minimise the risk. The Child's Plan may need reviewed.

Transitions increase stress levels and as such, children who are undertaking a transition such as moving from one year group to another or into a new establishment are more likely to show an escalation in behaviour. Often vulnerable children display unsettled behaviours prior to or immediately after school holidays. Planning around this could help avoid a situation which will potentially lead to exclusion. Consideration should be given to planning transitions to ensure that effective practice is shared and built upon. If the decision to exclude is taken, consideration needs to be given to the child's wellbeing.

Where there are concerns around the mental health of children and young people, consideration should be given to seeking the advice of an [Educational Psychologist](#).

5.2.3 Looked After Children

Looked After Children require special consideration when there is a risk of exclusion.

The Education (Additional Support for Learning Act) (Scotland) Act 2004, states that all Looked After Children and Young People are deemed to have additional support needs unless assessed otherwise.

Looked After Children fall into four main categories; those who are looked after:

- by a Local Authority in a residential establishment
- with foster carers on behalf of a Local Authority
- in their own home, Compulsory Supervision Order
- in a kinship care arrangement where the Authority has placed the child

The exclusion of Looked After Children and Young People requires very serious consideration since exclusion from school may have a significant impact upon their home lives and may even lead to a change in placement because of additional pressures on them, parents or carers. Early contact with the Virtual School will support early intervention. Contact should be made when any escalation in behaviour is evident. The Virtual School will be able to support planning for the child/young person.

Any actions being considered should minimise disruption or uncertainty. Local authorities have [legal duties](#) to ensure that Looked After Children and young people have the same access to educational opportunities as other children and young people. These 'corporate parent' responsibilities include making additional arrangements in order to overcome disadvantage and participation in education in the broadest sense.

5.2.4 Supporting a Looked After Child with escalating behaviours

If a Looked After Child has escalating behaviours, it is important that the Lead Professional calls a Multi-Agency Meeting at the earliest opportunity to explore causes and solutions. The Lead Professional in a Kinship Care arrangement is the Social Worker. This will allow partners to review the Child's Plan and minimise the risk of exclusion. In most cases it will be appropriate to work through the risk assessment process to inform the plan and mitigate to minimise the risk. A more flexible pathway may be put in place to calm the situation and enable long term successful reintegration.

Where a Head Teacher is considering an exclusion and has taken account of the additional considerations for vulnerable learners who are looked after, they must make every effort to contact the Social Worker prior to excluding the child to ensure the safety of the child during the period of exclusion.

In the majority of cases Looked After Children should not be excluded without first contacting the Social Worker/Parent/Carer depending upon living arrangements. The decision to exclude ultimately rests with the Head Teacher of the school.

The learner's Social Worker/Lead Professional and the Duty Social Worker must always be informed of a decision to exclude where the pupil is on the Child Protection Register or Looked After prior to the child or young person being sent home. It is also important to check SEEMiS for any child protection related alert. Alternative provision must be put in place urgently to ensure the ongoing monitoring of the welfare of the

learner, as well as provision made for their education needs as described in the Child's Plan.

The Establishment Contact/Lead Professional should ensure that a Multi-Agency Meeting is convened as a matter of urgency to guarantee risk assessment is undertaken to minimise risk to the child or young person while excluded. In most cases this meeting should take place within 5 days.

The learner should be actively involved and participate in all stages of the process.

6. Part-time Timetables

Following exclusion, schools, supported by the Authority should continue to ensure that learners attend school or another learning environment for 25 hours in primary schools and 27.5 hours for secondary schools *Guidance Circular 4/2002: Length of the school week: learners in special schools and units.*

Aberdeen City aims to ensure all learners are in full-time education and discourage the use of [part-time timetables](#), since learners on part-time timetables are often vulnerable to becoming missing in education. In exceptional circumstances as part of a positive phased and agreed re-engagement strategy, and with the agreement of parents, Central Officers, the young person, partner agencies, and the Virtual School if a learner is looked after, a relevant personalised timetable may be developed by the school. Part-time timetables should be developed for the learner in the style of a Child's Plan and in line with supporting learners procedures and should:

- state the intended purpose of the part-time arrangement
- include details of the arrangements for the education of the learner outwith school building
- the expected time span of the part-time arrangement (must be time related)
- the steps which will be taken to bring about full-time attendance

Part-time timetables are a temporary solution and regularly reviewed. Part-time arrangements should not exceed 6 weeks and should be subject to weekly review. It is recognised that this approach can be used as a positive, planned and agreed strategy with parents and young people to re-integrate the learner. Such arrangements should be recorded in SEEMiS under Code PTX.

Since the Local Authority has a statutory responsibility to identify and track learners missing in education or at risk of becoming missing from education, the part-time timetable **must** be agreed, shared with and be monitored by the Quality Improvement Manager (QIM). The Central team will keep an accurate database of all learners on part-time timetables.

In some cases, it may be appropriate for a learner to be intensively supported offsite for a period of time whilst remaining on the roll and being the responsibility of the school. Where this is the case, the aim will be to return the learner to their own school with the skills to be successful there. Decisions on how best to support learners should be made by the team around the child and be recorded in a Child's Plan.

7. Alternative Education Provision during Exclusion

Without continuation of their studies the likelihood is that learners who are excluded will fall further behind in their education and be less able to achieve their potential. Section 14(3) of the Education (Scotland) Act 1980 requires the education authority to ensure that excluded children and young people are given the opportunity to continue their studies, *without undue delay*.

Section 127 of the Children's Hearing (Scotland) Act 2011 gives a Children's Hearing the power to make the National Convener refer a case to the Scottish Ministers where it appears to the Children's Hearing that a Local Authority is under a duty, in terms of Section 14(3) of the 1980 Act, to provide education for an excluded pupil (who is the subject of that Hearing) and the local authority is failing to comply with that duty.

Consideration should be given to the best means of providing this support which will be dependent upon the age and stage of the child/young person.

Requirements of Schools

Even if the exclusion is only for one or two days duration, schools are expected to:

- ensure continuation of any existing involvement, by the learner, in non-school based learning, for example: work experience, college course/s, unless there is a health and safety issue
- ensure continuation of support specified for a learner with additional support needs, such as therapies, at an agreed location
- consider the use of IT equipment and how this can be accessed safely and appropriately ensuring access is focussed to learner need.
- provide homework or class work and involve contact with learners on a regular basis. This contact could be supported by visits from Home School Liaison Officers or Education Social Workers or via email or telephone call.
- provide the name of a school contact who can address any concerns relating to the course work. It is anticipated that the nature of work given will be dependent upon the age and stage of the learner. This may include considering our responsibilities as a [corporate parent](#).

8. Breakdown of Placement

If it is felt to be in the learner's best interests to access education somewhere other than in their current school, the Head Teacher should contact the Chief Education Officer. If, following consideration, it is felt to be in the best interests of the learner, a personalised arrangement which could include a hosting arrangement will be made taking account of individual needs.

Arrangements will depend upon individual circumstance and will only be made when the Chief Education Officer, or their representative, confirms that the Staged Intervention process has been followed.

In some cases, it may be necessary to engage to support restoration of relationships prior to a child or young person being hosted in another school as this can be fundamental in supporting learners and staff in moving on.

9. Guidance on Hosting Arrangements

In keeping with approaches used in other Local Authorities and those advocated in Included, Engaged and Involved Part 2, Aberdeen City Council may consider an arrangement of 'hosting'.

9.1 What are Hosting Arrangements

Arrangements between two educational establishments will support some learners who are finding it difficult to maintain a placement in their school. It is likely that the learner will have been excluded on several occasions and will already have been receiving additional support at stage 2 or 3 of the Staged Intervention Framework. In almost all cases a Child's Plan will be in place. The objectives of a hosting arrangement may be to:

- sustain learners in mainstream education and reduce any loss of time to a minimum
- provide a fresh start for a learner and enhance the likelihood of success in a new establishment.

9.2 How to identify a child or young person likely to benefit

Careful and on-going analysis of exclusion and other data will help inform thinking around who may benefit from a hosting arrangement. Hosting should not be considered for all children who have been excluded, only where evidence suggests that hosting could be beneficial. Hosting should be accepted as a positive strategy to support learners by all staff in school and will be dependent upon:

- all schools being open, fair and honest with each other in the process of hosting and be open to support learners from across the city
- schools and locality teams having used all strategies and resources available to them in order to continue the learner's education in their school
- learner, parent and social worker (if a looked after child) agreeing to the hosting
- each school following its own induction process for hosting learners
- identification of host schools being established based around localities and bus routes.

Head Teachers or Establishment Contacts should alert the Chief Education Officer to the potential benefits of a hosting arrangement. Where the Chief Education Officer is satisfied that the first two criteria above have been met the Head Teacher/Establishment Contact should engage in discussion about the potential merits of a hosting arrangement with the learner, family and Lead Professional (where in place) during a Multi-Agency Meeting. The views of all parties are fundamental to the success of a hosting arrangement and should only be considered if all parties agree.

9.3 Planning Hosting Arrangements

Following discussion and agreement with parents, carers and the learner, the Establishment Contact will make initial contact with the host establishment to inform the school about the learner and discuss possible hosting arrangements.

The Head Teachers, or their representatives, will meet to discuss arrangements and to put a proposed timescale for action in place within two weeks of the initial approach to the host school. The timescale for action will be shaped into a transition plan and a further Multi-Agency Meeting. The transition plan will be in the Child's Plan and include:

- intended outcomes
- review procedures
- arrangements for visiting the "base" school
- coursing arrangements
- details of any targeted interventions.

Measuring Success:

Clear success criteria will be established and agreed by all relevant parties. This could include:

- positive attendance
- engagement with host school/ key persons
- progression in subjects

It is anticipated that hosting arrangements will begin as soon as practicable and within one month of initial contact.

9.4 Accepting Hosting Arrangements

The host Head Teacher will write to the base Head Teacher agreeing to the arrangements. Placement conditions will be agreed between the schools, signed by both establishments, the learner and the parent/carer. The learner will then move to the host school subject to regular and careful review.

During the trial period the base school retains responsibility for the learner. Following a successful trial period all partners would agree an appropriate date for the host school to take full responsibility for the learner. Due to the complex nature of these cases careful assessment and planning is required involving all key partners.

9.5 Reviewing Hosting Arrangements

Arrangements will be reviewed regularly. An initial review date must be set when the arrangement is put in place. A meeting will be called by the Establishment Contact or Lead Professional as appropriate and should be attended by a representative of the host school, the base school, the learner and parent/carer. If it is relevant for other persons to attend e.g. Virtual School, educational psychologist, they should be invited.

If the arrangements are not working, they will be changed at this stage. This might mean changes in support arrangements.

At this initial review a date for a second Review Meeting must be set. If the arrangements in the host school are still positive, the learner should be considered for enrolment at the host school.

If the arrangements have broken down the following options are available:

- return to base school
- move to another host school
- referral to the Reception Team
- referral to the Reporter to the Children's Panel
- outside agencies

If a learner has been working with an outside agency, this should continue in the host school.

9.6 Roles and Responsibilities

Base School

- to provide full reports about the learner from school staff and all relevant outside agencies
- to liaise fully with the host school in decisions about the best way forward

Host School

- to be as flexible as possible in integrating the learner into the host school
- to keep the base school informed about the learner's progress
- to alert the base school at the first sign of the placement breaking down in order to draw on their knowledge and expertise

Parents/Carers

- to co-operate fully with the host school and attempt to establish good school/parent contacts as soon as possible

Learners

- to co-operate fully with the structures in the host school
- to make the best attempt possible to meet the agreed criteria for success

Education Service

- to support schools in working together to agree and implement hosting arrangements which meet the needs of the learner

10. Duty to advise parents, children and young people of their right to appeal

When a Head Teacher makes a decision to exclude, the parents and the pupil, if aged 12 or over (and of legal capacity), must be informed of their right to appeal against the exclusion decision. A pupil aged 16 or over has the sole right of appeal but his/her parents do not have such a right.

When parents or the young person have expressed their desire to appeal, in terms of good practice, the parents and/ or learner should also be informed that they can request a further meeting, designed to consider issues in school and to try to bring together the different parties in order to reach an agreement on the best way forward. Attending such a meeting does not prevent the parents' or the learner's rights to appeal the exclusion decision but may help resolve the situation. Where an appeal has been made against exclusion, this will not affect the return date to school. The learner will return to school on the date set out in the exclusion letter.

A Head Teacher will be informed if a parent or learner does decide to appeal a decision to exclude. There is no specific time limit for lodging such an appeal. In these circumstances, the Head Teacher will be required to be a witness for the Education Authority at any appeal to the Appeals Committee and then as a witness for the Council in any further appeal (by the learner or parent) to the Sheriff Court. The Council Legal Services may require taking a statement from the Head Teacher and any other witnesses. At this time, the Solicitor involved would also advise those concerned as to the procedures involved at the appeal, whether before the committee or Sheriff.

11. Parental Engagement, Rights and Responsibilities

Aberdeen City expects schools and services to make every [attempt to engage](#) with parents at all times and particularly when matters are challenging. Parents are positive partners who support the school in a range of strategies and interventions. Unless a serious (possibly unexpected) incident has taken place, parents should be informed that their child's behaviour is escalating and be clear about the strategies the school has in place. In the event of an exclusion being considered, they should be informed of the formality of such an action.

Parents also have responsibilities. A parent of a child of school age has a duty under Section 30 of the 1980 Act to provide efficient education for the child suitable to his or her age, ability and aptitude. Parents continue to be subject to this duty where their child is excluded and therefore, they should co-operate with the education authority in making any alternative provision necessary, including any special arrangements.

Section 41 of the 2000 Act extended the right of appeal in section 28H of the 1980 Act to learners with legal capacity. (The Age of Legal Capacity (Scotland) Act 1991 states that a person under the age of 16 has legal capacity to instruct a Solicitor where they have a general understanding of what it means to do so, and there is a general presumption that children aged 12 years or more are of sufficient age and maturity to have that understanding). It is good practice for the education authority to send the intimation to the learner as well as the parent so that the learner has full knowledge of the decision since they may also have the right of appeal, as well as their right to express a view. It is good practice to keep parents of a young person informed and involved.

A parent also has an advocacy role in promoting the views of their child. This is particularly crucial where their child is at risk of being, or has been, excluded. It is good practice to inform parents of how they might gain the support of another adult, professional or organisation, which might assist them or advocate on their behalf, to ensure that the learner receives support when needed. Rights Officers also have an important role to play in supporting children who are being Looked After by the Local Authority. Although a child of legal capacity, or a young person, has the right to appeal, the role of the parent in supporting the child or young person and promoting their views should be recognised and supported during this process.

Further information to support parents is available:

[Parent Learning Hub](#), [Enquire](#), [Parent guide](#), [Autism](#), [Parentzone](#), [National Autistic Society](#), [mediation](#), [advocacy](#), [Parenting across Scotland](#), [Govan Law Centre](#)

Scottish Ministers will consider complaints brought by parents, or other interested parties, who think the Local Authority has failed to fulfil its legal duty under any enactment relating to education, under Section 70 of the Education (Scotland) Act 1980. If Scottish Ministers are satisfied that an Authority has failed to fulfil one of its legal duties, they may make an order requiring the authority to carry out that duty.

12. Considerations to support inclusion:

12.1 Rights based approaches

Scottish Human Rights Commission, 2013, elements of a rights-based approach, or PANEL principles are:

- Participation: People should be involved in decisions that affect their rights
- Accountability: There should be monitoring of how people's rights are being affected, as well as remedies when things go wrong
- Non-Discrimination and Equality: All forms of discrimination must be prohibited, prevented and eliminated. People who face the biggest barriers to realising their rights should be prioritised.
- Empowerment: Everyone should understand their rights and be fully supported to take part in developing policy and practices which affect their lives
- Legality: Approaches should be grounded in the legal rights that are set out in domestic and international laws

12.2 [Whole System Approach](#): a multi-agency, multidisciplinary approach 'to put in place tailored support and management based on the needs of each individual child'. Seeks to respond to distressed behaviour as an indicator of need. Responses are proportionate, developmental, systemic and trauma-informed to reduce risk behaviours and underpinned by a rights-based approach and embedded in GIRFEC.

- 12.3 Themes identified by [Centre for Youth & Criminal Justice](#) for those at risk of exclusion:
- High risk behaviour in the community;
 - Trauma; loss and bereavement (frequently multiple and traumatic bereavements); mental health concerns; self-harm and suicidal intent; low confidence and self-esteem;
 - Developmental delay, diagnosis or suspicion of conditions such as attention deficit hyperactivity disorder (ADHD), autism spectrum disorder, foetal alcohol spectrum disorder and brain injuries;
 - Early disengagement from school; poor attendance; disruptive and aggressive behaviour; assaults on staff and pupils; isolation from peers; bullying and scapegoating by other children; seeking of group acceptance and relationships absconding from school; difficult transition from primary to secondary school.
 - Inconsistent and poor parenting; being outwith parental control; lack of a stable base; history of being Looked After; insecure patterns of attachment; parental addictions and mental health issues; lack of role models for education or employment; poor parental experiences of education and inability/ fear/ reluctance to engage with education professionals; sibling bullying; and young carer responsibilities;
- 12.4 Common factors for success, [What made the successes possible?](#)
- Building a relationship with the child or young person: getting to know them and their individual circumstances and responses to situations, recognising that this takes time and that there will be changes with age and stage of development;
 - All practitioners adopting a holistic approach when working with the child and family, one which takes account of all the factors affecting the child and recognises the central importance of relationships: a child-centred, trauma-informed, rights-based approach, founded on an understanding of brain development and attachment theory.
 - Focusing on developing solutions and resilience, building on strengths and being prepared to pre-empt and address potential difficulties;
 - Looking beyond the child's behaviour to their needs, seeking to understand the distress often experienced by our children on a daily basis, and supporting reflection on how a focus on compliance and punitive approaches can be perceived by children and impact on their behaviours;
 - Taking a whole-family approach, with all those involved feeling valued and receiving appropriate individual, as well as joint, support. The support can be as broad as the issues being experienced by the family, such as combinations of: support; information-giving; practical and emotional support; crisis support; and helping families to feel able to ask for help without judgement;
 - Recognising the crucial role of education staff and utilising all available services that education can provide, while identifying where external support, community-based services and support outwith school may be necessary;
 - Recognising that the transition between primary and secondary school can be a particularly challenging time for vulnerable young people and that good planning and additional support can be crucial for the transition and beyond;
 - Recognising that some children and young people find it very difficult to engage with traditional school provision and ways of working, and so providing a flexible and supportive learning environment within which options are tailored to the individual young person and their needs. For these young people, key questions are: What are this young person's needs and interests? How can we help to ensure they are able to participate in and benefit from the full range of

opportunities school provides, in the classroom and beyond? How can we make school work for them, what could others do to support this?

- Empowering children and young people and enabling them to develop agency: showing rather than telling; role modelling rather than 'doing for'; with children and young people as active participants, while also providing advocacy for child and family when required;
- Clear planning, appropriately sequenced and paced and regularly reviewed, especially at times of transitions;
- Supporting teaching staff to understand the needs of young people they are working with, provide emotional support and be the type of teacher young people tell us is important to them. In addition, increasing understanding of the additional negative long-term impacts of exclusion on children who have already experienced severe difficulties;
- Willingness to identify challenges and possible barriers to success through the multidisciplinary approach, and a collective commitment to make any necessary changes to address these, with mutual respect by leaders from relevant sectors;
- Perseverance in the face of setbacks and recognition by all those involved that addressing multi-faceted and long-standing difficulties takes time and that progress/achievements needs to be recognised, marked, and celebrated by workers step by step.

12.5 Examples of effective practice:

This section will develop as practice is identified across the city.

12.5.1 Learners voice:

Pupils believe we all have rights and these should be the same across all schools in Aberdeen and that everyone should be respected but they also have the right to change their actions.

- Learners need help to understand the impact of their actions on others.
- Different layers and steps are good.
- Parents take responsibility for pupils who are excluded.

Exclusion needs to exist so pupils know when enough is enough as they don't always listen to staff or understand their behaviour is unacceptable. Exclusion is a last resort, not a punishment

Try using these strategies first: They felt that making parents aware of how they are behaving in school helps everyone to work together. Set up counselling sessions for them if they maybe need someone different to talk to and share things with. Making sure everyone is working together – pupil, teacher, parent and Head Teacher. Possibly separate breaks with perhaps a friend or member of staff they feel comfortable with. Provide opportunities for working on their social skills through games in pairs and groups. Have a monitor book to record good and bad behaviour. Also have them spend time with a teacher or pupil that may not necessarily be in their class but that they have a connection with.

Consider the impact of exclusion on the learner you are thinking about excluding:

They might feel ashamed, regretful, feel labelled and get a reputation. They might feel inferior and have negative thoughts. It may cause them to lose friends because their friends might not want to play with them anymore or actually be allowed to play with them anymore. They might feel scared and want to stay away from school and not want to come back. They might be physically and mentally affected by the exclusion. They might get in more trouble at home.

Consider impact of not excluding on other learners:

Other pupils may feel scared of them, While this pupil is disrupting the class it may cause others to lose concentration and get fed up in class and feel unsettled. It might cause divide amongst the pupils within their class.

Give extra consideration to learners with disabilities/ additional support needs/ who are looked after

Make sure pupils in their class and throughout the school have been educated on the needs of the child so they can understand a little better. Make sure teachers and other staff have training on what they have if they haven't come across a child with their disability before. Find out from parents and carers strategies they use that work to help the child. Maybe get help from other people outside the school to support the child in the school. Have a school message that everyone is equal and will be respected no matter what. Have a 'quiet' place for them if they need time out to calm down and feel peaceful. Assign a pupil who is willing to be their friend so that they are never feeling alone.

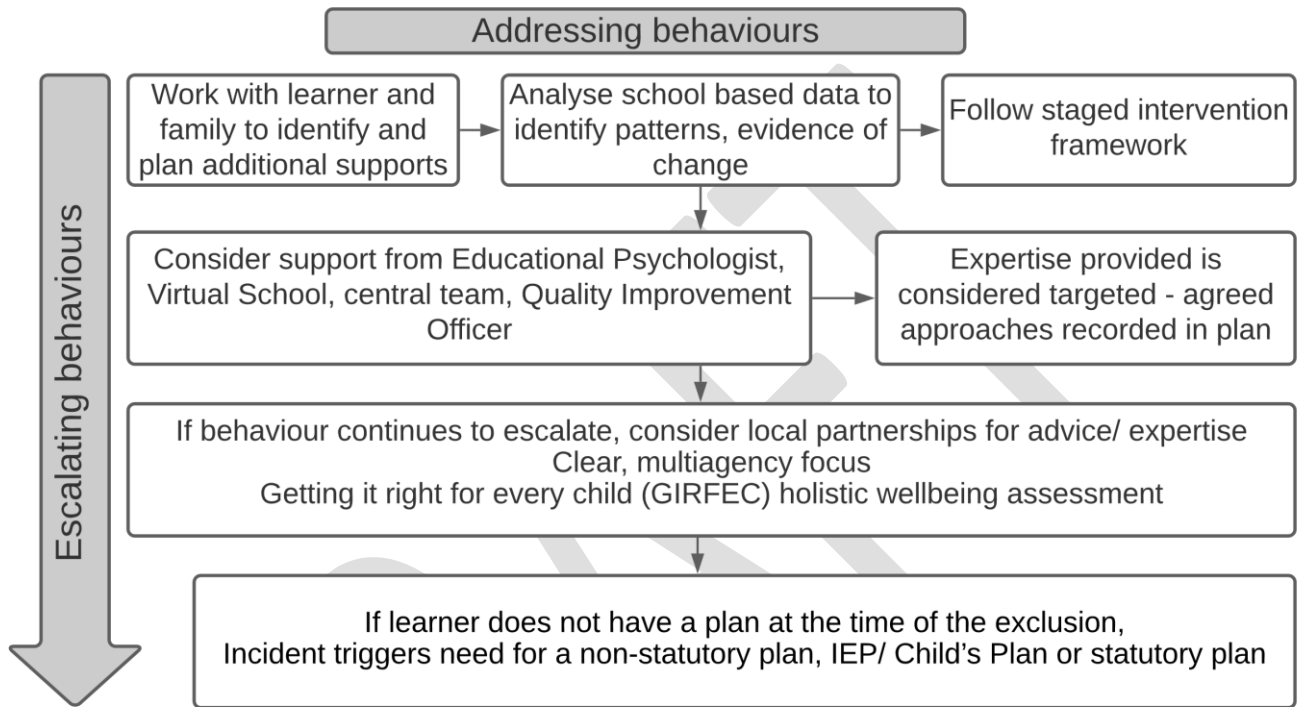
Secondary School:

The school had given careful attention to adjusting the curriculum to meet the needs of disaffected pupils and those exhibiting behavioural difficulties. It was continuing to develop flexibility within the curriculum to meet needs. It provided a variety of vocational courses including ASDAN as well as imaginative inserts into courses at different stages to develop pupils' awareness and skills in enterprise and citizenship. The school provided a wide range of activities outwith the school day including sporting, cultural and charitable activities, this helped pupils identify with the community. Pupils were awarded certificates and rewards for example for displaying improved behaviour. The system was developed by a working group of pupils. The school had developed a succinct set of important value statements and posters were displayed in public areas. Every classroom displayed clear expectations, developed by a working group of staff and pupils. All learning support staff worked very well together providing a good range of services. Guidance staff were committed to providing a high quality of care for their pupils. Through the system of staged intervention the school had good links with educational psychology, social work, agencies and health. In some cases, as a result of the operation of the joint assessment team, pupils whose behavioural difficulties were very challenging and complex had been allocated places, mostly on part-time basis to a range of off-site centres. The support for pupils teams kept close contact to monitor progress.

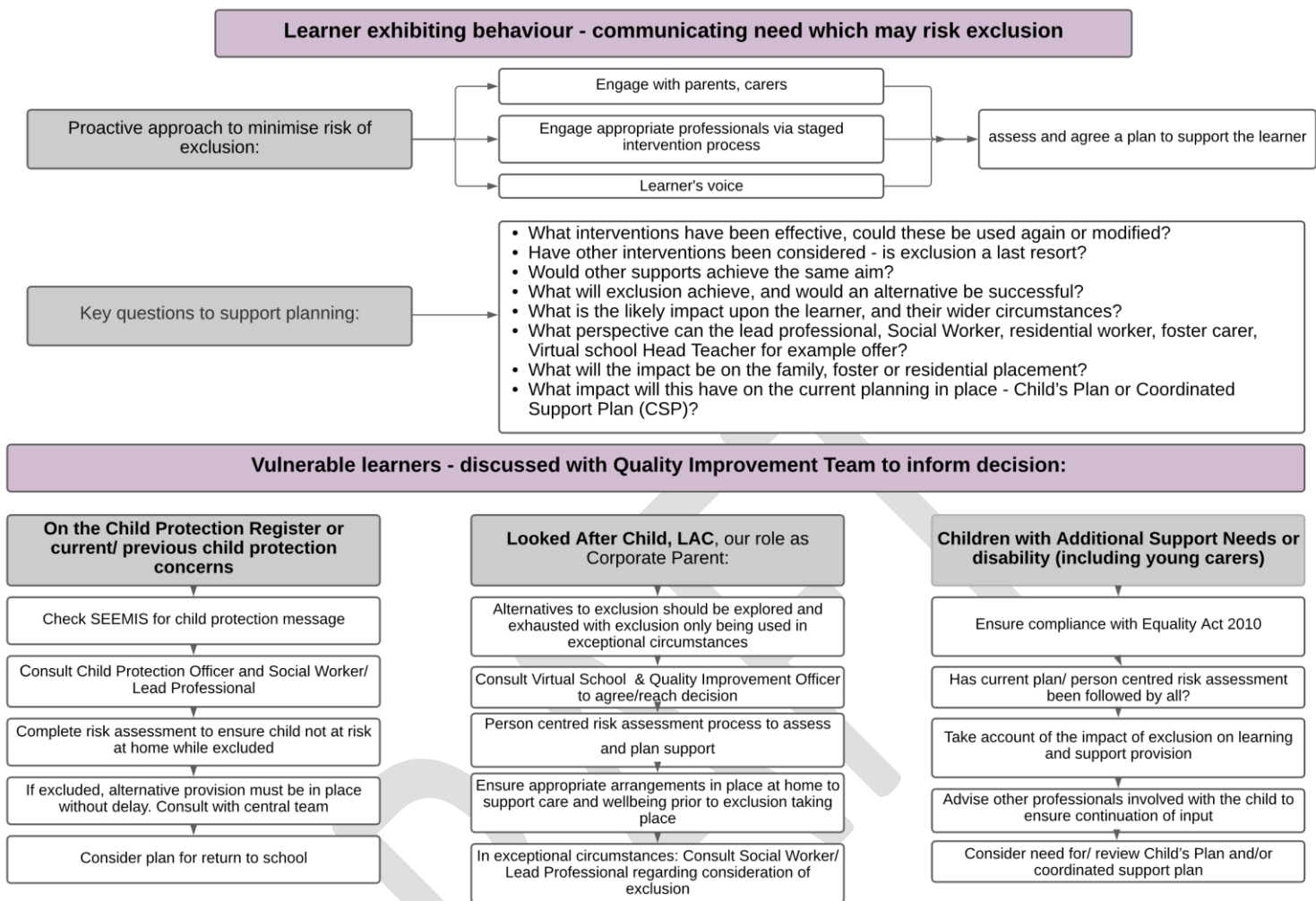
Part 2: Procedure

When a child or young person's behaviour starts to escalate to the extent that the Head Teacher is considering exclusion, the following Addressing Behaviours flow diagram and Learner Exhibiting Behaviour flow diagram should be followed:

1. Stage 1: considering behaviours flow diagram:



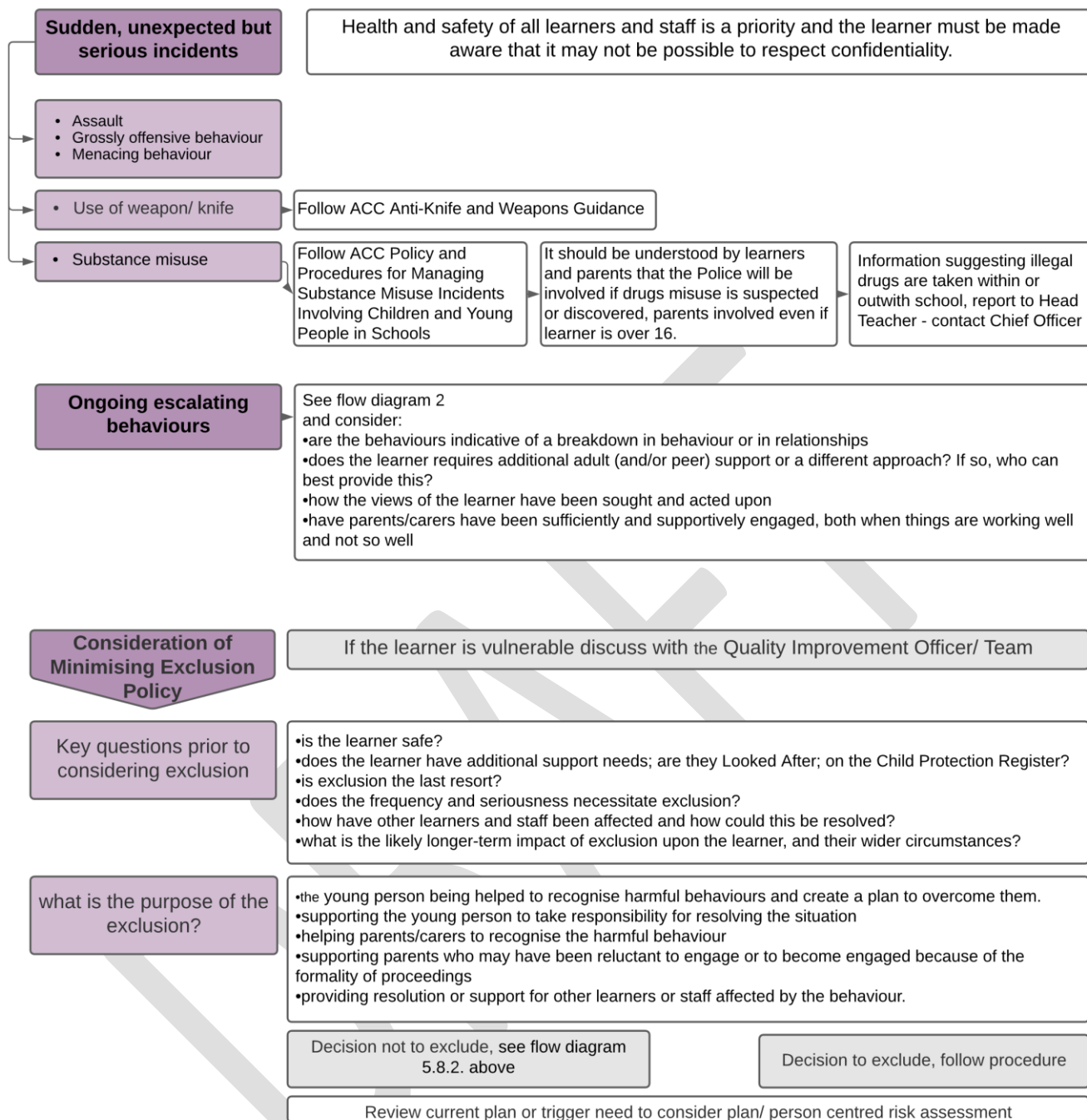
2. Learner exhibiting ongoing behaviours flow diagram:



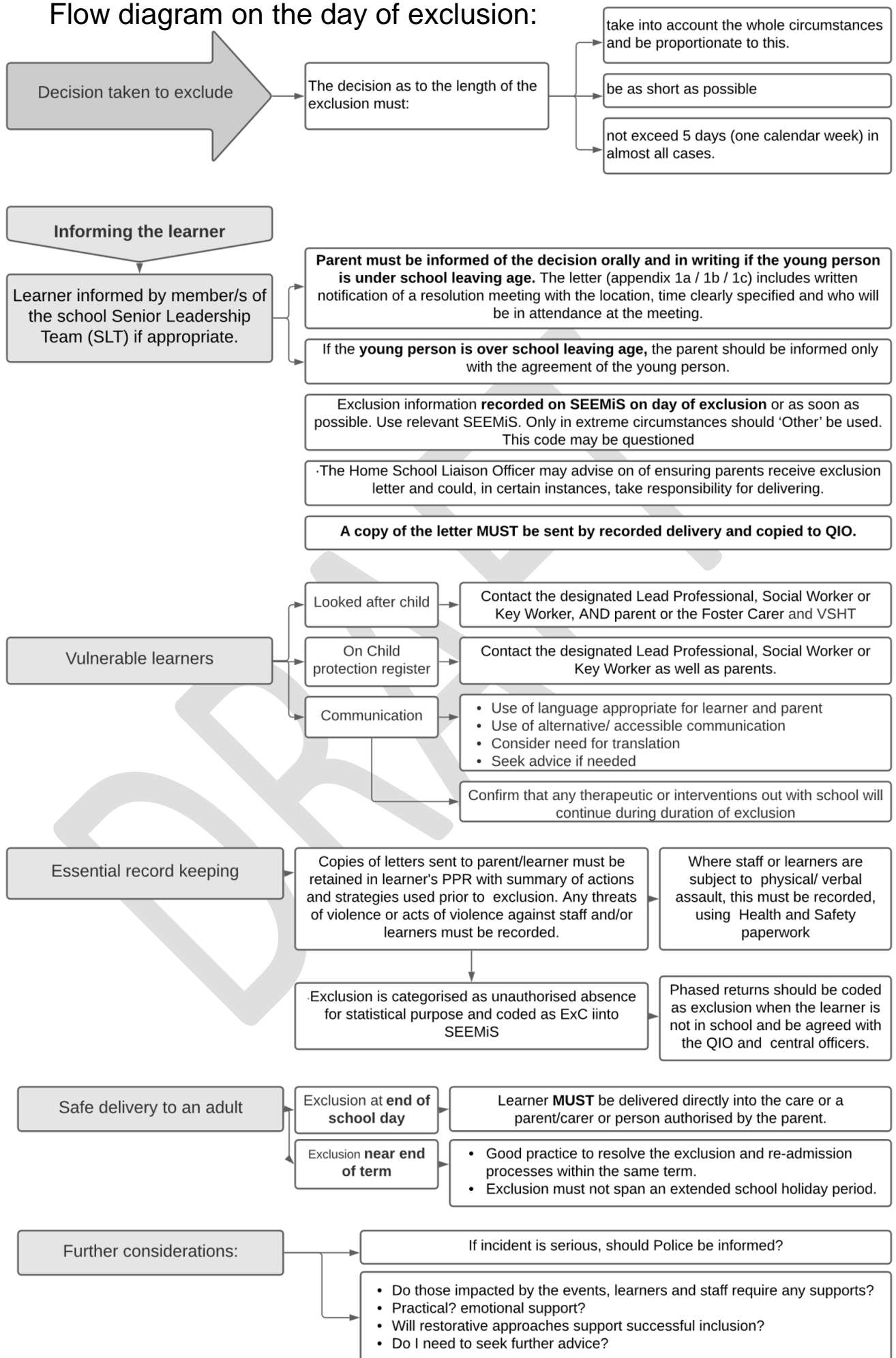
2.1 The checklist 1a page 53 from [Included, Engaged and Involved Part 2](#) may be helpful in supporting this process for senior leaders

2.2 Checklist 1b page 55 for specific circumstances eg vulnerable, looked after

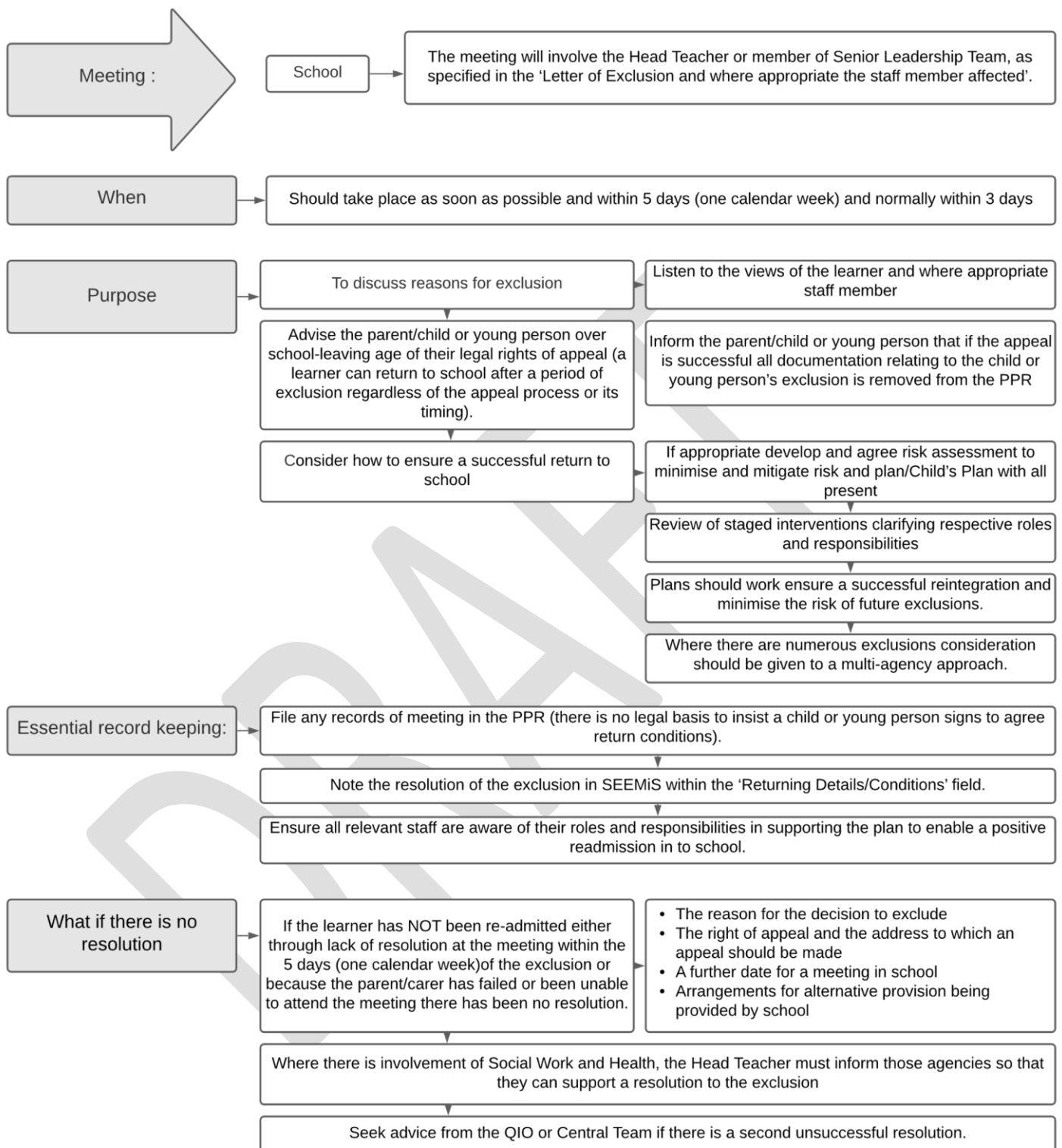
3. Flow diagram to support decision making process:



4. Flow diagram on the day of exclusion:



5. Meeting to resolve and plan:



6. Example Letters

Example letters to be personalised and issued on school headed notepaper

[To parent/carer of a pupil without legal capacity - a]

Dear *(Name of Parent/Carer)*

Exclusion of *(Pupil's Name and Date of Birth)*

I regret to advise you that after careful consideration, I have today made the decision to exclude

(pupil's name) from school for *[no.]* days for the following reason/s:- *[Give brief details of the behaviour, the circumstances and any other relevant information, including relevant previous incidents or context. There should be enough information to enable the recipient to understand why the pupil has been excluded - do not simply use the SEEMIS code]*

I therefore consider that in all the circumstances to allow *(pupil's name)* to continue attendance at the school would be likely to be seriously detrimental to order and discipline in the school and/or the educational wellbeing of the pupils there (Regulation 4(b) of the Schools General (Scotland) Regulations 1975).

It is important that we meet as soon as possible to discuss the exclusion and plan how we can all work together to support positive behaviour in school and agree any conditions for readmission. Accordingly, I will meet with you and *(pupil's name)* on *[date, time and place]*. Please contact the school to let us know you can attend this meeting or to make other arrangements.

In the meantime, *(pupil's name)* must not attend school or be present in the school grounds or take part in any school activities until the exclusion has been resolved.

You have the right to appeal this exclusion to the School Placings and Exclusions Appeal Committee. If you wish to appeal you should do so in writing to:- Head of Legal and Democratic Services (Exclusion Appeals), Corporate Governance, Aberdeen City Council, Town House, Broad Street, Aberdeen AB10 1AQ.

[This exclusion does not apply to (name of support service) and (pupil's name) should continue to attend there as normal]. I look forward to meeting with you on [date].

Yours sincerely

[Signature and Designation]

This letter has been sent by first class and recorded delivery post.

[To a pupil with legal capacity - b]

Dear *(Name of young person)*

Exclusion of *(Pupil's Name and Date of Birth)*

I regret to advise you that after careful consideration, I have today made the decision to exclude

you from school for the following reason/s:- *[Give brief details of the behaviour, the circumstances and any other relevant information, including relevant previous incidents or context. There should be enough information to enable the recipient to understand why the pupil has been excluded].*

I therefore consider that in all the circumstances to allow you to continue attendance at the school would be likely to be seriously detrimental to order and discipline in the school and/or

the educational wellbeing of the pupils there (Regulation 4(b) of the Schools General (Scotland) Regulations 1975).

It is important that we meet as soon as possible to discuss the exclusion and plan how we can all work together to support positive behaviour in school and agree any conditions for readmission.

Accordingly, I will meet with you *[and your parent/carer]* on *[date, time and place]*. Please contact the school to let us know you can attend this meeting or to make other arrangements. In the meantime, you must not attend school or be present in the school grounds or take part in any school activities until the exclusion has been resolved.

You have the right to appeal this exclusion to the School Placings and Exclusions Appeal Committee. If you wish to appeal you should do so in writing to:- Head of Legal and Democratic Services (Exclusion Appeals), Corporate Governance, Aberdeen City Council, Town House, Broad Street, Aberdeen AB10 1AQ.

[This exclusion does not apply to (name of support service) and you should continue to attend there as normal]. I look forward to meeting with you on [date].

Yours sincerely

[Signature and Designation]

This letter has been sent by first class and recorded delivery post.

[To parent/carer of a child with legal capacity enclosing- c]

Dear *(Name of Parent/Carer)*

Exclusion of *(Pupil's Name and Date of Birth)*

I enclose a copy of a letter which has been sent to *(pupil's name)*. This informs *(pupil's name)* that they have been excluded from school and the reason for the exclusion. It is important that we meet as soon as possible to discuss the exclusion and plan how we can all work together to support positive behaviour in school and agree any conditions of readmission.

Accordingly, I will meet with you and *(pupil's name)* on *[date, time and place]*. Please contact the school to let us know you can attend this meeting or to make other arrangements. In the meantime, *(pupil's name)* must not attend school or be present in the school grounds or take part in any school activities until the exclusion has been resolved.

Either *(pupil's name)* or you on behalf of *(pupil's name)* have the right to appeal this exclusion to the School Placings and Exclusions Appeal Committee. Any appeal should be in writing to:- Head of Legal and Democratic Services (Exclusion Appeals), Corporate Governance, Aberdeen City Council, Town House, Broad Street, Aberdeen AB10 1AQ. I look forward to meeting with you on *[date]*.

Yours sincerely

[Signature and Designation]

This letter has been sent by first class and recorded delivery post.

[Unresolved exclusion to parent/carer, child with legal capacity or young person – d]

Dear *(Name of Parent/Carer/and Child or Young Person)*

Unresolved Exclusion of *(Pupil's Name and Date of Birth)*

I refer to our meeting arranged for *[Date]* and am disappointed you did not attend. You will appreciate that *(pupil's name)* remains excluded. As you know the reason for the decision to exclude is that *[Brief description of the reasons for the exclusion. Repeat the paragraph from the exclusion letter here]*.

It is important that we meet as soon as possible to resolve the exclusion and plan how we can all work together to support positive behaviour in school. Accordingly, I will meet with you on *[date, time and place]*. Please contact the school to let us know you can attend this meeting or to make other arrangements.

In the meantime, *(pupil's name)* must not attend school or be present in the school grounds or take part in any school activities until the exclusion has been resolved.

You have previously been advised of the right to appeal this exclusion to the School Placings and Exclusions Appeal Committee. Any appeal should be in writing addressed to:- Head of Legal and Democratic Services (Exclusion Appeals), Corporate Governance, Aberdeen City Council, Town House, Broad Street, Aberdeen AB10 1AQ. I look forward to meeting with you on *[date]*.

Yours sincerely

[Signature and Designation]

This letter has been sent by first class and recorded delivery post.

[Unresolved exclusion to parent/carer, child with legal capacity or young person – e]

Dear *(Name of Parent/Carer/and Child or Young Person)*

Unresolved Exclusion of *(Pupil's Name and Date of Birth)*

I refer to our meeting which took place on *[Date]* at which we failed to reach agreement with regard to *(pupil's name's)* re-admittance to school. You will appreciate that *(you or pupil's name)* remains excluded as a result.

As you know the reason for the decision to exclude is that *[Brief description of the reasons for the exclusion. Repeat the paragraph from the exclusion letter here]*.

It is important that we meet again as soon as possible to resolve the exclusion and plan how we can all work together to support positive behaviour in school. Accordingly, I invite you to meet with me on *[date, time and place]*. Please contact the school to let us know you can attend this meeting or to make other arrangements.

In the meantime, *(pupil's name)* must not attend school or be present in the school grounds or take part in any school activities until the exclusion has been resolved. Alternative educational provision has been made for *(you or pupil's name)* *[here state what the alternative provision is]*

You have previously been advised of the right to appeal this exclusion to the School Placings and Exclusions Appeal Committee. Any appeal should be in writing addressed to:- Chief Officer(Exclusion Appeals), Corporate Governance, Aberdeen City Council, Town House, Broad Street, Aberdeen AB10 1AQ.

Yours sincerely

[Signature and Designation]

This letter has been sent by first class and recorded delivery post.

7. Restorative conversations:

Further information and [Training](#)

Restorative script exemplar: Tool to ensure everyone involved is heard and everything that needs to be done to repair a situation happens. Consideration may be given to which scripts are most useful or to devise own.

Welcome, as you know my name is _____ and I have been asked to facilitate this meeting.

(Introduce participants if necessary). I have spoken to all of you about the incident *(briefly outline what happened)* I remind you that you are here to discuss what happened, not the character of anyone involved. I will invite you all to talk about how you and others may have been affected by what happened. This will help everyone understand what needs to be done to help put things right.

I would also like to remind you of the ground rules that we discussed in preparation to ensure that this meeting runs safely and respectfully. Do you remember what we discussed? (If necessary, read them out e.g. turn taking, listening to others, not interrupting, no shouting, respect for everyone) Are you still happy to agree to those ground rules?

Begin with person who had displayed unwanted behaviours- I would like to start by asking...

Can you tell us about what happened and how you became involved?

If necessary - What happened next and/or what else? (ask this until their story unfolds)

What were you thinking at the time this happened?

What have your thoughts been since?

Who has this affected/upset by this and in what way?

What's been the hardest thing for you?

Turn to those in receipt of behaviours - I would like to start by asking ...

Can you tell us about what happened and how you became involved?

If necessary - What happened next and/or what else (ask this until their story unfolds)?

What were you thinking at the time this happened?

What have your thoughts been since?

Who has this affected/upset by this and in what way?

What's been the hardest thing for you?

Then remaining persons in turn same questions *(if necessary theme in views of those not present)*

Go back to initial person – you have just heard how _____ and others have been affected by what you did, do you all see that harm/upset that has been caused?

Is there anything you want to say at this stage?

Do you think that something needs to be done to repair that harm/put it right?

Go back to person in receipt – What do you think needs to happen?

Go back to initial person – What do you think of what _____ has suggested?

If necessary - RETURN TO PERSON IN RECEIPT AND THEN OTHER SUPPORTERS -

What would you like to see come out of today's meeting?

If necessary - RETURN TO INITIAL – Is there anything you would like to add?

Make agreement

Optional questions – Would you do anything differently now? What other choices could you have made? What have you learned from the meeting?

Final invitations to speak – before I close is there anyone else who wishes to say or ask something?

Closing - Thank you for participating, I hope this has helped you deal with this matter

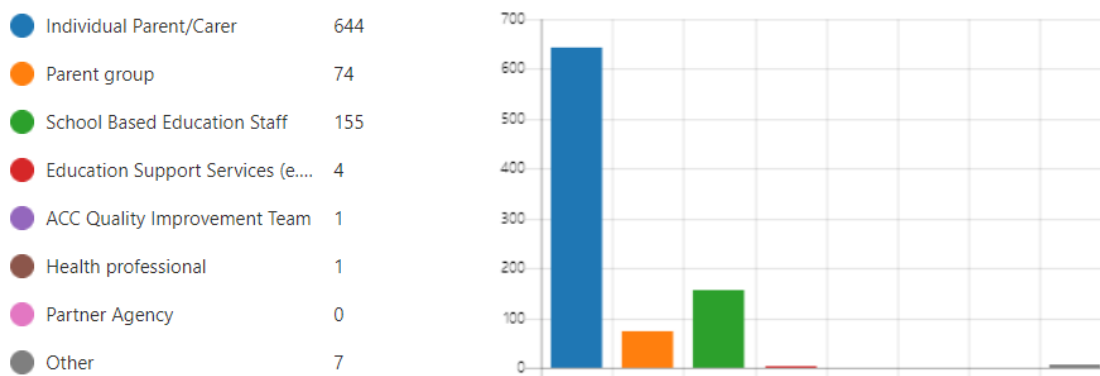
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Appendix A - Early engagement - Review of Minimising Exclusion Policy 2017

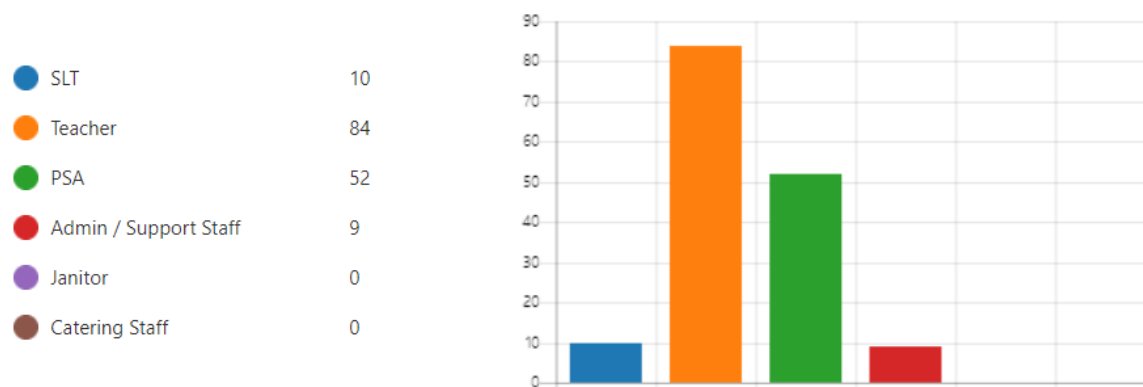
The respondents

An electronic survey was issued in late September to gather initial feedback on the current Minimising Exclusion Policy. This early engagement was used to help shape the refresh of the policy prior to formal consultation.

The initial engagement gathered a variety of responses from key stakeholders with parents and carers being particularly well represented with 644 individual returns made. 155 school-based staff also took the opportunity to inform the refresh of the policy.



Classroom teachers were the largest group of school based staff to respond with 84 responses, 52 Pupil Support Assistants also made returns. This mix of staff respondents is welcomed.



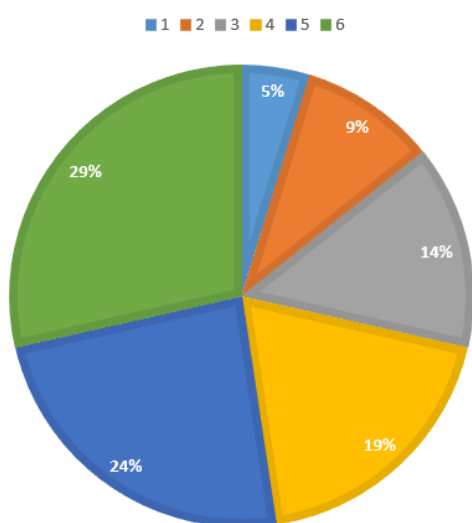
The key questions

The survey asked a number of key questions and also provided an opportunity for respondents to enter free text to ensure that everyone could have their say. A six point scale was used to elicit feedback.

1 – not at all successful, 2 - partially successful, 3 - shows some success, 4 - mostly successful, 5 - successful, and 6 - extremely successful.

There are some clear messages from the key questions asked.

How effective do you feel this policy is in supporting our learners?

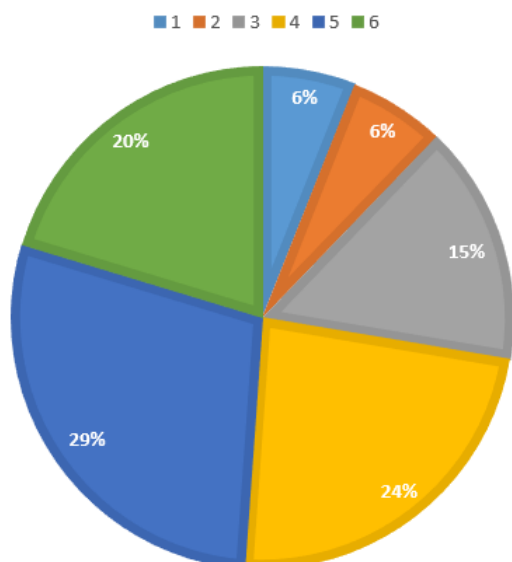


Over 29% of respondents felt the policy was extremely successful in supporting our learners. When looking at all positive responses (those who scaled a 4 and above) 72% felt it was successful.

Of the 5% of respondents reported that it wasn't helpful at all. 80% of those who responded that they didn't feel it was helpful at all were parents/carers, 14.2% education staff. The remaining respondents who found the policy unsuccessful identified as a health professional and a pupil.

This suggests that the majority of respondents are positive about the current policy but there are clearly some areas for improvement.

How effective do you feel this policy is in supporting our staff?



The average scaling was 4.23, this is taken as a positive response.

20% of respondents felt that it was extremely successful in supporting staff. When looking at all positive responses (those who scaled a 4 and above) 73% felt it was successful.

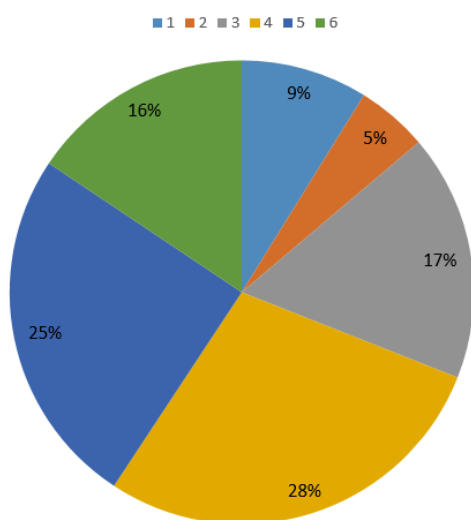
6% of respondents didn't feel that the current policy supported staff. The majority who didn't feel the policy supported staff were parents/ carers and 26.4% education staff.

Exclusion tends to divide opinion, the scaling of 4.32 is overall a positive response and suggests that the support is about right but that there are aspects for improvement.

Over 50% of respondents noted strengths of the current policy including: clarity of professional and school responsibilities, ease of use and proactive toolkit and strategies.

Similarly, 67.8% of responses requested steps to support schools before exclusion. 43% requested clarity of legal responsibilities. Staff also highlighted the need to ensure we are meeting our duties under the Equality Act 2010 with particular regard to disability and rights including having an accessible version of the policy available.

If you are a member of staff, how easy is this policy to follow and implement?

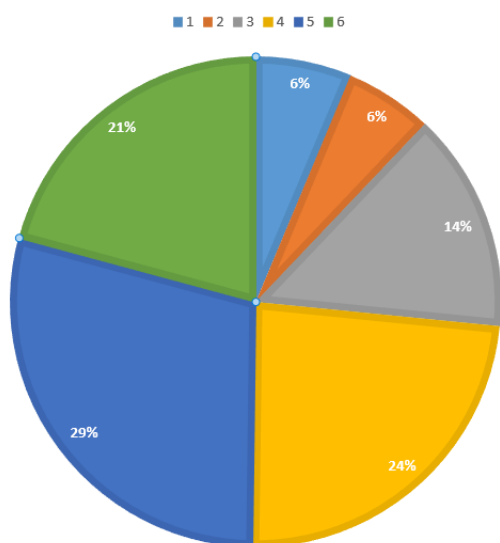


Staff respondents scored the ease of use of the policy at an average of 4.03 on the 1 – 6 scale, with 44% seeing this as a strength.

9% felt the guidance wasn't easy to follow or implement suggesting the review is timed appropriately. When looking at all positive responses (those who scaled a 4 and above) 69% felt it was successful.

The review of the policy should simplify the process where possible.

If you are a parent/ carer, how easy is this policy to understand?



Parent respondents scored the policy an average 4.25 for ease of understanding on the sliding scale of 1 – 6.

6% of parent/carers felt it wasn't easy to understand, highlighting length of the document and request for a clear, simplified version. When looking at all positive responses (those who scaled a 4 and above) 74% felt it was successful.

A more accessible version will be produced when an updated policy is endorsed by Committee.

What is working well within this policy?

The policy has many elements that are working well with 37% noting ease of use, 36% clear guidance on school responsibilities, 33% clear guidance for parents and carers. Positives also included clear information on the right to appeal and the record keeping process.

38% found the toolkit and support suggestions helpful, this is mirrored in suggestions for improvement, where 30.6% requested further suggested steps to support schools prior to exclusion.

The majority of comments under the other option relate to how the policy is implemented consistently within and across schools and in relation to children with a disability, specifically those with autism.

What would you like to see improved / added to this policy?

117 respondents (13%) request a better and simplified layout.

272 respondents (31%) request that further preventative steps are detailed to prevent exclusion

149 respondents (17%) request that the steps for schools to take are clearer with 230 parents requesting clearer guidance for parents and carers on the policy and how they can support their child/ young person.

156 responses (18%) requested that the legal responsibilities of school staff are clarified with 171 (17%) requesting clearer guidance on legal responsibilities for parents and carers.

Information on the right to appeal an exclusion was requested by 122 respondents, 14%.

What did we learn from parents and carers?

8% of parents/carers who responded had experience of having a child excluded from school. This high return rate from those who have experienced exclusion is helpful to ensure that the views of parents and carers with direct experience of exclusion are taken into account.

Around half of parents (48%) who had experienced the exclusion of a child felt that exclusion was a suitable measure/action to be taken. When asked what could have been done differently in the cases of exclusion respondents highlighted the need for consistency of implementation of the policy. This potentially has implications for how the implementation of the policy is monitored.

Respondents identified the need for a greater understanding of the needs of all children, particularly those with Autism as well as implementing appropriate support planning to prevent exclusion.

This need for more detailed guidance around supporting those with Autism will be taken forward with colleagues in Autism Outreach.

Other key learning points from parents include:

- A need for clear information about the right of appeal and advocacy for parents, cares and young people
- A need for consistency of application

What did we learn from Senior Leaders?

Of the 10 staff in Senior Leadership positions, 70% had implemented the current policy and felt that exclusion was a suitable action to be taken.

The three who had not excluded requested further information on positive steps schools can take to prevent exclusion.

Key learning points from school leaders include:

- All senior leader respondents requested further suggested steps to support schools before exclusion.
- 30% requested links to training, and our supporting learners work.
- 71% found the policy easy to implement

What did we learn from teaching and support staff?

Teaching and support staff requested that the policy include links to training for staff and summarised version of the procedure.

Staff also sought clearer guidance around the legislation regarding exclusion, additional support needs and disabilities.

Staff sought a learner version of the policy

A need to share best preventative practice

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ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	26 November 2020
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Supporting Learners
REPORT NUMBER	OPE/20/219
DIRECTOR	Rob Polkinghorne
CHIEF OFFICER	Eleanor Sheppard
REPORT AUTHOR	Craig McDermott
TERMS OF REFERENCE	1.1.1

1. PURPOSE OF REPORT

- 1.1.1 In November 2019, the Education Operational Delivery Committee (EODC) instructed officers to work with staff in schools and Trade Unions to address the key themes highlighted in committee report OPE/19/415 *Supporting Learners in an Empowered System*. On 12th March 2020 the committee noted the progress being reported and instructed the Programme Manager to undertake further work with regards to the findings from the Educational Institute of Scotland's (EIS) survey of 3rd February 2019 and report back to Committee.
- 1.1.2 This report seeks to update Elected Members around the work undertaken to greater-understand the findings of the EIS Survey in the context of an overall progress update of the Supporting Learners work stream and programme plan.

2. RECOMMENDATION

- 2.1 That Committee note the approach being taken and progress made to date; and instruct the Programme Manager to report on the programme within 3 committee cycles.

3.1 BACKGROUND

- 3.1.1 The report presented to Committee in September 2020 (OPE/20/126) outlined the Supporting Learners Programme Plan, which contains the multiple improvement strands linked to the programme. An update of this is attached for reference in Appendix A.
- 3.1.2 A Supporting Learners Work Group was established in January 2020. The group – chaired by the Programme Manager (Craig McDermott) – consists of central education officers, school senior leaders, an educational psychologist, and trade union colleagues. The group met monthly in the first instance,

however, to further-support the agility of the approach being taken, the group took the decision to meet fortnightly as of June 2020. The group makes use of Microsoft Teams to support information sharing and communication at a time when face-to-face interaction is not possible.

- 3.1.3 A Health & Safety sub-group was formed to undertake analysis of health and safety data generated by schools, such as Near Miss, in the context of some of the issues raised in the EIS survey. The group – chaired by the EIS – consists of the Programme Manager, a corporate Health and Safety Adviser, and trade union colleagues. A cycle of monthly meetings has been established now school buildings have re-opened, and data generated supports discussions. The discussions and findings of the group feed directly back to the Supporting Learners Work Group for further consideration within the context of the wider programme. The link with corporate health and safety is exceptionally valuable as it allows data and discussion to be considered in the context of corporate policies and systems as well as those associated with schools.
- 3.1.4 School buildings closed to staff and learners on Friday 20 March 2020 as a result of the COVID-19 pandemic. At this point, the work of the service moved to providing 'in-home learning' whereby children and families accessed education remotely using digital innovations such as Google Suite for Education. Analysis of certain datasets, such as Near Miss and Exclusion, were not possible during the school building closure period as the data was not being generated. Work to review exclusion and Near Miss data resumed in August.

3.2 DATA REVIEW

- 3.2.1 A review of the city's learner profile took place in January 2020. This was based on live data, taken directly from schools, via SEEMiS. It found that 31.9% of children/young people, across all learning provision, have a recorded additional support need. The national review concluded that 30.9% of children/young people across Scotland are recorded as having (an) additional support need(s). Aberdeen City is broadly in line with the national position.
- 3.2.2 Guidance was published in March 2020 to support schools when recording children/young people's needs in SEEMiS to improve data quality. The categories used are decided nationally and the guidance seeks to engender consistency in their use. The effectiveness of this is monitored via ongoing quality improvement activity.
- 3.2.3 During the 'lockdown' period, officers regularly analysed datasets generated by the Emergency Support Forum (ESF), The Virtual School Helpline, and Care for People in order to provide a greater understanding and evidence of the way COVID-19 was affecting the needs of children/young people and their families. The emerging need evidenced by this data was reported to the Chief Officer's Group (COG) and Committee in the report *Supporting Learners* (OPE/20/126) in September 2020. Elected Members endorsed the agility sought in order for the service to respond to the changing needs of children/young people and their families.

- 3.2.4 Further review of the city-wide data is planned following the annual ScotXed census, which was undertaken by schools in September. This data will give a further, broad indication of the needs across the learning estate. Schools and central officers continue to monitor other data sets (such as attendance and exclusion) on a weekly basis to promote proactive and early intervention. This data is also shared with school leaders so they have an over-arching picture for their setting and the wider context.
- 3.2.5 Work is ongoing with colleagues in Business Intelligence to incorporate all data referenced into Power Business Intelligence (Power BI), a statistical analysis and presentation programme. This will provide central officers and senior leaders with a powerful overview of the city-wide picture as it stands, and as new data is available to us. Data held within Power BI can be analysed and presented in a variety of different ways (e.g. City locality, associated schools group (ASG), post code, by need etc.) and this will play a key part in informing our agile approaches moving forward. The data utilised by the Health & Safety sub-group will also form part of this to ensure we maintain a holistic, in-context, overview of situations that involve a Near Miss or Incident being logged. Initial evidence gathering demonstrates the datasets are inextricably linked: combined, they give us further insight into the root causes of themes raised in the EIS Survey.

3.3 THE EDUCATIONAL INSTITUTE OF SCOTLAND (EIS) SURVEY

- 3.3.1 The EIS Survey – *Violence and Aggression Report (2019)* – concluded that 28.14% of all respondents – total = 660 members – had been physically assaulted by a child/young person during session 2018-2019.
- 3.3.2 53.75% of responding members reported being verbally abused. The majority of verbal abuse referred to involved swearing with some incidents reported to pertain to protected characteristics.
- 3.3.3 The respondents' comments evidence themes and suggested mitigations. These include consideration about the allocation of Pupil Support Assistants (PSAs), professional learning about social, emotional and mental health needs, which supports greater understanding of their root causes, increased use of restorative and nurture-based practices, and increased provision for learners to support the presumption of mainstream education.
- 3.3.4 59% of respondents stated the issues covered and raised by the survey have affected their health and wellbeing. They report the need for access to counselling and recognise the Council's 'Time for Talking' service as a valuable source of support.
- 3.3.5 The report evidences a want for greater clarity around Authority systems and procedures with regards to accessing support, the need for increased partnership working to facilitate early intervention and prevention (particularly with Health Services), and greater support around the management of exclusions.

- 3.3.6 Approximately 50% of respondents state they are aware of the appropriate procedure to follow when reporting a 'Near Miss' or incident. The report suggests there is less certainty with regards to confirmation/acknowledgement of form receipt and any further action that may result from submitting the form.
- 3.3.7 The survey goes on to evidence inconsistencies in the 'Near Miss'/incident reporting procedure. Circa 40% of respondents indicate dissatisfaction with the way in which resolutions are sought following an incident report. Respondents' comments do, however, recognise the commitment and support available from Senior Leadership Teams and the workload associated with the 'Near Miss'/incident reporting system, particularly when coupled with the need to ensure educational records held in SEEMiS are kept up-to-date and accurate. Whilst good practice is evident, the survey highlights a need to increase consistency in this regard.

3.4 WHAT DOES THIS MEAN FOR THE EDUCATION SERVICE?

- 3.4.1 In collaboration with Teaching Trade Unions and our Educational Psychology Service, a survey was developed for all staff in schools entitled Supporting Children's Learning in Aberdeen City (2019). For clarity, the survey focused on the three areas of Universal, Targeted, and Specialist support.
- 3.4.2 Both the Aberdeen City and EIS surveys evidence a strong commitment from staff to get it right for children and young people. Broadly speaking, both surveys also evidence a reduction in staff confidence when considering the support required to meet the needs of children and young people at specialist level, which will often involve a coordinated, multi-agency response in order to meet complex additional support needs.
- 3.4.3 Themes identified by staff in the Aberdeen City survey resonate with those raised by EIS members. In particular, parallel themes emerged around: professional learning; supporting children/young people with social, emotional and mental health needs, and/or autistic spectrum conditions; planning; partnership working with other agencies; the role of Outreach Services; and the service's processes and procedures.
- 3.4.4 A series of face-to-face structured interviews with staff across the Education Service (including Early Years Practitioner, Pupil Support Assistant, Teacher, Principal Teacher, Depute Head Teacher, and Head Teacher colleagues from Primary, Secondary and Special Schools/Services) subsequently took place. Central Officers and the Educational Psychology Service were also consulted. Over 55 interviews took place between January – March 2020 and the engagement was structured around the parallel themes identified in the Aberdeen City and EIS surveys.
- 3.4.5 The Health & Safety sub-group (see 3.1.3) have agreed to prepare a briefing about the issues raised around 'Near Miss' and incident reporting. Once finalised by the Supporting Learners Work Group, it is hoped this will feed into the review of the corporate *Violence and Abuse Towards Employees Policy*, which is being led by colleagues in Health & Safety. It is hoped this, coupled with the monthly data analysis, can provide a platform and evidence-base for

driving greater consistency across the service. Similarly, it will ensure emerging trends are spotted at the earliest opportunity so support for learners and staff can be explored alongside any professional learning needs.

- 3.4.6 In addition to the approaches adopted at individual school level, the health and wellbeing of staff across the service has recently been monitored through the use of service-wide surveys: Teaching at a Distance (May 2020); Wellbeing Questionnaire (June 2020); and Returning to School Buildings (September 2020). All three surveys attracted a high response rate and the data has been used to shape and adjust our return to in-school learning.
- 3.4.7 83.3% of respondents stated they (strongly) agreed that schools had processes in place to support positive wellbeing during school building closures. 87% (strongly) agreed that staff have access to professional learning with which they are encouraged to engage. The Wellbeing Questionnaire evidenced 70% of staff stating they felt safe about returning to the school environment/building. 88.3% of staff indicated they felt confident about how to raise concerns should they have concern about their own, or someone else's, wellbeing.
- 3.4.8 The Supporting Learners programme plan was constructed with the staff feedback from both the Aberdeen City / EIS surveys and face-to-face interviews in mind. It seeks to address the issues and themes raised in the context of a system-wide improvement plan, which is designed to improve outcomes for children/young people and their families, and staff experience. An update of the work undertaken to date is presented in 3.5 – 3.9 below. The work crosses over with improvement activity of other work streams and this is also included.

3.5 MINIMISING THE RISK OF EXCLUSION

- 3.5.1 In response to an analysis of exclusion data from August to December 2019, which evidenced a number involving children and young people with an additional support need, professional learning for all school and centrally-based senior leaders has been developed and delivered by Legal Services. All senior leaders currently in post will have undertaken this training – *Exclusion and Disability Discrimination* – by mid-November, and it is readily available for staff who are new to post. Monitoring the impact of this training will form part of the ongoing support and quality improvement work associated with the scrutiny of exclusion data.
- 3.5.2 Aberdeen City Council's *Minimising Exclusion Policy* (and associated guidance) is currently being reviewed. This will be presented to committee by officers under a separate report.
- 3.5.3 It is widely recognised that a positive and inclusive school ethos has a significant impact in reducing exclusions and promoting high levels of attendance. Such an ethos has positive relationships and nurturing approaches at its core. Many Aberdeen City schools have already adopted relational and restorative approaches in recognition of this. Having sought national best practice in this regard, the Leadership of Change Group are progressing a pilot programme, which is focused on 'nurturing schools'. The programme involves professional learning for key staff – and subsequently learners and families –

and the intensive adoption of nurture principles as part of the core, day-to-day business of the school. The impact is closely monitored by a steering group who oversee the plan for their school. They also assess readiness to progress to the next stage of the programme. Rolling the programme out in this way will secure sustainability within the system. This work fits well with the Child Friendly City agenda and Scotland's move to enact the United Nations Convention on the Rights of the Child (UNCRC) into law.

- 3.5.4 The evidence gathered during school building closures (and on an ongoing basis) evidences the impact the pandemic has had on children/young people and their families with regards to social, emotional and mental health needs (SEMHN). The Health & Wellbeing Collaborative – which represents Education, Health, Social Work, Community Learning & Development, and Children 1st – have secured funding to establish multi-agency locality hubs as a permanent feature of the Integrated Service. Based on the vulnerable hubs, which were operational during school building closures, a hub will operate out of each city locality in the first instance: Dee, Don, and West. Each hub will have a compliment of staff from the partners named above in addition to services specific to the area. Each intervention will be unique to the needs of the child/young person/their family and will focus on the Getting it Right for Every Child (GIRFEC) principle of 'right support, right time, right person, and right place'. As such, interventions will be delivered in partnership with the local school to ensure the child/young person remains part of their local community. Where possible, interventions will be delivered on an outreach basis meaning the support will come to the child and their family.
- 3.5.5 Following a period of consultation the Education Social Work (ESW) service is being realigned to the three city localities to provide greater flexibility in their deployment: a small team of ESWs and a Family Resource Worker will support each locality and the ASGs that sit within. Requests for Assistance for the service will continue to come via education (see 3.7.5) and alignment to the locality hubs will provide flexibility in terms of intervention delivery. ESW's will continue to provide a vital home-school link, which is evidenced to promote high levels of attendance and reduce exclusion. The realignment sees one Senior ESW assume responsibility for the whole team, which will ensure the impact and consistency of intervention can be closely scrutinised.
- 3.5.6 Updated Guidance about Part-time and Individual, Bespoke Timetables has been produced to support staff across Children and Family Services when considering interventions to reduce the risk of exclusion. The guidance is written in the context of a child/young person attending 25 hours per week (primary) and 27.5 hours per week (secondary), and is firmly footed in early-intervention and prevention. The impact of the guidance, and any bespoke timetables, are closely monitored by school senior leaders and the school's Quality Improvement Officer.

3.6 RAISING ATTAINMENT AND SECURING POSITIVE, SUSTAINED DESTINATIONS

- 3.6.1 Data indicates the stay-on rate across the city's secondary schools has increased this year as a result of COVID-19 and this can be attributed to a

number of factors, but primarily the want of young people to remain at school to secure additional qualifications as opposed to doing so at College. INSIGHT (Scotland's National Benchmarking Tool for the Senior Phase) have delayed their September update to account for adaptations made to the 2020 certification model. Further analysis of the 2020 data will be undertaken upon the INSIGHT release. However, it should be noted that the altered certification model adopted in 2020 will likely impact upon data trends. Scottish National Standardised Assessment (SNSA) data is currently being analysed for evidence of trends and correlation to senior phase attainment. Combined, this will guide our thinking with regards to the curriculum (learner pathways) and tracking and monitoring learner achievement moving forward.

- 3.6.2 The Raising Attainment Working Group, comprising of central officers and head teachers, have produced guidance for schools to support the move from TMR (Tracking Monitoring and Reporting) to P and A (Progress and Achievement) within SEEMiS. All schools will report to parents using the same format generated through P and A. This will engender consistency across the school estate.
- 3.6.3 e-Sgoil is an online and digital learning service, which is funded by the Scottish Government. They have recently expanded their offer to include free study support for Senior Phase learners, an interrupted learners' programme, and Broad General Education and Senior Phase blended learning offers. A Digital Depute Head Teacher (DHT) is seconded to the Aberdeen City central education service, the Northern Alliance, and e-Sgoil, and work is ongoing between the Digital DHT, central officers, outreach services, and schools to target these opportunities to relevant groups of learners. Baseline data has been requested from the Northern Alliance Digital DHT Team so added value and impact can be monitored.

3.7 STAGED INTERVENTION

- 3.7.1 The Devolved School Management (DSM) Scheme was reviewed and implemented in August 2020. This was presented to committee in September 2020 in report *Devolved School Management* (OPE/20/112). The DSM contains a Support for Learning allocation to schools in recognition of the important role this plays in enabling schools to meet learning needs at local level.
- 3.7.2 The Scottish Government Grant for support staffing was used to supplement the Pupil Support Assistant (PSA) staffing allocated to schools via the DSM. Allocations were based on a holistic assessment of each school's context using information from SEEMiS. These allocations will be reviewed annually to ensure the allocation of PSAs remains agile and needs/data driven.
- 3.7.3 The Staged Intervention Framework has been reimagined to account for the various changes to the system. It seeks to provide clear advice and guidance to schools about meeting learners' needs locally at universal and targeted levels. Remaining cognisant of feedback received from staff during consultation, the information has been centralised to SharePoint, is easily accessible, and is presented in the form of an interactive graphic. It will

continue to evolve in line with the work of the programme and COVID-19 guidance. The same web page also includes links to guidance and legislation, the websites of Outreach Services, and Request for Assistance. It will continue to evolve as a 'one-stop-shop' for practitioners in a bid to remove the bureaucracy referenced in the surveys.

- 3.7.4 The guidance around the role and purpose of Partnership Forums has been updated in light of the reimagined Staged Intervention Framework. It further seeks to support schools to meet needs locally through collaboration with key partners. Partnership Forums continue to have a funding allocation over-and-above that provided via the DSM.
- 3.7.5 The Single Request for Assistance encompasses all education Outreach Services, Child's Planning Support, Multi-Agency Locality Hub, the School Nursing Service, Children's Social Work, and Language Support Provision. The move to a single system seeks to remove the bureaucracy formally associated with multiple systems and 'routes' to access services. The Single Request for Assistance sits as part of the Staged Intervention Framework and 'one-stop-shop' SharePoint page. In addition, the data captured by the Request for Assistance will all funnel to one, central point before being syphoned to the service from which assistance is being requested. The centralised, over-arching data source will provide a dynamic and powerful source of information, which will play a key role in our ability to be flexible and agile in our approach. This data will also feed into Power BI, which will support our analysis and use of live data. Staff professional learning has been made readily available to secure familiarity with the new system.
- 3.7.6 The report to committee *Supporting Learners* (OPE/20/120) described the core, universal offer, which each of our Outreach Services seeks to offer. The flexibility and agility of these services is key to service delivery moving forward. In-keeping with the 'right support, right person' ideology, further work is underway to align the work of these services so there is a consistent approach to meeting learners needs, regardless of the need. The same is true of the service they offer schools with regards to professional learning, consultancy, and digital support, which were all areas for improvement identified in the surveys.
- 3.7.7 The Supporting Learners Working Group continues to recognise that further work is required with regards to the consistency and effectiveness of Individualised Education Programmes (IEPs). A sub-group will take this work forward, which will involve input from learners, parents, and GIRFEC partners to draft explicit guidance for all schools. This will include the need to record the use of IEPs in SEEMiS.
- 3.7.8 A Task and Finish Group, led by the Educational Psychology Service, including staff from across the service, has been established to refresh the Dyslexia Guidelines. It seeks to update them in the context of emerging national best practice, the universal availability of professional learning, and the local changes to staged intervention. It is anticipated a draft will be ready by late 2020/early 2021. Input from learners and parents will form a key part of this guidance refresh.

3.8 TRANSITIONS AND THE DEMAND ON SPECIALIST PROVISION

- 3.8.1 Specialist provision is currently available at Orchard Brae, Bucksburn ASN Wing and Mile End. The need for such a provision is assessed via Child's Planning Support.
- 3.8.2 The Aberdeen City Council Accessibility Plan 2020-2023 was approved by committee in September 2020 (see report *Accessibility Plan (OPE/20/129)*). The sections of the action plan pertaining to the Supporting Learners work stream will be subsumed into the programme plan. Each section has clearly identified milestones and outcomes, and progress towards these will be included in future reports to elected members.
- 3.8.3 The Child's Planning Support process has been reimagined based on best-practice sought from other local authorities. The process centres around the transition timescales outlined in the Education (Additional Support for Learning) (Scotland) Act 2004, as amended, and encourages enhanced, local transition arrangements to begin as early as possible. The multi-agency Forum now meets five times per year to increase the flexibility in the support provided to schools, children, and families, particularly around significant points of transition such as Nursery → Primary 1 and Primary 7 → Secondary 1. A suite of guidance and exemplification has been produced with regards to child's plans. The impact of this is being closely monitored via the Child's Planning Support process and the Supporting Learners Work Group will continue to review this area of practice.
- 3.8.4 The automated system designed to support a reduction in the bureaucracy associated with inputting child's plans and IEPs was launched by Microsoft and Aberdeen City Council in March. The system seeks to reduce the time spent by staff inputting and uploading information to free greater time to support planning, implementing and evaluating intervention for a child/young person.
- 3.8.5 Data gathered over the past 12 months has evidenced an increased level of demand for specialist placement. Information gathered from senior leaders of specialist provision evidences an increase in the complexity of need present within these settings: this can be attributed to advances in medicine and wider societal changes. Plans are underway to increase the enhanced provision offer across both primary and secondary sectors. This aims to provide support to children/young people with additional support needs for whom an enhanced/specialist level of support is required, but where their social and emotional and/or cognitive development would not be best met in specialist provision.
- 3.8.6 The information available to children/young people, families, and schools with regards to the 'Safeguarding Communities Reducing Offending' (SACRO) Additional Support Needs Mediation Service has been updated. This is available to staff via SharePoint and families via both the Aberdeen City Council and School websites. Where dispute arises, mediation is encouraged so resolution can be reached at the earliest possible opportunity.

3.9 PROFESSIONAL LEARNING

- 3.9.1 Both the Aberdeen City and EIS members' surveys evidence the need to review our approaches to professional learning with regards to additional support needs.
- 3.9.2 The Building Capacity Team, led by the Quality Improvement Manager – Leadership of Change, recruited a dedicated Education Support Officer for Professional Learning and Leadership. They maintain an oversight of the service's approaches to professional learning and the additional support needs offer sits within to this. Ever-increasing use of SharePoint is being made to highlight and deliver professional learning, particularly 'webinar' style opportunities, which can be recorded and accessed by staff at any time. This is particularly valuable at a time when face-to-face training, in the traditional sense, is not possible.
- 3.9.3 The education service and the educational psychology service developed 'Digital Hubs' during school building closures: both contain information, resources and advice for children/young people and families, and (in addition) professional learning for staff. The impact and uptake of these opportunities is being closely monitored and they are being sign-posted as part of the request for assistance/child's planning support processes.
- 3.9.4 A new professional learning framework was developed by a Task and Finish Group of experienced 'supporting learners' professionals from across the service. The framework is based on four levels of progression, which mirrors a similar system used by the National Health Service (NHS): Informed, Skilled, Enhanced, Expert. Presenting professional learning in this way is designed to promote progression whilst recognising the differing roles professionals play across the education service. It is also designed to engender consistency with regards the level of role-commensurate training accessed by professionals across the service.
- 3.9.5 In response to feedback from staff and parents, the initial contents of the Inclusive Practices professional learning focuses on areas of priority: Autistic Spectrum Conditions (ASC); Attention Deficit Hyperactivity Disorder (ADHD); Dyslexia; Trauma and Attachment; Down's Syndrome; Mental Health & Wellbeing; Sensory Support; and Universal Inclusive Approaches. The contents of the framework will be kept under regular review and additions/amendments made, particularly as our working practices continue to evolve in response to COVID-19 guidance.
- 3.9.6 The Support for Learning Work Group have, in conjunction with senior leaders and practitioners from across the service, created guidance to support staff undertaking roles pertaining to 'pupil support': Support for Learning staff; Principal Teachers of Guidance/Pupil Support; and senior leaders with a responsibility for pupil support. The guidance seeks to promote consistency whilst exemplifying the various aspects of each role in the context of legislation and national policy. Each document also sign-posts additional sources of advice, resources and professional learning. Early feedback from practitioners in the respective roles is positive.

4. FINANCIAL IMPLICATIONS

- 4.1 There are no direct financial implications arising from the recommendations of this report. Any redesign will make use of existing budgets.

5. LEGAL IMPLICATIONS

- 5.1 The Local Authority has many legal duties including those of:
- The Children (Scotland) Act 1995
 - The Standards in Schools etc. (Scotland) Act 2000
 - The Education (Additional Support for Learning) (Scotland) Act 2004
 - The Equality Act 2010
 - The Children and Young People (Scotland) Act 2014

The approach being taken to develop the programme of support outlined in this Report will assist the Council as Education Authority to fulfil these duties more effectively, and secure necessary and appropriate education and additional support for our children and young people.

6. MANAGEMENT OF RISK

Category	Risk	Low (L) Medium (M) High (H)	Mitigation
Strategic Risk	Risk of not achieving positive outcomes for children and young people.	L	Changes to our provision and service delivery will enable primary prevention and early intervention thereby reducing potential risk.
Compliance	Non-compliance with legislation, financial claims and legal challenge (tribunals).	M	Mitigated by services being realigned to better meet the needs of our young people in Aberdeen City and prevent escalation of need.
Operational	Staff are overwhelmed, which leads to low morale as staff feel unable to meet the needs of vulnerable young people. This may trigger an increase in incidents/near miss.	L	Mitigated by offering high quality professional learning for staff to ensure that they meet their statutory duties under The Education (Additional Support for Learning) (Scotland) Act 2004 and the Equality Act 2010.

Financial	Risk of not having sufficient resource.	L	Mitigated by realigning service delivery to better meet the needs of our young people in Aberdeen City today.
Reputational	Risk of not effectively meeting the needs of all learners. Risk of staff feeling overwhelmed.	L	Data scrutiny drives flexible approach to service delivery to better meet the needs of our young people in Aberdeen City.
Environment / Climate	Risk of environmental factors inhibiting positive outcomes for learners	L	Service realignment will strengthen universal/targeted support and sharing of best practice, thus preventing escalation of need through strengthened practice and reasonable adjustment.

7. OUTCOMES

<u>COUNCIL DELIVERY PLAN</u>	
	Impact of Report
Aberdeen City Council Policy Statement	This report outlines the ongoing programme of improvement activity to strengthen the education authority's position with regards to securing positive outcomes for all learners, whilst meeting statutory requirements associated with additional support needs and equality. The programme has proactively subsumed the recommendations of the 'Support for Learning: All Our Children and All Their Potential' Report. In particular, this report links to the Policy Statement in relation to People, 7: 'Commit to closing the attainment gap in education while working with partners across the city'.
Aberdeen City Local Outcome Improvement Plan	
Prosperous Economy Stretch Outcomes	The proposals within this report support the delivery of LOIP Stretch Outcomes 1 and 6. Continued judicious use of funding and appropriate targeting of additional resources will ensure that children and young people, including those from disadvantaged backgrounds, are fully accessing education and more likely to achieve their potential and contribute to the economy.

	<p>Specific links:</p> <p>Stretch outcome 1 10% increase in employment across priority and volume growth sectors 2026</p> <p>Stretch outcome 6 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026.</p>
Prosperous People Stretch Outcomes	<p>The proposals in this report seek to ensure the best use of resource in the system, promoting an understanding of the circumstances of individual children and young people to ensure that appropriate and timely personalised support is available to them.</p> <p>Effective use of all resources and allowing each school community full control of these resources will help to ensure all initiatives and interventions are selected and implemented based on the needs of each school community and planned effectively to impact positively on all children and young people and are particularly targeted at those who are adversely affected by poverty.</p> <p>Specific links to:</p> <p>Stretch Outcome 4 90% of children and young people will report that they feel mentally well by 2026</p> <p>Stretch Outcome 6 95% of children living in our priority localities will sustain a positive destination upon leaving school by 2026,</p> <p>Stretch Outcome 7 Child Friendly City which supports all children to prosper and engage actively with their communities by 2026</p>
Prosperous Place Stretch Outcomes	<p>Underpinning the work of all schools in Aberdeen City is reducing the poverty related attainment gap and achieving excellence and equity for all.</p>
UK and Scottish Legislative and Policy Programmes	<p>Education (Additional Support for Learning) (Scotland) Act 2004 as amended (and associated Code of Practice)</p> <p>Equality Act 2010</p>

8. IMPACT ASSESSMENTS

Assessment	Outcome
Impact Assessment	Full impact assessment not required
Data Protection Impact Assessment	Not required

9. BACKGROUND PAPERS

None

10. APPENDICES

A – Programme Plan

11. REPORT AUTHOR CONTACT DETAILS

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Supporting Learners Programme Plan				Nov-19	Dec-19	Jan-20	Feb-20	Mar-20	Apr-20	May-20	Jun-20	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20
Theme/Activity	Lead/Assigned To	Status	Link to 2020 Review (Broad Theme)	EODC OPE19415		EODC		EODC OPE20054		EODC		EODC		EODC OPE20126		EODC OPE20219	
Looking Outward Nationally	CMcD	Ongoing	3.1														
Data Capture/Analysis	CMcD/Performance Team	Ongoing	1.1 / 1.2														
Project Management	CMcD/Working Group	Ongoing	3.1 / 3.2 / 4.1														
Project Management H&S Sub Group	CMcD/H&S/Trade Unions	Ongoing	3.1 / 3.2 / 4.1														
Quality Improvement Activity	QIM/QIO Team/SLTs	Ongoing	1.2 / 2.1 / 3.1														
Gathering Staff Views	CMcD	Ongoing	3.2														
Gathering Family Views	CMcD/DC	Ongoing	3.2 / 6.1														
Child's Planning Support Process (Transitions)	CMcD/SM	Implemented	6.1														
DSM (inc. allocation and Role of PSAs)	CJ/CMcD/SM	Implemented	1.2 / 5.2														
CLPL: Child's Plans	CMcD	Implemented	5.1 / 8.2														
Information for Parents/Learners	CMcD/QI Team	Ongoing	6.1														
H&S: ACC Violence/Aggression	AM (H&S Team)	Ongoing	3.1 / 3.2														
CLPL: Inclusive Practices	CMcD/Practitioners' Group	Launched	5.1 / 6.1														
Request for Assistance/SIRF	CMcD	Ongoing	1.1 / 5.1 / 6.1														
Vulnerable Hubs	SM/MS/CMcD/CM at al	Reset	1.1 / 5.1 / 6.1														
Fit Like Family Wellbeing Hubs	OEB/Evaluation Group	Launched	1.1 / 5.1 / 6.1														
SFL Bespoke CLPL	CMcD/Practitioners' Group	Launched	5.1														
Microsoft: Plans & CLPL	SM	Launched	5.1														
SEEMIS Guidance	CMcD	Launched	5.1														
Partnership Forums	GS (QIM)	Ongoing	1.1 / 3.1														
Education Social Work	GS (CO)/CMcD/FC/LS	Ongoing	1.1														
Learning & Teaching Standard	SM/Raising Attainment Group	Launched	2.1 / 3.1 / 3.2 / 5.1														
GIRFEC Guidance	ES/GS	Ongoing	3.1 / 3.2														
ICR: The Promise/Plan (VS)	LG	Ongoing	2.1 / 3.1 / 3.2 / 6.1														
Accessibility Strategy	MS	Approved	2.1 / 3.1 / 3.2 / 6.1														
Interactive Staged Intervention Framework	CMcD	Launched	5.1														
Realignment of Support Services	SM/CMcD	Ongoing	1.1 / 5.1 / 6.1														
Role of PT Guidance/Pupil Support; Senior Leader	CMcD/Working Group	Launched	5.1														
ACC PEERS Framework (Supporting All Learners)	CMcD/Working Group	Launched	7.1														
Equality and Diversity Policy Update	KT/Policy Refresh Group	Ongoing	3.1 / 3.2														
Vision Statement for ASN & Support Services	SM/CMcD (in consultation)	Planning	1.1 / 3.1 / 3.2 / 6.1														
UNCRC: Child Friendly City	MR	Ongoing	3.1 / 3.2 / 6.1 / 8.1														
Curriculum and Destination Pathways	AD/Destinations	Ongoing	2.1 / 6.1														
Nurture (Relational Approaches) Strategy	Leadership of Change (HWB)	Ongoing	1.2 / 7.1														
Coordinated Support Plans (CSPs)	MS/EPS	Ongoing	8.2														
Dyslexia Guidance Refresh	CMcD/EPS	Ongoing	5.1 / 6.1														
IEP Guidance Refresh	CMcD/FN	Ongoing	5.1 / 6.1														
ASN & Outreach Services' Parents' Group	CMcD	Planning	6.1														
National Review of ASL	CMcD/Project Management Group	Planning	All														

LIVE/DYNAMIC DOCUMENT - SUBJECT TO ALTERATION

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ABERDEEN CITY COUNCIL

COMMITTEE	Education Operational Delivery Committee
DATE	26 November 2020
EXEMPT	No
CONFIDENTIAL	No
REPORT TITLE	Senior Phase
REPORT NUMBER	OPE/20/222
DIRECTOR	Rob Polkinghorne
CHIEF OFFICER	Eleanor Sheppard
REPORT AUTHOR	Alex Duncan
TERMS OF REFERENCE	1.1.1

1. PURPOSE OF REPORT

- 1.1 To seek approval to begin the reshape the partnership senior phase offering around a changing local economy.

2. RECOMMENDATIONS

That the Committee:-

- 2.1 notes the analysis of performance across the senior phase and how the COVID-19 pandemic has impacted on employability and training options for young people leaving school;
- 2.2 approves the proposed direction of travel to ensure that the partnership curriculum ideally supports school leavers into further, higher education or employment;
- 2.3 approves the education service framework in Appendix B:
- 2.4 instructs the Chief Education Officer to update the framework in Appendix B if updated national guidance is published; and
- 2.5 instructs the Chief Education Officer to report on progress within 3 Committee cycles.

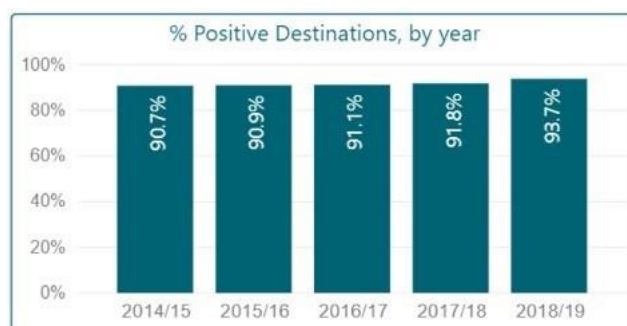
3. BACKGROUND – The Senior Phase

- 3.1.1 Secondary schools operate two broad curriculum stages. A Broad General Education is provided for those in S1 and S3 with a more personalised Senior Phase offering made to young people from S4. In real terms secondary schools start to include an element of choice into the S3 curriculum to ensure that young people are well prepared for the Senior Phase.
- 3.1.2 Young people are able to choose from a range of courses at a range of stages. The breadth is influenced by the availability of subject specialists, City Campus/consortium arrangements and the choices of the young people based on interest, aspiration and knowledge of future opportunities.
- 3.1.3 The column structure across most schools allows 6 qualifications in S4, 5 in S5 and 4 in S6. There is flexibility within this.

3.1.4 Following a review of curriculum design in 18/19 young people can now gain a wider range of qualifications and achievements than those available through the Scottish Qualifications Authority (SQA). Awards include ASDAN, Crest Awards, Food and Hygiene (REHIS, Heritage Hero, JASS Awards, Saltire Awards, Young Enterprise Exam, Youth Achievement Awards, Dynamic Youth Awards, Duke of Edinburgh and John Muir. These alternative awards are not recorded centrally and are not reflected in Insight data.

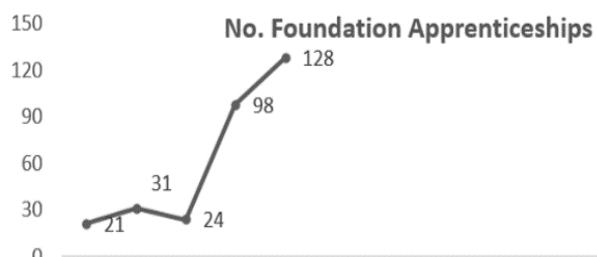
3.2 Curriculum Review

3.2.1 Over the last two years all secondary schools have undertaken a curriculum design review to ensure that opportunities are matched to the needs of their young people. Breath of opportunity is increasing year on year.



3.2.2 A focus on this area has realised a significant increase in the percentage of young people securing a positive destination in 18/19.

3.2.3 This has been a steady increase in the number of young people embarking on Foundation Apprenticeships.



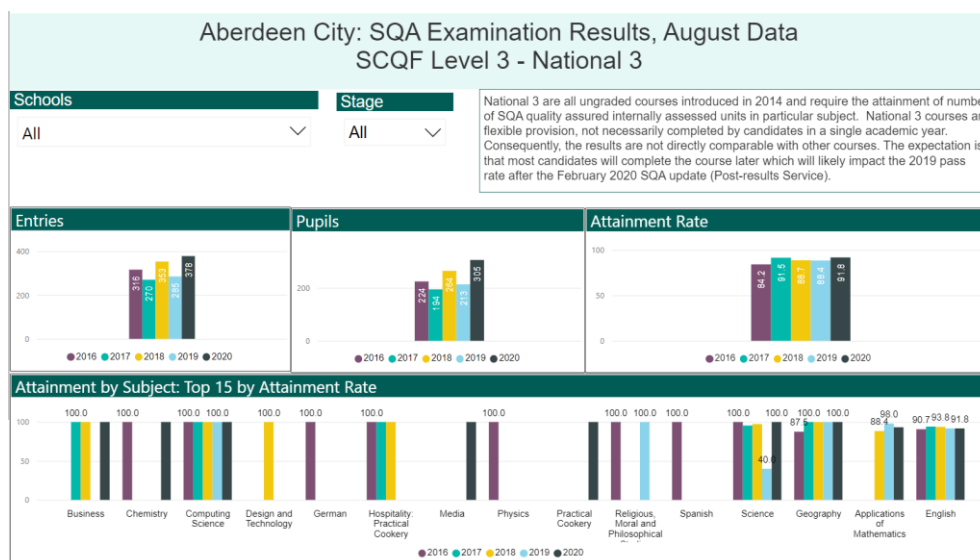
3.2.4 My World of Work is a digital portal which enables young people to better understand their skills progression. A significant rise in My World of Work registrations (from 63% in 2019 to 75% in 2020) and the shared promotion and use of the system by schools and Skills Development Scotland is helping young people have a better understanding of their skills and how to build a CV which demonstrates progression in attainment and achievement.

3.2.5 The Covid-19 pandemic has had a significant impact on the local economy. The opportunities available to young people in some sectors are now likely to be significantly reduced and changed. It is of critical importance that we proactively review our offer to ensure that our young people are well placed to secure a positive destination.

3.3 The current offer and performance

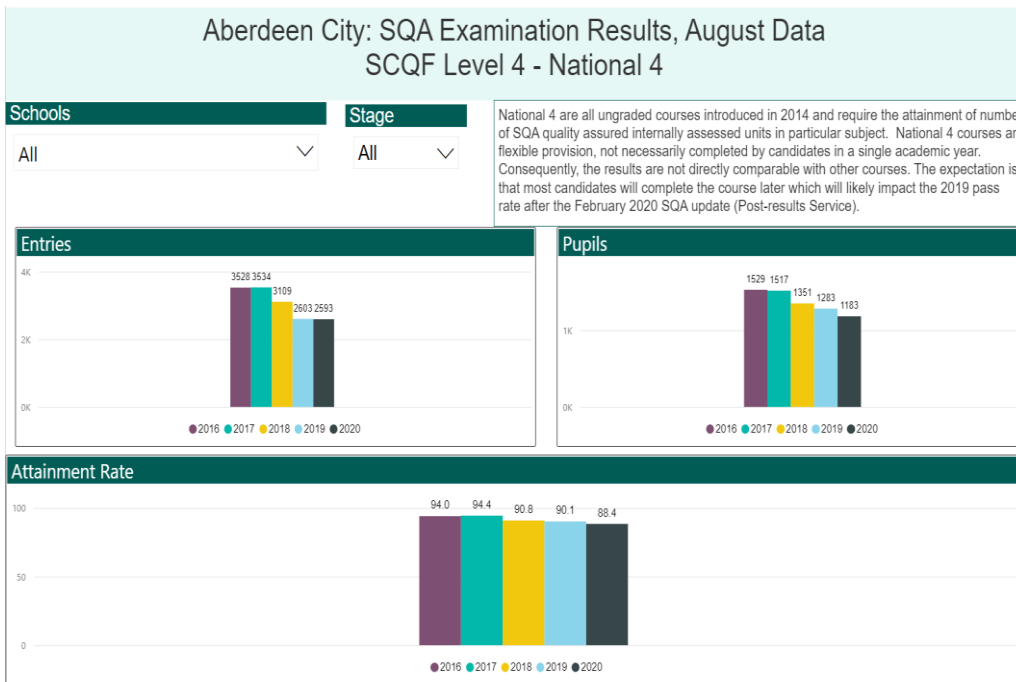
3.3.1 The amendment to SQA award methodology in August 2020 negatively impacted on the quality of data available for 19/20. For the purposes of this analysis pre-appeal SQA data has been used. It should be noted that strong appeals and subsequent awards are not included and improvement would have been anticipated based on data from previous years.

3.3.2 Eight National 2 courses were offered in 2019. The number of courses has remained reasonably consistent over the last 5 years although the number of entrants has dropped from 169 in 2016 to 73 in 2020. More young people now successfully complete the course than was the case previously. This suggests that the courses are broadly matched to need with a high number of entries from Special Schools. Most schools offer 1 or 2 courses at National 2.



3.3.3 21 courses at National 3 were offered in schools in 2019. The number of courses has dropped by 3 from 2016. In 2016, 316 young people engaged with the National 3 courses. The number of entries increased to 378 in 2019. A significant increase in pass rate is evident from 84% in 2016 to 92% in 2020. This suggests that the courses are well matched to need but could suggest that some young people entered for a National 3 course may have been able to achieve at National 4.

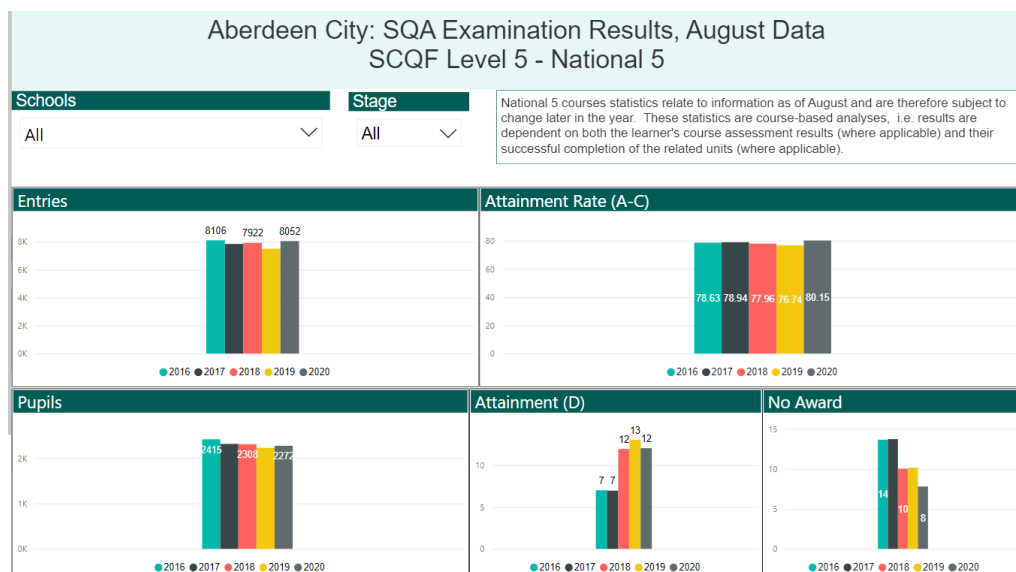
3.3.4 There is significant variation across schools in terms of the number of courses offered. Almost all schools offer 1 or 2 courses in key subject areas with others such as Dyce, Northfield and Bucksburn offering 6 courses at National 3. This is due to the curriculum being matched to the needs of pupils.



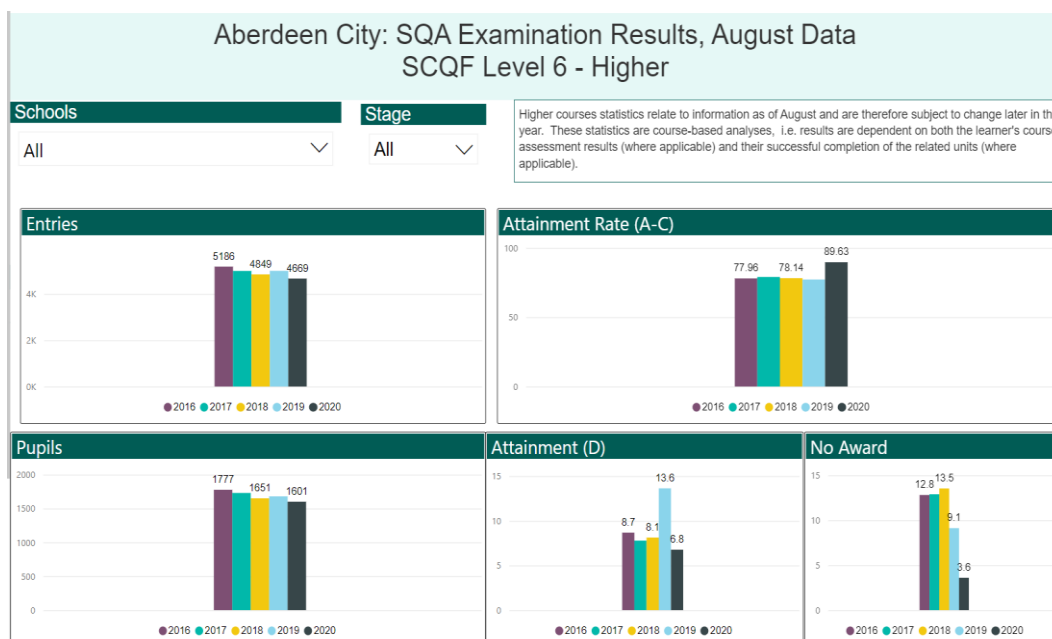
3.3.5 35 National 4 courses are offered, an increase of 1 from 2016. The number of young people being presented for a National 4 has decreased from 3528 in 2016 to 2593 in 2020 as young people access other qualification pathways. Attainment currently sits at 88% which is lower than the pass rate in 2016 which sat at 94%. This is potentially an areas to explore with partners to ensure that sufficient breadth of opportunity is offered and that there are appropriate progression pathways.

3.3.6 The 88% pass rate is thought to indicate that young people are reasonably matched to a National 4 course. 81 more young people were entered for National 4 awards than in 2019. The Skills for Work pass rate at National 4 increased by 35.19 percentage points.

3.3.7 Schools each offer between 14 and 24 courses at National 4. Attainment grades in almost all schools suggest a high level of consistency in moderation practices (attainment of 85%+) across all courses.

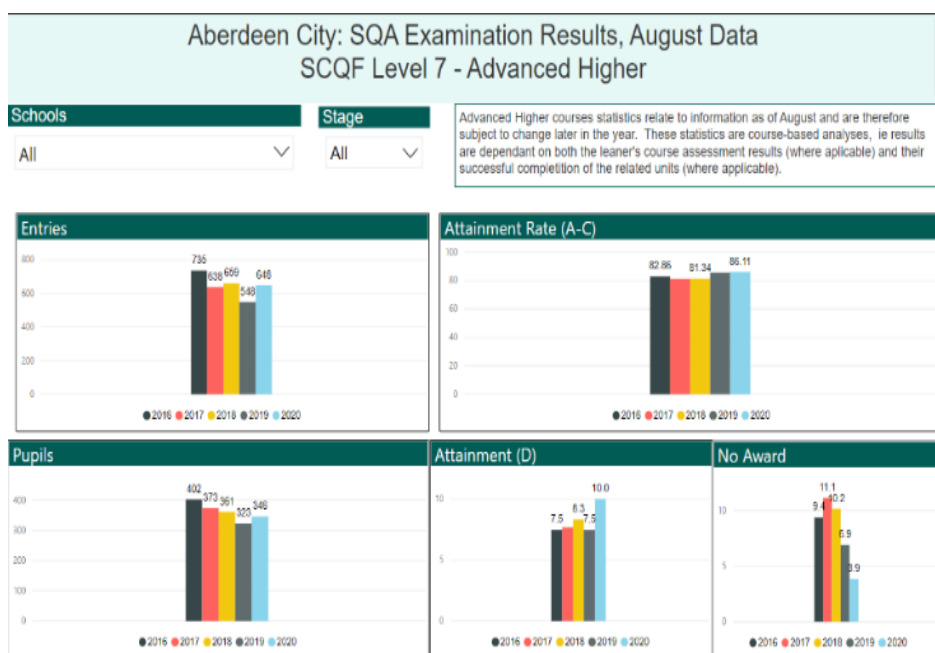


- 3.3.8 There has been an increase in presentations of young people at National 5 with 300 more presentations than in 2016.
- 3.3.9 The attainment rate of 91% suggests that young people are well matched to courses but that some may have been able to be presented earlier for courses at a higher level.
- 3.3.10 Schools offer between 19 and 26 courses at National 5. Attainment grades in almost all schools suggest a high level of consistency in moderation practices (attainment of 80%+) across all courses but there is some variability which will be addressed through Quality Improvement activity through the Quality Improvement Framework.
- 3.3.11 The quality of grades has improved with fewer no awards than in previous years. Analysis would suggest a higher proportion of D grades were awarded as a result of the SQA methodology.
- 3.3.12 The gap between local and national performance has been reduced.
- 3.3.13 There has been a slight reduction in the number of Higher and Advanced Higher courses available. There is evidence that an improved range of courses (National Progression Awards etc.) is improving attainment. We hope to confirm this improvement in subsequent Insight data releases.



- 3.3.14 The overall attainment rate in 2020 is higher than in 2019 with less young people awarded a no award. This is a steady and positive trend. The attainment rate for Higher is up by 3.53 percentage points and is the highest since 2015. This sits significantly higher than the attainment rate for Scotland at 78.9% Most candidates were in S5 but a small number of youngsters in earlier year groups were presented where appropriate.
- 3.3.15 Schools offer between 14 and 23 higher courses and there is evidence of consistent moderation practices (attainment of 85%+) in almost all

schools across all courses. Variation will be addressed through Quality Improvement activity.



3.3.16 There were 100 more entries than in 2019 with 648 entries made in 2020 for Advanced Higher courses. The attainment rate of 86.11% is the highest in last 5 years, with a three year improvement trend.

3.3.17 98% of entries for Advanced Higher courses in 2020 were from 6th year candidates. The city exceeds the attainment rate for Scotland. The city has strong and consistent performance at Advanced Higher.

3.3.18 Schools offer between 1 and 16 Advanced Higher courses with the number of young people accessing Advanced Higher courses ranging from 1 to 179 from school to school. Schools with low uptake benefit from the City Campus to ensure young people can access their course of choice. 218 pupils attended courses through the City Campus in 19/20, the number has steadily reduced over the last 4 years and currently sits at 159. This is to be investigated further to determine next steps.

3.3.19 A number of young people attend school link courses at college which, along with the City Campus and consortium arrangements, further enhances the range of options available to our young people and ensures flexible pathways. A total of 649 young people attended school link courses at the college in 2019. Higher Psychology was the most popular course available.

3.3.20 Geographical location does not impact upon the engagement of young people from schools across the city. Schools ensure that their timetable structure accommodates travel time for young people, thus allowing them to access college courses regardless of location. The numbers involved from each school is largely proportionate to the number of pupils that stay on through the senior phase.

- 3.3.21 Twelve young people are enrolled in a Foundation Apprenticeship with Bon Accord for the first time. The course is delivered in school which has helped to engage young people who may otherwise not have taken a Foundation Apprenticeship.
- 3.3.22 Aberlour offered 10 Foundation Apprenticeships in 19/20 and have increased that number to 12 for session 20/21. Courses are delivered in school.

3.4 What are the learning points from the data?

- 3.4.1 Pupils living in SIMD 9 and 10 attain better than others although there are early indications that the work to review the curriculum has realised improvement. Officers hope to confirm this when Insight data is published. It may be hard to accurately determine a positive trend due to the SQA methodology used in 19/20. Some schools buck this trend with young people living in lower deciles outperforming the virtual comparator and national trends and it is important that this best practice is shared.
- 3.4.2 Officers reviewed Local Government Benchmarking data. Comparing the 4 cities in Scotland paints an interesting picture.
- 3.4.2 Aberdeen City has seen higher attainment amongst pupils in the lowest 20% than the three other cities (apart from Edinburgh in 2018 and 2019). All four cities have been below the National picture. This suggests that urban local authorities have particular challenges and this is worthy of further exploration.
- 3.4.4 There is clear evidence of improvement in the quality of grades, this is thought to be as a result of the recent focus on quality and consistent standards. There is a significant improvement in the % of leavers in a positive destination rose from 90.84% in 16/17 to 93.74 in 18/19. This growth is more rapid than that of the national and virtual comparator.
- 3.4.6 Participation rates are improving but there is a need to closely monitor male students.
- 3.4.7 There has been an increase of 3.3% in the participation rates of persons that identify as disabled.
- 3.4.8 2019 saw the smallest gap in participation rates between the most and least deprived of only 5.2%. 2019 was also the year with the highest levels of participation amongst the most deprived of 90.5%.
- 3.4.9 When comparing 2016, 2017, 2018 and 2020, the gap between the most and least deprived has been in decline. The gap has gone from 17.3% to 13.9%.
- 3.4.10 There is clear evidence that the work undertaken to date is positively impacting on young people. Variability should now be addressed at school level through our approach to Quality Improvement.

3.5 The impact of COVID-19

3.5.1 The COVID-19 pandemic has significantly impacted on the local opportunities available to young people in the city and placed a number of restrictions on school life. Schools are currently working within the restrictions to identify any loss of learning and support the wellbeing of young people as they come to terms with the current situation whilst building their resilience and adaptability.

3.5.2 Opportunities in many industries such as hospitality and Oil and Gas are less available to young people and it is critically important that we continue to review the employability pipeline over the coming months and years. This on-going analysis of the impact of the pandemic on opportunities will help the service ensure that our curriculum models offer the best access to local opportunities.

3.5.3 There has been a significant reduction in the number of weekly job postings in the city.



3.5.4 Youth unemployment (16-24) currently sits at 14.5% for Scotland.

3.5.5 There is widespread agreement that those who leave education over the next few years will be more negatively impacted than their peers who left school pre-lockdown. There are some groups of young people who will be impacted more than others. These include:

- Those who are disabled as a result of less extensive pathways being available to support transition and employment opportunities
- Girls who are most likely to leave school and take up relatively low skilled jobs in sectors which have diminished
- Those living in poverty as levels of poverty and all of the risk associated with living in poverty will have been exacerbated by the pandemic
- Those who are people from ethnic minority communities, including Gypsy/Travellers and European minorities – a community more likely to be unemployed, on zero hour contracts and occupying low paid and in 'at risk' roles
- Care Experienced Young People who are already at a disadvantage in accessing employment, training, etc and sustaining that. There is a risk that this group will be pushed further down the labour queues.

3.5.6 All research highlights that there will be a long lasting and extensive impact which already being felt in schools:

- A reduction in salaries for young people and those in low skilled roles (a young person in a low skilled role will be paid around 17% less that they would have been pre-COVID-19)
- A reduction in the number of apprenticeship opportunities due to a reduction in available opportunities and concerns around health and safety requirements

- A likely reduction in the number of physical opportunities for work experience
- Loss of opportunities in previously popular choices such as hospitality
- Increased number of young people who choose to stay on at school perceiving it to be the safest option
- Decreased opportunities due to decreases in recruitment (latest data suggests an 80% decrease)
- Young people feeling uncertain of their futures and requiring a high level of support to ensure positive mental wellbeing
- The curricular choices made previously may no longer equip young people with the skills they require.

3.5.7 There has been a significant change in the top employing industries and this is likely to continue to change as we move through the recovery stage. In the short-term demand is likely to be from:

- Health and Social Work
- Education, including Child Care
- Retail
- Food and Drink
- Digital
- Construction

3.5.8 In the medium-term term demand is more likely to be from:

- Tourism
- Digital and Green Energy
- Wholesale and Retail,
- Health and Social Care
- Life and Chemical Sciences
- Accommodation and Food Services
- Manufacturing and processing

3.5.9 The landscape is changing rapidly and it is imperative that Officers continue to work with Economic Development and Skills Development Scotland to keep abreast of emerging trends.

3.6 What can we do to give our young people the best possible chances in the future?

3.6.1 All of the research would suggest a need to:

- Review curriculum structure to continue to build opportunity for depth of learning to support progression into senior phase qualifications
- Increase the digital skills of all learners
- Review our curriculum offer in light of growth sectors such as Energy Transitions, Health and Social Care Sector and Life Sciences
- Prioritise energies around school leavers, but in doing so recognise that the younger age group (S3 and S4) will be impacted by the longer-term economic scarring effects and ensure that they are also appropriately supported
- Ensure the availability of and ease of access to mental health support, and early identification of indicators of difficulties being experienced

- Encourage young people to get involved in volunteering opportunities to build their skill set, and CV and make up for some of the work experience gaps
- Introduce Apprenticeship Pathway programmes for those finding Employer led programmes or employment difficult to find

3.6.2 There is a need to carefully monitor the skills required to support the local economy and ensure that young people build a strong profile and CV.

3.7 Next steps

- 3.7.1 Secondary Head Teachers will work with central officers to review the paper in Appendix A. This will enable colleagues to begin to answer the reflective questions and consider short, medium and longer term priorities which can be progressed as capacity allows.
- 3.7.2 All partners represented on the Attainment and Transitions to Adulthood Improvement Group (ATA) will undertake a similar process so that individual organisational perspectives are sought and that the Community Planning Partnership learns from each other.
- 3.7.3 The ATA will then come together to agree a shared position and plan which will help inform the refresh of the Local Outcome Improvement Plan and guide our collective work around the senior phase.
- 3.7.4 The considerable pressure schools are currently operating in will have to be taken into account as we develop plans. Schools continue to support the wellbeing of young people and identify any learning loss so that programmes can be adjusted accordingly. Schools will continue to have to respond to a rapidly changing context with updated guidance triggering a regular review of COVID controls and senior leaders and the central officers continue to work together to make sense and implement changes in guidance at speed.
- 3.7.5. The service will continue to take full account of updated national guidance such as the recently published [Coronavirus](#) (COVID-19)' guidance on reducing the risks in schools. Swift interpretation of the guidance is critical to clarify expectations and this will continue to be prioritised and it is acknowledged that the need to prioritise the implementation of guidance will impact on our capacity for improvement across the senior phase. It is hoped that a short, medium and longer term plan will help us progress things as quickly as possible.
- 3.7.6 In order to streamline approaches when Levels of Protection change a visual has been developed to clarify the implications of the recently published guidance and is available in Appendix B. The visual illustrates how a change in Level of Protection will impact on the delivery of the Senior Phase and the service will ensure these potential scenarios are taken account of in their work to strengthen the senior phase. It will also help clarify changes required to school Covid controls to ensure compliance and the health and safety of staff and pupils.

3.7.7 With Elected Member approval the format in Appendix B will be adapted into a parent and carer version. Given the rapidly changing context we seek approval to update Appendix B in light of any changes to national guidance and circulate to members of this Committee by way of a Service Update.

3.7.7 It is proposed that the Chief Education Officer report progress of strengthening the senior phase within 3 committee cycles.

4. FINANCIAL IMPLICATIONS

4.1 There are no direct financial implications arising from the recommendations of this report.

5. LEGAL IMPLICATIONS

5.1 The Local Authority has many legal duties including those of:

The Standards in Scotland's Schools Etc. Act 2000

- Duty of education authority in providing school education
- Raising standards
- Requirement that education be provided in mainstream schools

The National Improvement Framework

- Education Authorities are under a duty to endeavour to secure improvement in the quality of education of school education which is provided in the schools managed by them and to carry out the duty with a view to achieving the strategic priorities set out in the National Improvement Framework

The Education (Additional Support for Learning) (Scotland) Act 2004

- Duties with regard to meeting the needs of children and young people with additional support needs.

The Equality Act 2010

- Duty to ensure we are not discriminating disabled learners

6. MANAGEMENT OF RISK

Category	Risk	Low (L) Medium (M) High (H)	Mitigation
Strategic Risk	N/A	N/A	N/A
Compliance	N/A	N/A	N/A
Operational	Risk of not having capacity in all subject areas to deliver on the curriculum.	L	Mitigated by sharing expertise across schools and partner providers. Collaborative working will be key.

	Risk of not achieving positive outcomes for all young people.	M	Mitigated by using data to inform curriculum offer and working to ensure courses on offer reflect the demands of the local economy in terms of skill set.
Financial	Risk of not having sufficient resource	L	Mitigated by realigning services to better meet the needs of our young people in Aberdeen City. Working with partner providers and supporting the continued collaboration between schools to maximise available resources.
Reputational	Risk of not effectively meeting the needs of all learners by not ensuring equity in terms of access to a suitable curriculum.	M	Ensuring appropriate planning, tracking and monitoring to enable all young people to make informed choices in regard to subject choices and pathways.
Environmental / Climate	N/A	N/A	N/A

7. OUTCOMES

<u>COUNCIL DELIVERY PLAN</u>	
Aberdeen City Local Outcome Improvement Plan	
Prosperous Economy Stretch Outcomes	Ensuring a curriculum that is fit for purpose, by providing flexible pathways and considering the local economy, will contribute towards an increase in employment.
Prosperous People Stretch Outcomes	Working with partner providers to develop a senior phase that meets the needs of all learners will help to support our young people into positive sustainable destinations.
Prosperous Place Stretch Outcomes	Underpinning the work of all schools in Aberdeen City is achieving excellence and equity for all.
UK and Scottish Legislative and Policy Programmes	The Education (Additional Support for Learning) (Scotland) Act 2004 <ul style="list-style-type: none"> Duties with regard to meeting the needs of children and young people with additional support needs.

	<p>The Equality Act 2010</p> <ul style="list-style-type: none"> • Duty to ensure we are not discriminating disabled learners <p>The Standards in Scotland's Schools Etc. Act 2000</p> <ul style="list-style-type: none"> • Duty of education authority in providing school education • Raising standards • Requirement that education be provided in mainstream schools <p>The National Improvement Framework</p> <ul style="list-style-type: none"> • Education Authorities are under a duty to endeavour to secure improvement in the quality of education of school education which is provided in the schools managed by them and to carry out the duty with a view to achieving the strategic priorities set out in the National Improvement Framework.
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8. IMPACT ASSESSMENTS

Assessment	Outcome
Impact Assessment	Not required
Data Protection Impact Assessment	Not required

9. BACKGROUND PAPERS

None

10. APPENDICES

Appendix A – Strengthening the Senior Phase
Appendix B – Education Service framework

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Strengthening the Senior Phase

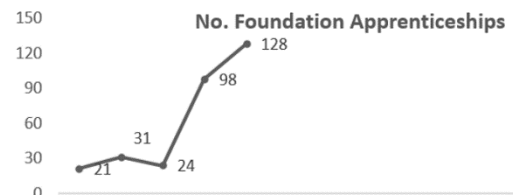
Introduction

Attainment across the senior phase is below that of the virtual comparator, at the lower end of Local Government Benchmarking Framework (LGBF) Family Group data and sitting in the median of LGBF data for the 4 cities. The senior phase continues to be a focus for the education service and wider Community Planning Partnership.



A sharp focus on this area has realised a significant increase in the percentage of young people securing a positive destination in 18/19.

Stronger partnerships are leading to increased breadth being available to young people. This has seen a steady increase in the number of young people embarking on Foundation Apprenticeships. The pandemic has impacted on delivery and uptake in some cases and Skills Development Scotland (SDS) are leading on some proactive work to mitigate this impact on learners.



A significant rise in My World of Work registrations (from 63% in 2019 to 74% in 2020 excluding S1) and the shared promotion and use of the system by schools and SDS is helping young people have a better understanding of their skills and how to build a CV which demonstrates progression in attainment and achievement. This work should be maintained.

The Covid-19 pandemic has had a significant impact on the local economy. The opportunities available to young people in some sectors are now likely to be significantly reduced and changed. It is of critical importance that we proactively review our offer to ensure that our young people are well placed to secure a positive destination.

This paper aims to explore our current state and raise a number of questions to help inform our work to ensure that our offer is well matched to the local economy from August 2021.

Approach to this review

The amendment to SQA award methodology in August 2020 adversely impacted on the quality of data available for 19/20. For the purposes of this analysis pre-appeal SQA data has been used. It should be noted that strong appeals and subsequent awards are not included and marginal improvement would have been anticipated based on data from previous years.

Data from key partners such as SDS is also included to help evaluate the impact of our collective work.

The column structure across most schools is allowing 6 qualifications in S4, 5 in S5 and 4 in S6. There is flexibility within this.

Following a review of curriculum design in 18/19 young people can now gain a wider range of qualifications and achievements such as ASDAN, Crest Awards, Food and Hygiene (REHIS, Heritage Hero, JASS Awards, Saltire Awards, Young Enterprise Exam, Youth Achievement Awards, Dynamic Youth Awards, DofE and John Muir but these are not recorded through SQA or Insight. This makes visibility of the attainment and achievement extremely challenging.

Reflective question:

How can we effectively capture all of the achievements of city young people so that we can make informed decisions around priorities and resource?

Do our skill tracking arrangements enable us to identify suitable learning pathways for young people?

Are there schools who have successfully promoted Foundation Apprenticeships that we can learn from?

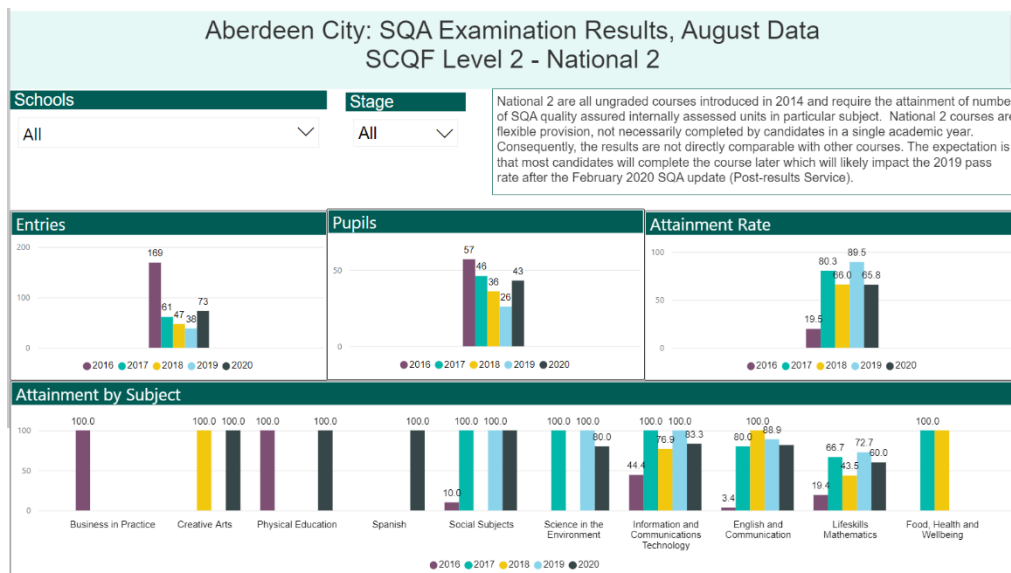
What is the current offer from schools at National 2?

Eight National 2 courses were offered in 2019.

The number of courses has remained reasonably consistent over the last 5 years although the number of entries has dropped from 169 in 2016 to 73 in 2020. This reflects the wider range of courses now on offer.

More young people now successfully complete the course than was the case previously. This suggests that the courses are broadly matched to need with a high number of entries from young people with additional support needs.

Pupils from the ASN wing at Bucksburn Academy represent a high number of entries and Bucksburn Academy offers the broadest range of National 2 courses.



There is no pattern to the provision of National 2 courses. Most schools offer 1 or 2 courses with some making no National 2 provision at all.

Reflective questions:

Do we have a mechanism to share expertise from our special schools?

Are we confident that National 2 courses are offered where appropriate?

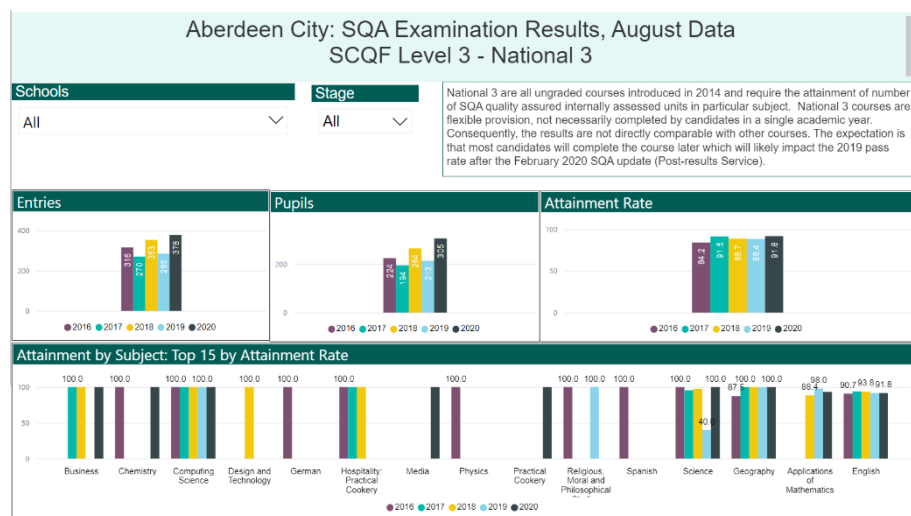
What is the current offer from schools at National 3?

21 courses at National 3 were offered in schools in 2019 (please see Appendix 1)

The number of courses has dropped by 3 from 2016.

In 2016, 316 entries were made for National 3 courses. The number of entries increased to 378 in 2019 and an increase in pass rate is evident from 88% in 2016 to 92% in 2020.

This suggests that the courses are reasonably matched to need but could suggest that some young people entered for a National 3 course may have been able to achieve at National 4.



There is significant variation across schools in terms of the number of courses offered. Almost all schools offer 1 or 2 courses in key subject areas with others such as Dyce, Northfield and Bucksburn offering 6 courses at National 3. This is due to the curriculum being matched to the needs of pupils.

Reflective question:

How could we pool expertise and resource to increase the provision and range of National 3 courses where appropriate?

What is the current offer from schools at National 4?

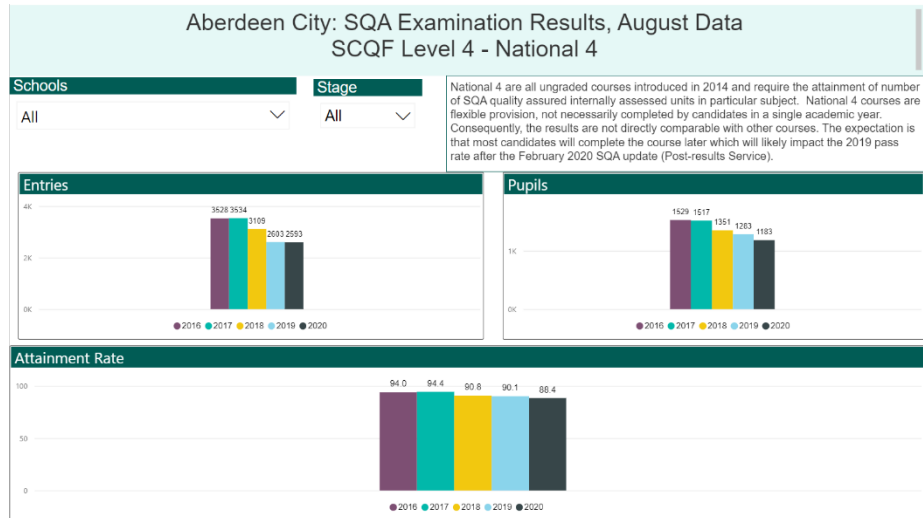
35 National 4 courses are offered, an increase of 1 from 2016 (please see Appendix 2).

The number of entries for a National 4 has decreased from 3528 in 2016 to 2593 in 2020 as young people have been afforded greater choice.

Attainment currently sits at 88% which is lower than the pass rate in 2016 which sat at 94%.

The 88% pass rate is thought to indicate that young people are reasonably matched to a National 4 course. The Skills for Work pass rate at National 4 increased by 35.19 percentage points.

Schools each offer between 14 and 24 courses at National 4. Attainment grades in almost all schools suggest a high level of consistency in moderation practices (attainment of 85%+) across all courses.



Reflective questions:

Could we offer a broader range of National 4 courses better aligned to the local economy and global trends as a partnership and what progression routes would be required in keeping with changes to the local economy?

How do we clarify these progression routes to parents/carers and children and young people – is there something to learn from the ELC Academy?

How do we align our work on tracking skills with the DYW North East and how can the DYW school coordinator post support this agenda?

What has contributed to the dip at National 4?

What is the current offer from schools at National 5?

There has been a fluctuation in the number of presentations at National 5 with 37 less presentations than in 2016.

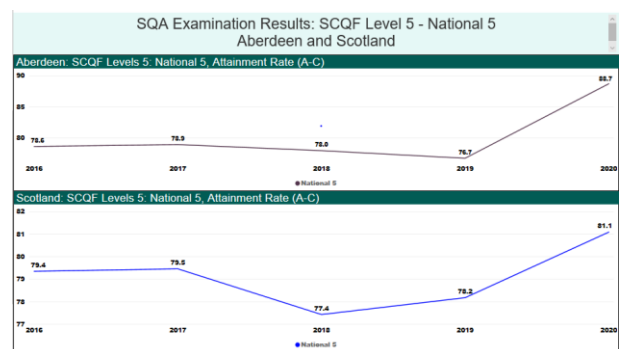
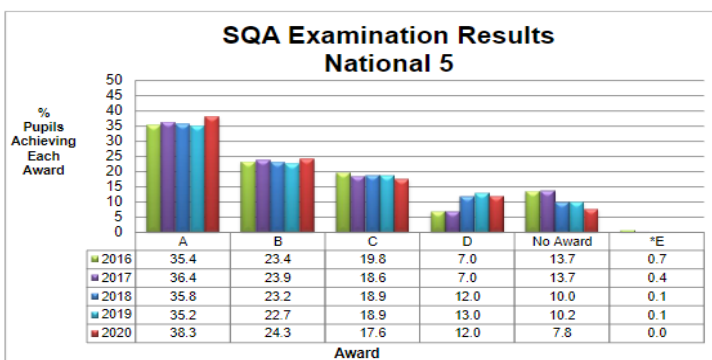
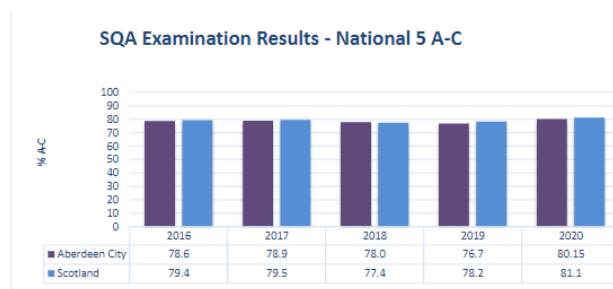
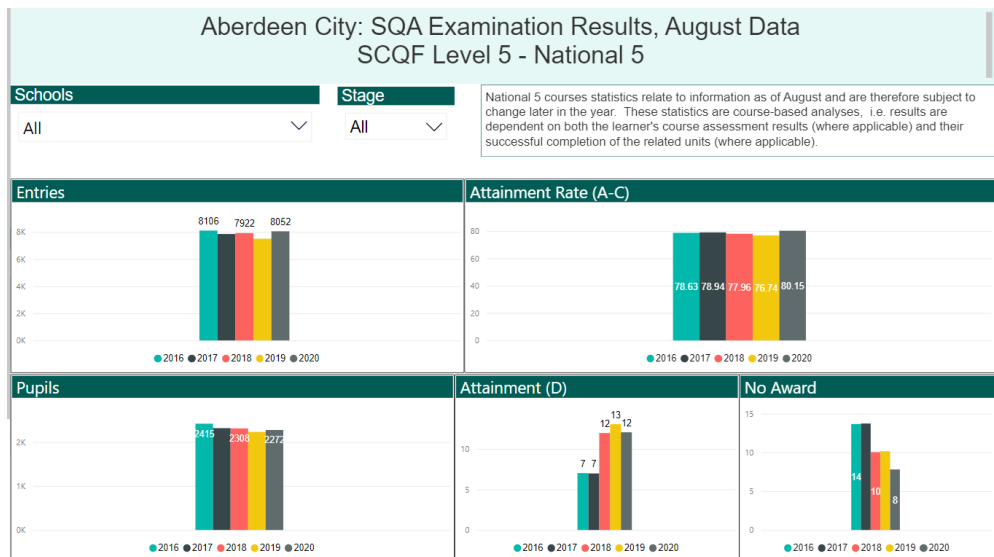
The attainment rate of 80.15%

suggests that young people are generally well matched to course. The Skills for Work pass rate at National 4 decreased.

Schools offer between 19 and 26 courses at National 5 (please see Appendix 3). Attainment grades in almost all schools suggest consistency in moderation practices (attainment of 85%+) across all courses but there is some variability.

The quality of grades has improved with fewer no awards than in previous years. Analysis would suggest a higher proportion of D grades were awarded as a result of the SQA methodology.

The gap between local and national performance has been significantly reduced.



Reflective question:

How do we moderate to remove variation in moderation practices?

What is the current offer from schools at Higher?

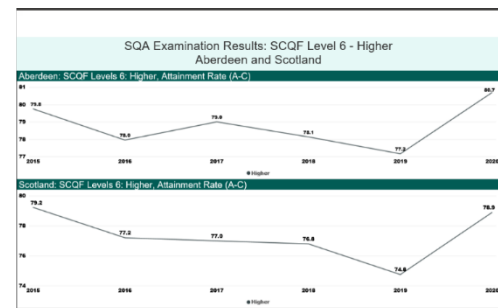
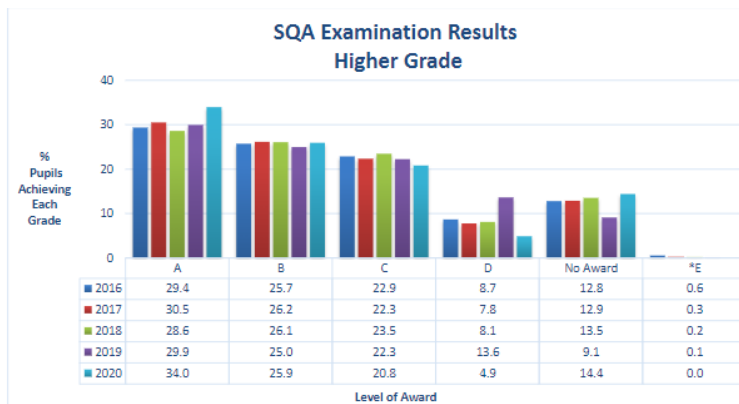
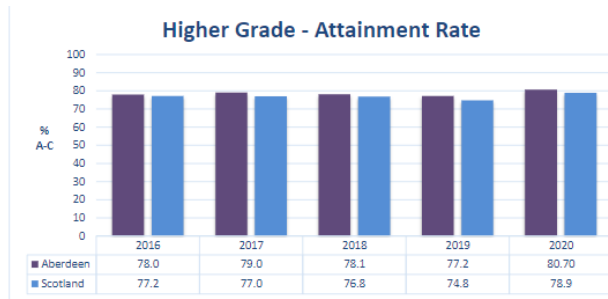
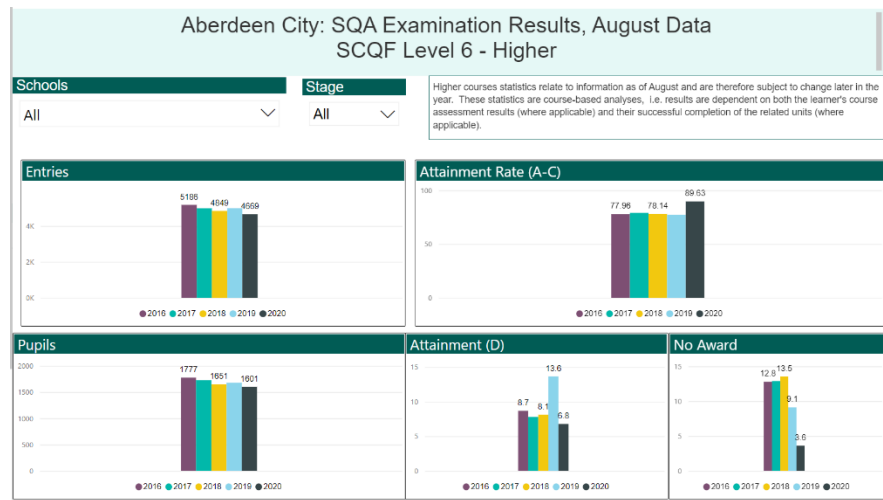
There has been a slight reduction in the number of Higher and Advanced Higher courses available following a review of curriculum with key partners such as SDS. There is evidence that improved breadth is improving attainment.

The overall attainment rate in 2020 is higher than in 2019 with less young people awarded a no award. This is a steady and positive trend.

The attainment rate for Higher is up by 3.53 percentage points and is the highest since 2015. This sits significantly higher than the attainment rate for Scotland at 78.9%. Most candidates were in S5 but a small number of youngsters in earlier year groups are presented where appropriate.

Schools offer between 14 and 23 higher courses (see Appendix 4) and there is evidence of consistent moderation practices (attainment of 85%+) in almost all schools across all courses.

School course choice is directly linked to available staffing.



Reflective question:

How could we utilise some subject specialists to open up opportunities across the city?

What is the current offer from schools at Advanced Higher?

There were 100 entries more entries than in 2019 with 648 entries made in 2020 for Advanced Higher courses.

The attainment rate of 86.11% is the highest in the last 5 years, with a three year improvement trend.

98% of entries for Advanced Higher courses in 2020 were from 6th year candidates. The city exceeds the attainment rate for Scotland. The city has strong and consistent performance at Advanced Higher.

There is evidence of improvement in terms of the quality of grades.

Schools offer between 1 and 16 Advanced Higher courses with the number of young people accessing Advanced Higher courses ranging from 1 to 179 across the city (see Appendix 4).

Schools with low numbers take advantage of the City Campus to ensure young people can access their course of choice.

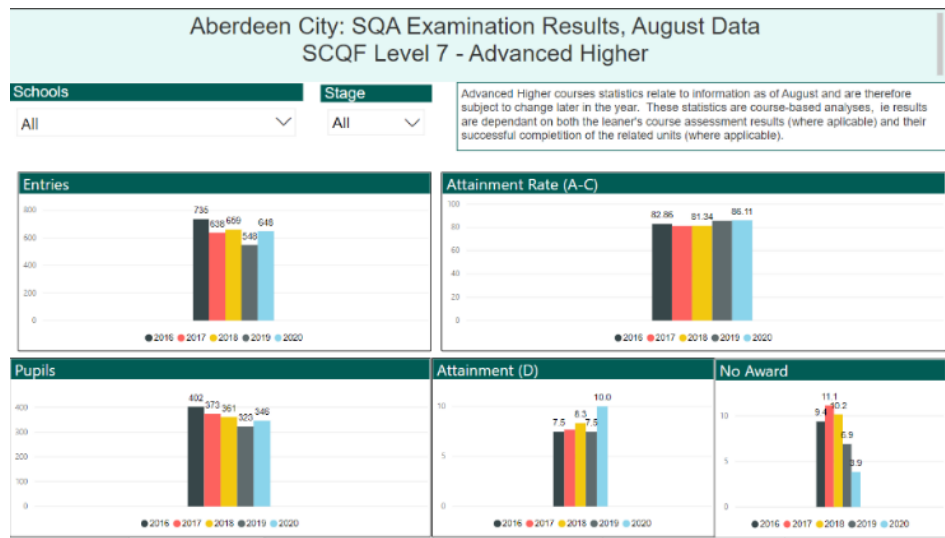
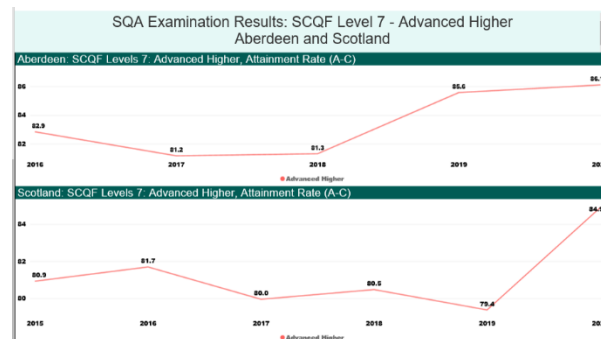
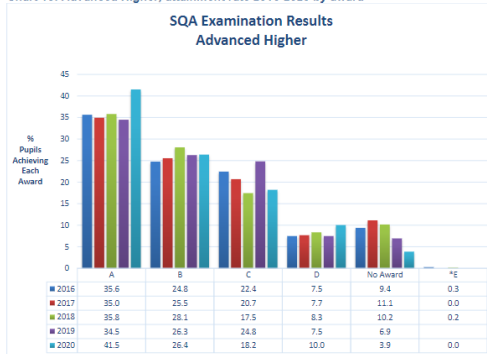


Chart 14: Advanced Higher, attainment rate 2016-2020 for Aberdeen City and Scotland



Chart 15: Advanced Higher, attainment rate 2016-2020 by award



For the most part course choices reflect the staff available. The current provision of courses will require review to ensure that the offer effectively feeds the post COVID employability pipeline.

Reflective question:

What is the best delivery method for Advanced Higher?

Could digital help us increase update where appropriate?

The city campus provides a mechanism for additional courses to offered in schools accessible to all city students. Common elements of the timetable allow young people to travel to access courses which are not available in their school such as some Advanced Higher courses.

Course	No of courses in 20 -21	No of courses 19-20	No of courses 18 - 19	No of courses 17 - 18
Accounting H	5	22	20	
Biology AH	22	17	16	21
Business Mgt. AH			23	16
Chemistry AH	13	14	7	1
Chemistry H	8	15		
Computing AH			10	
Computing H	9	9	5	23
Dance H	9	5	6	16
DramaAH	2		10	22
English AH	13	14	16	27
Economics H			40	40
ESOL H/N5	19	17	10	20
French AH	3	4	6	7
French H	3	10	8	8
Gaelic beginners	1		1	
Gaelic N5/H			1	
Geography AH	4	11	16	13
German H	2		1	10
German N5		1	2	9
Graph Comm AH			9	16
History AH	5	28	10	22
Mandarin N4/5	1		3	
Mandarin H				2
Mandarin AH		1		
Maths of Mechanics AH			6	20
Modern Studies AH	13	20	22	26
Moving Image Arts AS		2		
Physics AH	27	28	24	44
Saks Hair Academy			5	6
Total	159	218	277	369

The number of young people engaging with the City Campus offer has steadily decreased over the last few years. There is a need to understand this reduction more fully in order to determine next steps.

Reflective question:

What are the barriers to the City Campus?

Would there be greater opportunities for collaboration with shared timetabling?

Consortium arrangements

Bucksburn and Dyce Academies are located 2 miles apart and enjoy consortium arrangements to enable pupils from each school to follow courses which may not be on offer in their school or fit with other choices. This allows both schools to offer a greater number and wider choice of courses than would be normal for schools of our size. Staff at Dyce and Bucksburn Academy work closely together to ensure that courses are of high quality and that pupils' progress is tracked and monitored. There is regular communication between both schools with regard to issues of attendance and progress, in order to communicate effectively with parents. Pupils are transported between the schools, free of charge, by shuttle bus which runs at registration, break, lunchtime and end of school day. The 'link' is used by large numbers of pupils in fifth and sixth year.

Reflective question:

Are there opportunities to employ staff across schools?

What is the current offer from College?

A number of young people attend school link courses at college which, along with the City Campus arrangements, further enhances the range of options available to our young people and ensures flexible pathways.

The school link offer from College sees young people able to participate in a course where the numbers from one school would not be viable to offer a course, where the expertise is not present in a Secondary school and/or where the teaching space required is not feasible within a school setting. Furthermore, the school link offer gives young people an opportunity to get a sense of college life, helps to inform the choices they make for the future and builds resilience by presenting new challenges in a new context.

The offer from College also helps to ensure equity in the senior phase by allowing all young people across the city the opportunity to access a range of courses and qualifications, as well as providing targeted support where appropriate. A total of 649 young people attended school link courses at the college in 2019. Higher Psychology was the most popular course available.

Faculty	2017-18		2018-19		2019-20	
	Total Enrolments	Completed Successful %	Total Enrolments	Completed Successful %	Total Enrolments	Completed Successful %
Engineering & Construction at Altens	253	83%	334	73%	86	67%
Business Enterprise at City	5	80%	68	99%	52	77%
Care Professions at City	228	85%	275	81%	128	63%
Creative Industries at City	121	83%	129	93%	59	93%
Computing Technologies & Science at City	118	94%	133	88%	56	70%
Social Sciences, Tourism & Hospitality at City	658	88%	633	75%	215	73%
Hair, Beauty & Sport at City	225	88%	329	88%	158	81%

For the purposes of schools groups “completed successful” means achieving the group award or 70% of the course (if not a group award). The SCQF level would depend on the exact qualification e.g. social sciences will be level 4 to 6.

Levels of qualification range between SCQF level 2- 3 for supported programmes and SCQF level 4 - 6 for others. A small number undertake Advanced Higher last year.

A range of qualifications are offered as part of the school links programme – National Awards, NPA’s, Highers, Foundation Apprenticeships, City & Guilds and College Certificates

Increasing numbers of young people drop out of opportunities.

Academic Year	No. of Withdrawals
17-18	95
18-19	98
19-20	163

Reflective question:

What contributes to dropping out? Do supports have to be reviewed and what are the employer contributions?

Courses delivered by Bon Accord Care

Twelve young people are enrolled in a Foundation Apprenticeship. This is being delivered by Bon Accord and is the first cohort to be involved in an FA delivered by them in the City. Six of the young people are from St Machar and six are from Lochside Academy. This course is delivered in school which has helped to engage young people who may otherwise not have taken an FA.

Reflective question:

Is digital delivery a long term option?

Courses delivered by Aberlour

Aberlour had 10 Foundation Apprentices - Social Services Children and Young People 2019-20 which were delivered within St. Machar Academy. Delivery of the FA continued online during Lockdown to ensure that the pupils had every opportunity to achieve the qualification and all successfully completed.

For this academic year 2020-21 Aberlour have a total of 12 Foundation Apprentices for the same framework being delivered within St Machar and Lochside Academy. The course started online in June with the school change of timetable.

SHMU

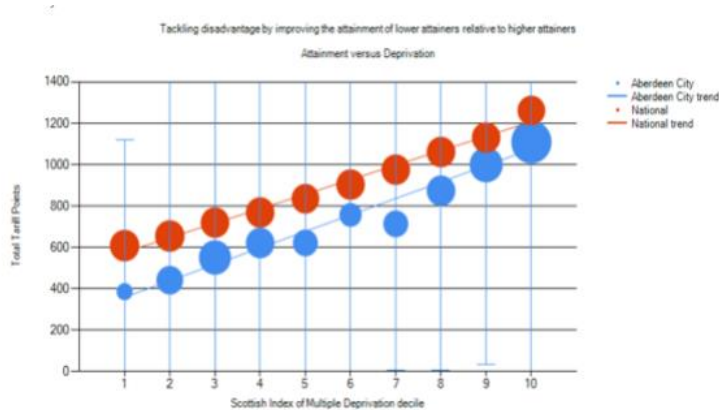
Shmu work closely with Lochside Academy and have done since the school opened. They have been supporting initiatives in S1, S2 and a leavers course in the Senior Phase. The work has been funded by the Building Brighter Futures Fund.

What is the impact of our collective efforts?

Attainment versus deprivation

This measure looks at how well young people attain across all SIMD deciles.

In SIMD 1-8 performance is below the national trend, the gap decreases at SIMD 9 and 10.



This suggests that the curriculum doesn't offer sufficient flexibility for those living in the lower deciles. This is also apparent when looking at SQA data. There is some evidence that the gap is likely to decrease as Insight data is released in January although definitive proof is likely to be hard to gather due to the change in SQA accreditation methodology.

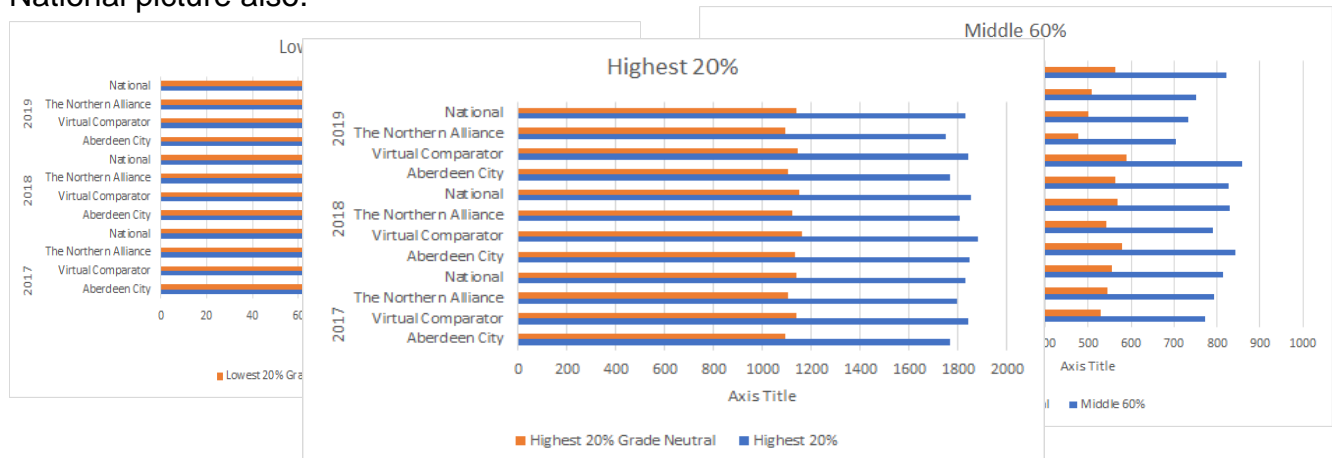
Reflective question:

Do the learning pathways available in each secondary school reflect the unique circumstances of the school community?

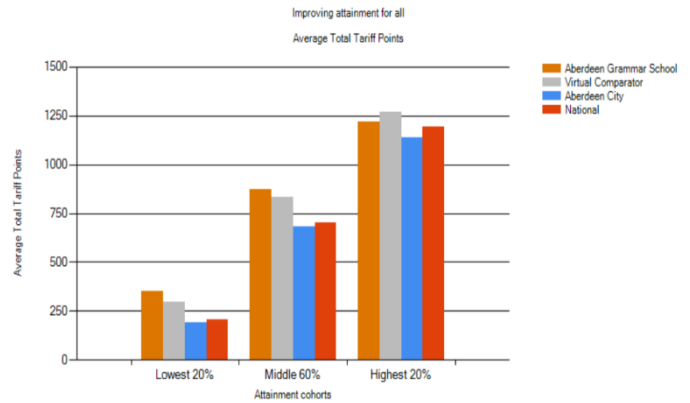
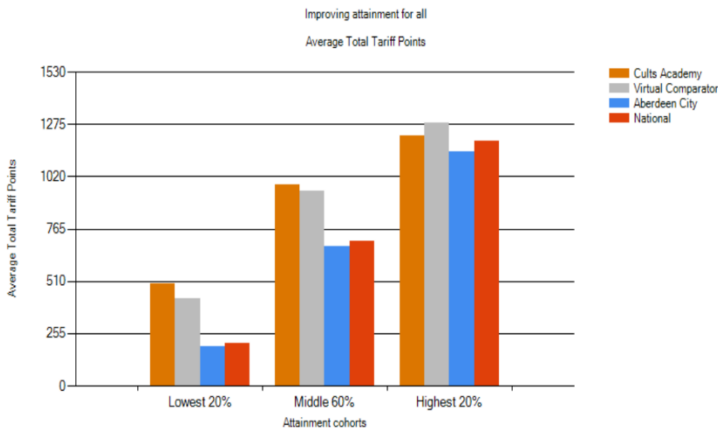
Could we utilise Power BI to give us a better picture of the full range of courses to support our analysis?

Improving attainment for all

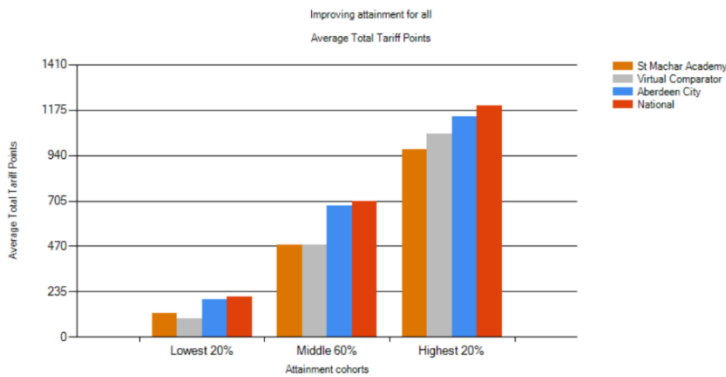
This measure looks at how young people living in the lowest, middle and highest SIMD brackets perform and provides further evidence of a need to reset the curriculum in some schools. There is considerable variation from school to school. The sample below helps to illustrate this by providing examples of where individual schools have seen the attainment of the lowest 20% and Middle 60% outperform their Comparator and in some cases the National picture also.



However, there are schools who buck that trend.



And critically there are schools in priority areas who are beginning to buck the trend.



Reflective questions:

Would there be value in an Aberdeen challenge?

How do we continue to share best practice to build capacity for improvement across the city?

Four Cities Comparison

Comparing the 4 cities in Scotland paints a more positive picture.

Year	Authority	Lowest 20%	Lowest 20% Grade Neutral	Middle 60%	Middle 60% Grade Neutral	Highest 20%	Highest 20% Grade Neutral	Number in Cohort
2017	Aberdeen City	231	174	709	479	1146	675	1387
	Edinburgh, City of	223	171	743	500	1253	746	2913
	Glasgow City	199	153	609	424	1129	686	4075
	Dundee City	208	160	614	425	1057	647	955
	National	238	180	725	491	1189	711	45371
2018	Aberdeen City	217	162	725	490	1131	674	1301
	Edinburgh, City of	222	171	777	519	1263	740	2971
	Glasgow City	195	150	619	433	1127	694	4028
	Dundee City	197	149	639	439	1089	658	1110
	National	235	177	730	496	1188	711	44351
2019	Aberdeen City	194	145	681	453	1141	671	1412
	Edinburgh, City of	198	153	741	494	1266	750	2890
	Glasgow City	171	133	584	402	1144	695	3978
	Dundee City	171	129	621	416	1122	680	1041
	National	209	158	704	474	1196	717	44032

Aberdeen City has seen higher attainment amongst pupils in the lowest 20% than the three other cities (apart from Edinburgh in 2018 and 2019). All four cities have been below the National picture. This suggests that urban local authorities have particular challenges and this is worthy of further exploration.

Aberdeen City, Glasgow and Dundee have been below the National picture for attainment amongst the Middle 60% in all three years. Only Edinburgh has been above the National picture each year. The same can be said for the attainment in the Highest 20%.

Improving attainment in literacy and numeracy

Literacy and numeracy measures show a steady decline in performance. Further analysis suggests that the extreme shortage of teachers of English and Maths significantly impacted on city performance. The considerable variation at school level can be matched to levels of vacancy in these key subject areas. There is early evidence that literacy is improving.

Performance in Literacy and Numeracy at SCQF Level 4 and 5, was lower than the Virtual Comparator, Northern Alliance and National % in 2018 and 2019. Indeed, apart from Level 4 Literacy and Numeracy in 2017, Aberdeen City has performed lower than its Virtual Comparator, the Northern Alliance and the National picture.

Reflective questions:

How can we offer a greater range of courses to ensure young people leave school with improved attainment in literacy and numeracy?

What additional support is required to realise improvement in this area?

How do we approach any future staffing shortages to mitigate the risk to young people?

Destinations by school

A recent focus on learning pathways is realising rapid improvement. The % of leavers in a positive destination rose from 90.84% in 16/17 to 93.74 in 2018/2019. This growth is more rapid than that of the national and virtual comparator.

Exploring destinations by school against their virtual comparator lets us see both how the post school choices/opportunities taken advantage of by young people differ from schools serving a similar community. Those with the highest levels of destinations into employment are likely to feel the impact of the pandemic first.

Centre	% Employed	% Further Education	% Higher Education	% Not known	% Personal Skills Development	% Training	% Unemployed Not Seeking	% Unemployed Seeking	% Voluntary Work
Aberdeen Grammar School	6.81	26.7	60.73			1.57	0.52	1.57	2.09
Virtual Comparator	19.9	19.11	54.92	0.21	0.31	2.04	0.89	1.88	0.73
Bridge Of Don Academy	23.97	32.23	40.5			2.48		0.83	
Virtual Comparator	27.02	29.67	35.04	0.25	0.41	1.98	1.49	3.55	0.58
Bucksburn Academy	15.13	31.09	38.66	0.84	5.88	3.36	1.68	3.36	
Virtual Comparator	25.13	33.53	28.99	0.42	1.93	3.61	2.69	2.61	1.09
Cults Academy	8.28	14.65	74.52			1.91			0.64
Virtual Comparator	20.06	15.86	58.03	0.25	0.57	2.1	0.57	1.46	1.08
Dyce Academy	28.42	20	45.26	2.11		1.05	2.11	1.05	
Virtual Comparator	24.32	23.89	46	0.32		1.89	0.95	2	0.63
Harlaw Academy	13.02	39.64	39.05	0.59		1.18	1.18	4.73	0.59
Virtual Comparator	23.67	35.56	28.4	0.71	0.83	5.68	1.3	3.55	0.3
Hazlehead Academy	14.63	35.37	42.07	1.22		1.22	3.05	2.44	
Virtual Comparator	25.98	28.23	36.34	0.18	0.79	2.68	1.46	3.54	0.79
Lochside Academy	21.63	47.6	18.75	1.92		0.96	0.48	8.17	0.48
Virtual Comparator	26.3	33.65	26.11	0.58	0.38	5.67	2.21	4.66	0.43

Northfield Academy	35.29	42.86	5.88	0.84		5.04	0.84	9.24	
Virtual Comparator	29.24	40.25	14.62	0.67	0.25	6.64	1.93	6.05	0.34
Oldmachar Academy	21.98	28.02	41.21	1.65		2.2	0.55	3.85	0.55
Virtual Comparator	25.55	24.4	43.79	0.27	0.27	2.14	0.88	2.03	0.66
St Machar Academy	15.69	43.14	24.84			2.61	5.88	7.19	0.65
Virtual Comparator	22.29	39.22	22.42	0.85	0.59	6.99	2.61	4.64	0.39

Only Northfield and Dyce Academy see more young people secure employment than their virtual comparator. There is clear evidence of a higher number of young people entering Further education with the exception of Dyce, Bucksburn and Cults Academies and this is worthy of further exploration.

Aberdeen City has 2 universities and it would be reasonable to anticipate higher than average Higher Education figures. Most schools have a higher than anticipated number of young people entering Higher Education with the exception of Oldmachar, Northfield, Lochside Academies. The Dyce figure is broadly in keeping with their virtual comparator.

Reflective question:

Are Higher Education opportunities promoted equally in all city schools?

How do we protect the group of young people likely to be seeking employment given their immediate vulnerability?

What can be learned from winter leaver programmes to support positive destinations?

In almost all cases, destination data is effectively followed up, there has been considerable improvement in this area of late.

Personal skills development is only seen in Bucksburn, this reflects the provision for children with additional support needs at Bucksburn Academy.

An improving picture of the number of young people 'in training' reflects the recent work to support pathways to Apprenticeships. Harlaw, Lochside and St Machar are significantly below their comparator school in this area, however they have higher numbers in further/higher education.

Northfield, Lochside and St. Machar have a significantly higher number of young people 'Unemployed seeking' next to their virtual comparator. St. Machar also has a higher % of young people 'Unemployed and not seeking'. This could suggest that further targeted support is required to capture these young people and help them secure a relevant and sustainable positive destination.

Reflective questions:

Is there an opportunity to build SQA accredited personal development awards into PSE to benefit young people?

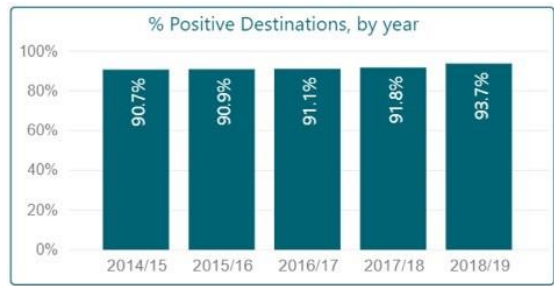
Is there evidence of insufficient pace which impacts on attainment and progression routes?

Some interesting data emerges when you look at the number of school leavers who head into further education.

School	No enrolled at Aberdeen City Campus	No enrolled at Altens Campus	No enrolled at Fraserburgh Campus	Total enrolled at NESCol with school leaver year stated (2019)	No of school leavers in 2019 (supplied from ACC)	% of school leavers coming to NESCol
Aberdeen Grammar	44	9	0	53	221	24%
Bridge of Don	32	13	0	45	93	48%
Bucksburn Academy	43	6	0	49	137	36%
Cults Academy	28	2	0	30	149	20%
Dyce Academy	26	5	1	32	119	27%
Harlaw Academy	65	7	0	72	136	53%
Hazlehead Academy	61	12	0	73	155	47%
Lochside Academy	65	25	0	90	160	56%
Northfield Academy	36	14	0	50	96	52%
Oldmachar Academy	35	18	1	54	125	43%
St Machar Academy	53	10	0	63	129	49%

Positive Destinations

The most current School Leaver Destination Rate has increased from 91.8% in 2018 to 93.7% in 2019 and the current Anticipated Leave Date is 98.1% (second highest in Scotland), compared to 77% in March 2018. This positive data was collected in June 2020 – the in year data is currently sitting at 79.3.



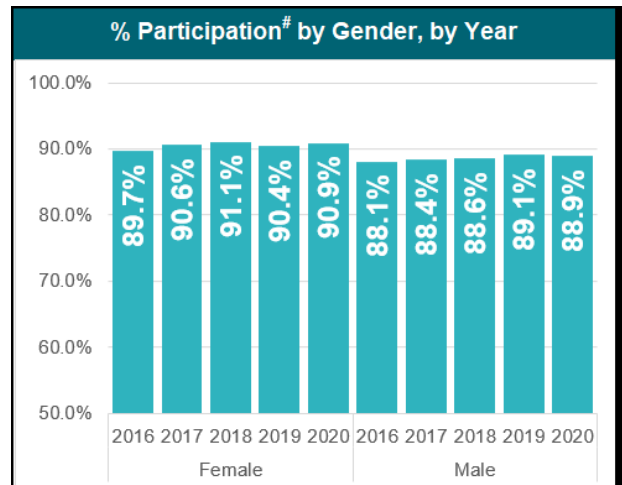
The National SLDR average sits at 92.2%, compared to 90.8% March 2018. This is a significant improvement in a two-year period.

Participation Measure

The participation measure has improved overall but male students should be monitored closely as gains are recorded for females only. This is worthy of further investigation.

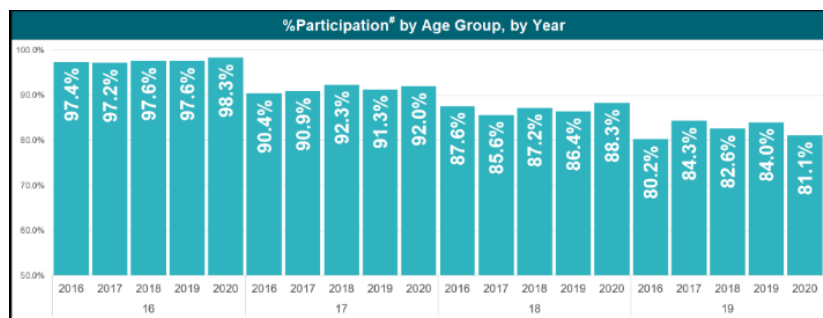
Participation rates by females have been consistently higher, and remained over 90% since 2017.

Male participation rates have seen a slight decrease from 2019, although still remain slightly higher than in 2016.



If we look at participation by age group, we see a drop in participation year on year. 16-year olds have consistently seen the highest levels of participation, with those ages 19 the lowest.

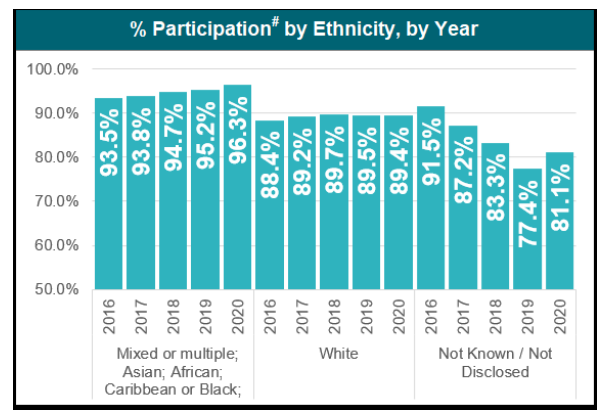
All year groups have seen an increase when comparing 2016 and 2020. It should be noted however that those aged 19 have seen a decrease from 2019 to 2020.



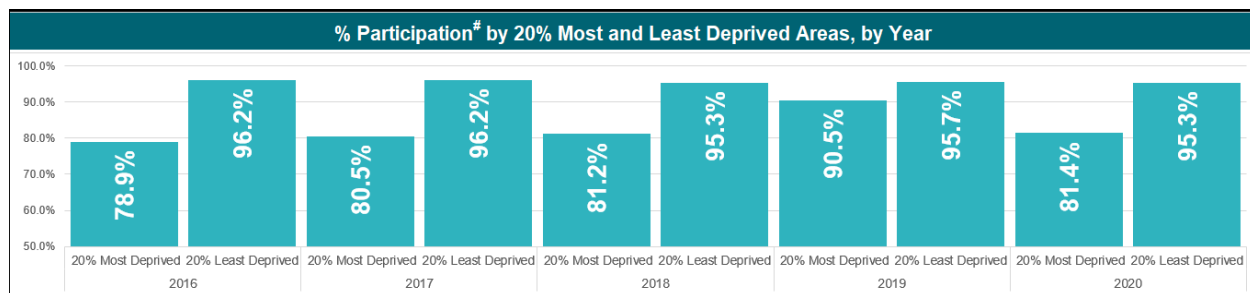
There has been an increase of 3.3% in the participation rates of persons that identify as disabled.

There remains a gap of around 2% between those who identify as disabled and not identified as disabled.

SIMD decile 1 and 2 have seen a decrease in participation rates. SIMD decile 2 has however experienced a more positive trend.



Participation rates continue to be higher amongst SIMD Deciles 4-10, with decile 10 having the highest level every year.



2019 saw the smallest gap in participation rates between the most and least deprived of only 5.2%. 2019 was also the year with the highest levels of participation amongst the most deprived of 90.5%.

When comparing 2016, 2017, 2018 and 2020, the gap between the most and least deprived has been in decline. The gap has gone from 17.3% to 13.9%.

The percentage of participation by location within Aberdeen city shows that an increase has been experienced by 29 out of the 48 localities. Thus 60% has seen an increase in the number of young people aged 16-19 participating in education, training or employment. Furthermore, 56% of localities show participation rates of over 90%.

Ferryhill North (11.9%), Hanover North (17.1%) and Seaton (14.1%) have seen the largest increases over the four-year period. Conversely, Stockethill (6.4%), Torry West (9.4%) and Oldmachar West (5.7) have recorded the highest decrease in participation rates.

<https://www.skillsdevelopmentscotland.co.uk/publications-statistics/statistics/annual-participation-measure/?page=1&statisticCategoryId=7&order=date-desc>

Other data

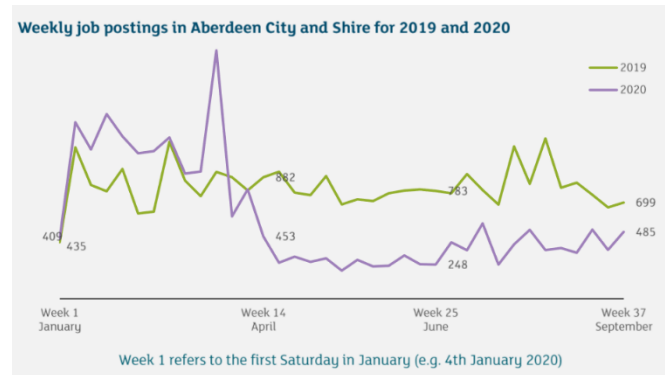
The percentage of targeted senior phase young people in school who have received a one-to-one engagement and expressed overall satisfaction with the careers service is 97% which is above the national average and reflective of the excellent support offered by the service.

What do we need to take account of when planning a curriculum for 2021

There has been a significant reduction in the number of weekly job postings in the city. The number of individuals facing redundancy is proportionately far higher in Aberdeen City than in other parts of Scotland.

Young People are a particularly vulnerable group who will be significantly impacted by COVID-19. Youth unemployment (16-24) currently sits at 14.5% for Scotland.

There is widespread agreement that those who leave education over the next few years will be negatively impacted than their peers who left school pre-lockdown. There are some groups of young people who will be impacted more than others and these include:



- Those who are disabled - potential for less extensive pathways being available to support transition and employment opportunities
- Girls – most likely to leave school and take up relatively low skilled jobs in sectors which have diminished
- Those living in poverty as levels of poverty and all of the risk associated with living in poverty will have been exacerbated by the pandemic. The gap will have widened.
- Those experiencing poverty for the first time (Aberdeen is currently a redundancy hot spot)
- Those who are BAME – a community more likely to be unemployed, on zero hour contracts, and occupying low paid and in ‘at risk’ roles and so there is likely to be reduced employment opportunities;
- Care Experienced Young People – already at a disadvantage in accessing employment, training, etc and sustaining that. They will be pushed further down the labour queues.

All research highlights that there will be a long lasting and extensive impact which will include:

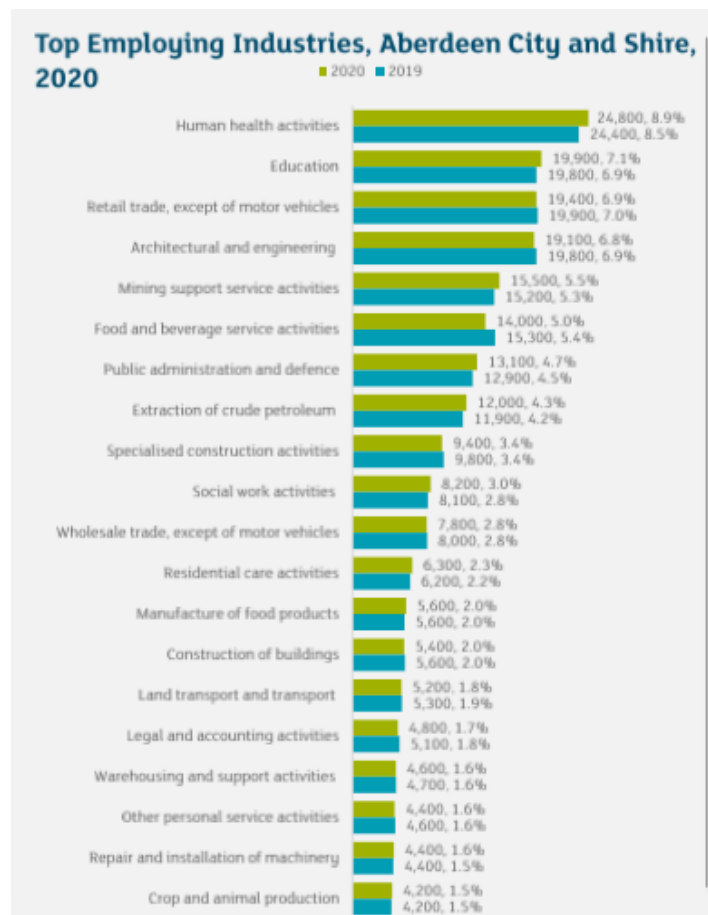
- A reduction in salaries for young people and those in low skilled roles (a young person in a low skilled role will be paid around 17% less that they would have been pre-COVID-19)
- A reduction in the number of apprenticeship opportunities due to a reduction in available opportunities and concerns around health and safety requirements
- A likely reduction in the number of physical opportunities for work experience
- Loss of opportunities in previously popular sections such as hospitality
- Increased number will choose to stay on at school perceiving it to be the safest option
- Decreased opportunities (there has been an 80% decrease in recruitment across the city)
- Young people feeling uncertain of their futures and requiring a high level of support to ensure positive mental wellbeing. An increase in mental health issues in young people and their families is anticipated.
- The curricular choices made previously may no longer equip young people with the skills they require

There has been a significant change in the top employing industries and this is likely to continue to change as we move through the recovery stage. In the short- term demand is likely to be from:

- Human health and Social Work;
- Education, including Child Care;
- Retail;
- Food and Drink;
- Digital,
- Construction;

Medium-term term more likely in:

- Tourism
- Digital and Green Energy,
- Wholesale and Retail,
- Health and Social Care;
- Life and Chemical Sciences,
- Accommodation and Food Services
- Manufacturing and processing



What can we do to give our young people the best possible chances in the future?

All of the research would suggest a need to:

- increase the digital skills of all learners
- prioritise the building of resilience, agility and adaptability
- review our curriculum offer in light of growth sectors such as Energy Transitions, The Health and Social Care Sector and Life Sciences
- collectively prioritise our energies around school leavers, but in doing so recognise that the younger age group (S3 and S4) will be impacted by the longer-term economic scarring effects and ensure that they are also appropriately supported
- ensure the availability of and ease of access to mental health support, and early identification of indicators of difficulties being experienced
- encourage young people to get involved in volunteering opportunities to build their skill set, and CV and make up for some of the work experience gaps
- introduce Apprenticeship Pathway programmes for those finding Employer led programmes or employment difficult to find
- use all available resource to support vulnerability in the system – how can the new Developing the Young Workforce (DYW) School employer co-ordinators help free up resource to support winter leavers for example

- Continue to embed the entitlements of the Career Education Standard, Career Management Skills and DYW priorities into the curriculum
- Positively use parent and carers as key influencers? Do we build a digital site with information on the different pathways available in growth sectors to support parents and carers and young people to make positive choices?

There is a need to carefully monitor the skills required to support the local economy



Appendix 1

August 2020: SCQF Level 3, All Stages

Level 3				
School	Subject	School	Subject	
Bridge Of Don Academy Dyce Academy	Administration and IT	Aberdeen Grammar School Harlaw Academy	English for Speakers of Other Languages	
Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Applications of Mathematics	Northfield Academy	Fashion and Textile Technology	
		Harlaw Academy Northfield Academy	French	
		Hazlehead Academy	Gaelic (Learners)	
		Oldmachar Academy	Geography	
		St. Machar Academy	History	
		Lochside Academy	Media	
		Northfield Academy Oldmachar Academy	Modern Studies	
		Bucksburn Academy Dyce Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Art and Design	Northfield Academy
Bucksburn Academy	People and Society			
Bucksburn Academy	Physical Education			
St. Machar Academy	Practical Cookery			
St. Machar Academy	Science			
Dyce Academy	Business			
Lochside Academy	Chemistry			
Dyce Academy	Computing Science			
Bucksburn Academy	Drama			
Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Dyce Academy Harlaw Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	English			

Appendix 2

August 2020: SCQF Level 4, All Stages

Level 4			
School	Subject	School	Subject
Bridge Of Don Academy Bucksburn Academy Dyce Academy Hazlehead Academy Northfield Academy Oldmachar Academy St Machar Academy	Administration and IT	Hazlehead Academy Lochside Academy	German
		Aberdeen Grammar School Bridge Of Don Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Graphic Communication
Bridge Of Don Academy Bucksburn Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy St Machar Academy	Applications of Mathematics	Cults Academy Harlaw Academy	Health and Food Technology
		Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	History
Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Art and Design	Oldmachar	Mandarin (Simplified)
		Oldmachar Academy Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy	Mathematics

Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy	Biology	Oldmachar Academy St Machar Academy	
		Hazlehead Academy	Media
Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy	Business	Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Modern Studies
Bucksburn Academy Cults Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Chemistry	Aberdeen Grammar School Bucksburn Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Oldmachar Academy St Machar Academy	Music
Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Lochside Academy Oldmachar Academy	Computing Science	Harlaw Academy Lochside Academy	Music Technology
		St. Machar Academy	People and Society
		Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy	Physical Education

Aberdeen Grammar School Cults Academy Lochside Academy Oldmachar Academy	Design and Manufacture	Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	
Aberdeen Grammar School Harlaw Academy Hazlehead Academy Lochside Academy St Machar Academy	Drama	Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Physics
Aberdeen Grammar School Dyce Academy St Machar Academy	Engineering Science	Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Dyce Academy Harlaw Academy Hazlehead Academy Northfield Academy Oldmachar Academy St Machar Academy	Practical Cookery
Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	English	Aberdeen Grammar School Bridge Of Don Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy St Machar Academy	Practical Metalworking
Aberdeen Grammar School Bucksburn Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	English for Speakers of Other Languages	Bridge Of Don Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Religious, Moral and Philosophical Studies
Northfield Academy	Fashion and Textile Technology	Hazlehead Academy Northfield Academy St Machar Academy	Science
Northfield Academy Aberdeen Grammar School Bridge Of Don Academy Cults Academy Harlaw Academy Hazlehead Academy Lochside Academy	French		

Oldmachar Academy St Machar Academy		Aberdeen Grammar School Bridge Of Don Academy Dyce Academy	Spanish
Hazlehead Academy	Gaelic (Learners)	Lochside Academy	Sport and Recreation
Hazlehead Academy	Gaidhlig	Bridge Of Don Academy Harlaw Academy	Travel and Tourism
Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Geography	Lochside Academy St Machar Academy	

Appendix 3

August 2020: SCQF Level 5, All Stages

Level 5			
School	Subject	School	Subject
Aberdeen Grammar School Cults Academy Lochside Academy Oldmachar Academy	Accounting	Hazlehead Academy	German
Bridge Of Don Academy Bucksburn Academy Dyce Academy Hazlehead Academy Northfield Academy Oldmachar Academy St Machar Academy	Administration and IT	Aberdeen Grammar School Bridge Of Don Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Graphic Communication
Bridge Of Don Academy Bucksburn Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Applications of Mathematics	Cults Academy Harlaw Academy Hazlehead Academy	Health and Food Technology
Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Art and Design	Bridge Of Don Academy Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Health Sector History
Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Biology	Bucksburn Academy Lochside Academy Northfield Academy Oldmachar Academy Oldmachar Academy Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy	Laboratory Science Mandarin (Simplified) Mathematics

Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy	Business Management	Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	
Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Chemistry	Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Modern Studies
Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Lochside Academy Oldmachar Academy	Computing Science	Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Music
		Cults Academy Harlaw Academy Lochside Academy	Music Technology
Hazlehead Academy Northfield Academy Oldmachar Academy	Creative Industries	Lochside Academy	Philosophy
Hazlehead Academy	Dance	Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Physical Education
Aberdeen Grammar School Cults Academy Lochside Academy Oldmachar Academy	Design and Manufacture		
Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy	Drama	Aberdeen Grammar School	Physics

Hazlehead Academy Lochside Academy St Machar Academy		Bridge Of Don Academy Bucksburn Academy Cults Academy	
Northfield Academy	Energy	Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	
Aberdeen Grammar School Cults Academy Dyce Academy Harlaw Academy Lochside Academy St Machar Academy	Engineering Science	Dyce Academy Hazlehead Academy	Practical Cake Craft
Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	English	Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Northfield Academy Oldmachar Academy St Machar Academy	Practical Cookery
Aberdeen Grammar School Bridge Of Don Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Oldmachar Academy St Machar Academy	English for Speakers of Other Languages	Aberdeen Grammar School	Practical Electronics
		Lochside Academy	Practical Metalworking
		Aberdeen Grammar School Bridge Of Don Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Practical Woodworking
Northfield Academy	Fashion and Textile Technology	Lochside Academy	Psychology
Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	French	Bridge Of Don Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Religious, Moral and Philosophical Studies
		Aberdeen Grammar School Bridge Of Don Academy Cults Academy Dyce Academy Lochside Academy Oldmachar Academy	Spanish

Hazlehead Academy	Gaelic (Learners)	Aberdeen Grammar School	Sport and Recreation
Aberdeen Grammar School	Geography	Dyce Academy	Travel and Tourism
Bridge Of Don Academy		Lochside Academy	
Bucksburn Academy		Bridge Of Don Academy	
Cults Academy		Harlaw Academy	
Dyce Academy		Hazlehead Academy	
Harlaw Academy		Lochside Academy	
Hazlehead Academy		Northfield Academy	
Lochside Academy		Oldmachar Academy	
Northfield Academy		St Machar Academy	
Oldmachar Academy		Aberdeen Grammar School	Urdu
St Machar Academy			

Appendix 4

August 2020: SCQF Level 6, All Stages

Level 6			
School	Subject	School	Subject
Aberdeen Grammar School Cults Academy Dyce Academy Harlaw Academy Lochside Academy Oldmachar Academy	Accounting	Hazlehead Academy	German
Bridge Of Don Academy Bucksburn Academy Dyce Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Administration and IT	Aberdeen Grammar School Bridge of Don Academy Hazlehead Academy Lochside Academy Old Machar Academy St. Machar Academy	Graphic Communication
Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Art and Design	Hazlehead Academy	Health and Food Technology
Aberdeen Grammar School Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Biology	Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy	History

Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy	Business Management	Northfield Academy Oldmachar Academy St Machar Academy Aberdeen Grammar School Bridge Of Don Academy Lochside Academy	Human Biology
Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Chemistry	Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Mathematics
Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Lochside Academy Oldmachar Academy	Computing Science	Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy	Modern Studies
Hazlehead Academy	Dance	Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy	Music
Cults Academy Old Machar Academy	Design and Manufacture	Oldmachar Academy St Machar Academy Dyce Academy	Music Technology
Aberdeen Grammar School Bridge Of Don Academy Cults Academy Dyce Academy	Drama	Bucksburn Academy Lochside Academy	Philosophy
		Bridge Of Don Academy Dyce Academy	Photography

Harlaw Academy Hazlehead Academy Lochside Academy		Oldmachar Academy	
Hazlehead Academy	Economics		
Aberdeen Grammar School Cults Academy Harlaw Academy	Engineering Science	Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy	Physical Education
Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	English	Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	
Bucksburn Academy Cults Academy Lochside Academy St Machar Academy	English for Speakers of Other Languages	Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Northfield Academy Oldmachar Academy St Machar Academy	Physics
Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Harlaw Academy Hazlehead Academy Northfield Academy Oldmachar Academy St Machar Academy	French	Lochside Academy	Psychology
		Aberdeen Grammar School Bridge Of Don Academy Dyce Academy Lochside Academy Northfield Academy Oldmachar Academy	Religious, Moral and Philosophical Studies
Hazlehead Academy	Gaidhlig	Aberdeen Grammar School	Spanish

Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Oldmachar Academy St Machar Academy	Geography	Bridge Of Don Academy Cults Academy Dyce Academy Lochside Academy Oldmachar Academy St Machar Academy	
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Appendix 5

August 2020: SCQF Level 7, All Stages

Level 7			
School	Subject	School	Subject
Aberdeen Grammar School Bridge Of Don Academy Cults Academy Lochside Academy Oldmachar Academy St Machar Academy	Art and Design (Design)	Aberdeen Grammar School Bridge Of Don Academy Cults Academy Harlaw Academy	Geography
Aberdeen Grammar School Bridge Of Don Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Oldmachar Academy	Art and Design (Expressive)	Aberdeen Grammar School Bridge Of Don Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Oldmachar Academy	History
Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Harlaw Academy Hazlehead Academy Oldmachar Academy St Machar Academy	Biology	Aberdeen Grammar School Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Oldmachar Academy St Machar Academy	Mathematics
Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Oldmachar Academy St Machar Academy	Chemistry	Aberdeen Grammar School Cults Academy Hazlehead Academy	Mathematics of Mechanics
Aberdeen Grammar School	Computing Science	Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Harlaw Academy	Modern Studies

		Hazlehead Academy	
Aberdeen Grammar School Bridge Of Don Academy Dyce Academy Hazlehead Academy	Drama	Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Lochside Academy Oldmachar Academy St Machar Academy	Music
Aberdeen Grammar School Bridge Of Don Academy Cults Academy Dyce Academy Harlaw Academy Hazlehead Academy Northfield Academy St Machar Academy	English	Bucksburn Academy	Physical Education
Aberdeen Grammar School Bridge Of Don Academy Cults Academy Harlaw Academy Hazlehead Academy	French	Aberdeen Grammar School Bridge Of Don Academy Bucksburn Academy Cults Academy Harlaw Academy Hazlehead Academy Lochside Academy Oldmachar Academy St Machar Academy	Physics
Aberdeen Grammar School Cults Academy Lochside Academy	Spanish	Bucksburn Academy Dyce Academy Hazlehead Academy	Statistics

A change in Local Authority Protection Level will trigger a need to review risk assessments for school and for some individual pupils and staff.

Following consultation with staff and TUs updated risk assessments should be published on the school website and on the HT teams site. Schools should ensure that stakeholders and all partners who work in the school or support young people out with school (College, off site) are appropriately advised of changes.

Protection Level 0 Open – with standard protective measures in place	Protection Level 1 Open – with standard protective measures in place	Protection Level 2 Open – with enhanced protective measures in place	Protection Level 3 Open – with enhanced protective measures in place	Protection Level 4 Open – with enhanced and targeted protective measures
<p>Guidance on reducing the risks from COVID-19 in schools to be followed. This includes all previous Covid controls and places particular emphasis on:</p> <ul style="list-style-type: none"> • Strict 2m distancing between staff and staff and pupils • PPE use in all cases where the 2m distance is not possible from P1-S6 (including the use of face coverings by parents and carers at the school gate) • Limiting staff contact with different classes (removal of registration and Covid secure NCCT arrangements in primary) • The need for all staff and secondary pupils to wear face coverings in indoor communal areas • The safe management of fomites through hand washing • Continued safe management of visitors to schools • Meeting staff digitally wherever possible • Follow ventilation guidance and escalation to ensure thermal comfort • Consider keeping in touch arrangements for vulnerable pupils who require to self-isolate 	<p>As for Level 0</p>	<ul style="list-style-type: none"> • All previous measures continue to be in place • Revisit options to further ensure physical distancing • Revisit options to maintain consistent groupings (can the number of staff changes in primary be reduced further and can the number of period changes be further reduced in secondary by blocking delivery) • Consideration given to all staff and pupils wearing a face covering in senior phase classrooms • Revisit risk appetite to music and drama 	<ul style="list-style-type: none"> • As for level 2 plus: • Reduce/cease movement of staff between schools • All staff and pupils wearing a face covering (unless exemptions are in place) in senior phase classrooms • Review of risk assessment for staff on the shielding list to ensure all appropriate protections are in place. If they are not, they should consider seeking a fit note from their GP or clinician. • Parents or guardians should discuss with their GP or clinician whether previously shielding children should still physically attend school. • Temporary suspension of young people in the senior phase attending college settings and / or other schools through consortium arrangements. • Suspension of activities or clubs outside the usual school timetable • The safe management of fomites through quarantine arrangements • Keep Core HR up to date to enable the service to work with schools and settings to ensure business continuity when large numbers of staff are self isolating 	<ul style="list-style-type: none"> • As for Level 3 plus: • Enhanced testing response to Covid outbreaks in school • The CMO will issue a two week fit note to staff who received formal notification of the need to shield. Such staff should speak to their GP and work from home whilst they seek this advice • Children on the shielding list should not attend in person. • Physical education within school settings should only take place out of doors. • No automatic move to blended learning but this could be recommended by Public Health

Staffing Protection Level 0 Limited movement with strict adherence to risk assessments and physical capacities	Staffing Protection Level 1	Staffing Protection Level 2 Staff crossing settings 1 school per day / 2 schools per week	Staffing Protection Level 3 Staff crossing settings 1 school per week	Staffing Protection Level 4 Staff crossing settings 1 school only
Teaching and support staff <ul style="list-style-type: none"> • Staff can work across a maximum of two settings where required following risk assessment but must comply strictly with school and any individual risk assessment • Staff have completed Covid age risk assessment and advise of any changes in their wellbeing which may trigger are view • Face coverings to be worn in all communal areas by all staff • 2m distance must be strictly adhered to • Fluid resistant face mask to be worn when 2m could be breached • Digital meetings whenever possible • Maintain Core HR 	Teaching and support staff <ul style="list-style-type: none"> • As for Protection Level 0 	Teaching and support staff <ul style="list-style-type: none"> • Staff can only attend 1 school per day / 2 schools per week 	Teaching and support staff <ul style="list-style-type: none"> • Staff can only attend 1 school per week • Review risk assessment for all staff previously shielding to identify any further mitigations • Service daily monitoring of Core HR to ensure business continuity 	Teaching and support staff <ul style="list-style-type: none"> • As for Protection Level 3 plus: • Staff can only attend 1 school • Previously shielding members of staff to seek guidance from their GP clinician
Supply Teachers and shared staff <ul style="list-style-type: none"> • As required and following school and any individual risk assessment 	Supply Teachers and shared staff <ul style="list-style-type: none"> • As per Protection Level 0 	Supply Teachers and shared staff <ul style="list-style-type: none"> • No more than one school per day and two schools in a week 	Supply Teachers and shared staff <ul style="list-style-type: none"> • No more than one school in a week 	Supply Teachers and shared staff <ul style="list-style-type: none"> • No more than 1 school over the period
Office Staff <ul style="list-style-type: none"> • Staff can work across various settings where required following risk assessment but can only share office space where strict 2m distance can be maintained 	Office Staff <ul style="list-style-type: none"> • As for Protection Level 0 	Office Staff <ul style="list-style-type: none"> • Staff can only attend 1 school per day / 2 schools per week 	Office Staff <ul style="list-style-type: none"> • Staff can only attend 1 school per week 	Office Staff <ul style="list-style-type: none"> • Staff can only attend 1 school

<p>Janitorial Staff</p> <ul style="list-style-type: none"> Staff can work across settings where required and must follow school RA and Covid secure practices 	<p>Janitorial Staff</p> <ul style="list-style-type: none"> As for Protection Level 0 	<p>Janitorial Staff</p> <ul style="list-style-type: none"> Where possible, janitors working at 1 site per day and not moving across settings, recognising that limited staff numbers make some attendance at 2 Primary schools per day a necessity. Additional janitorial staff only introduced where necessary for business continuity reasons and following all RA and Covid secure practices. 	<p>Janitorial Staff</p> <ul style="list-style-type: none"> Where possible janitors limited to 1 school per week - additional control measures in place where this is not possible 	<p>Janitorial Staff</p> <ul style="list-style-type: none"> Where possible janitors limited to 1 school per week - additional control measures in place where this is not possible
<p>Peripatetic staff and Educational Psychologists</p> <ul style="list-style-type: none"> Follow agreed guidance and service and school risk assessments with mix of digital and socially distanced face to face support Digital meetings only 	<p>Peripatetic staff and Educational Psychologists</p> <ul style="list-style-type: none"> As for Protection Level 0 	<p>Peripatetic staff and Educational Psychologists</p> <ul style="list-style-type: none"> Staff can only attend 1 school per day / 2 schools per week Social distanced assessment and support only where risk to pupil wellbeing is high Support delivery digitally where safe to do so Digital meetings only 	<p>Peripatetic staff and Educational Psychologists</p> <ul style="list-style-type: none"> Can only attend 1 school per week and only for critical face to face contact where there is a very high risk to pupil wellbeing, majority of support continues to be delivered remotely Digital meeting only 	<p>Peripatetic staff and Educational Psychologists</p> <ul style="list-style-type: none"> Face to face pupil support in base school only, base school determined by levels of risk across the service Digital meetings only
<p>Allied Health Professionals / NHS Staff/Counselling Services</p> <ul style="list-style-type: none"> Follow agreed service and school risk assessments with mix of digital and socially distanced face to face support Digital meetings only 	<p>Allied Health Professionals / NHS Staff/Counselling services</p> <ul style="list-style-type: none"> As for Protection Level 0 	<p>Allied Health Professionals / NHS Staff/Counselling services</p> <ul style="list-style-type: none"> Socially distanced assessment and support only where risk to pupil wellbeing is high Digital consultations and meetings only 	<p>Allied Health Professionals / NHS Staff/Counselling services</p> <ul style="list-style-type: none"> Can only attend 1 school per week and only for critical face to face contact where there is a very high risk to pupil wellbeing 	<p>Allied Health Professionals / NHS Staff/Counselling services</p> <ul style="list-style-type: none"> Can only attend 1 school per week and only for critical face to face contact where there is a very high risk to pupil wellbeing
<p>Safeguarding (Police, Children's Social Work and Grampian Women's Aid)</p> <ul style="list-style-type: none"> Careful consideration of space to be used to minimise contacts Follow agreed guidance and risk assessments with mix of digital and socially distanced face to face support where risk to wellbeing is very high Digital meetings where possible 	<p>Safeguarding (Police, Children's Social Work and Grampian Women's Aid)</p> <ul style="list-style-type: none"> As per Protection Level 0 	<p>Safeguarding (Police, Children's Social Work and Grampian Women's Aid)</p> <ul style="list-style-type: none"> As per Protection Level 0 	<p>Safeguarding (Police, Children's Social Work and Grampian Women's Aid)</p> <ul style="list-style-type: none"> Can only attend 1 school per week and only for critical face to face contact where there is a very high risk to pupil wellbeing 	<p>Safeguarding (Police, Children's Social Work and Grampian Women's Aid)</p> <ul style="list-style-type: none"> As for Protection Level 3

<p>Aberdeenshire Children's Wellbeing Team</p> <ul style="list-style-type: none"> Follow agreed Organisation and school RA 	<p>Aberdeenshire Children's Wellbeing Team</p> <ul style="list-style-type: none"> As per Protection Level 0 	<p>Aberdeenshire Children's Wellbeing Team</p> <ul style="list-style-type: none"> 1 school per day / 1child per day Ensure intervention takes place following the school day 	<p>Aberdeenshire Children's Wellbeing Team</p> <ul style="list-style-type: none"> As per protection Level2 	<p>Aberdeenshire Children's Wellbeing Team</p> <ul style="list-style-type: none"> As for Protection Level2
<p>Student Placements</p> <ul style="list-style-type: none"> Should only attend one setting and be treated as a core member of staff Work is being undertaken to manage virtual observations only 	<p>Student Placements</p> <ul style="list-style-type: none"> As per Protection Level 0 	<p>Student Placements</p> <ul style="list-style-type: none"> As per Protection Level 0 	<p>Student Placements</p> <ul style="list-style-type: none"> As per Protection Level 0 	<p>Student Placements</p> <ul style="list-style-type: none"> As per Protection Level 0
<p>IT Analysts / Super Techs</p> <ul style="list-style-type: none"> Access to home school during working day and no more than 2 further settings out with school hours Face masks must be worn Resources to be accessed from a central point where possible Limited access to wider school Digital meetings only Ensure School RA has been shared 	<p>IT Analysts / Super Techs</p> <ul style="list-style-type: none"> As per Protection Level 0 	<p>IT Analysts / Super Techs</p> <ul style="list-style-type: none"> As per Protection Level 0 	<p>IT Analysts / Super Techs</p> <ul style="list-style-type: none"> No more than one school per week with no contact with staff and pupils 	<p>IT Analysts / Super Techs</p> <ul style="list-style-type: none"> No more than one school per week with no contact with staff and pupils
<p>Music Service Staff (click here for more info.)</p> <ul style="list-style-type: none"> Follow guidance and ensure low risk activities only Staff to be based in schools to support SQA students with all other delivery being remote given high-risk nature of musical instruction 	<p>Music Service Staff</p> <ul style="list-style-type: none"> As per Protection Level 0 	<p>Music Service Staff</p> <ul style="list-style-type: none"> Review risk appetite – any additional mitigations possible 	<p>Music Service Staff</p> <ul style="list-style-type: none"> As per Protection Level 2 	<p>Music Service Staff</p> <ul style="list-style-type: none"> As per Protection Level 3 Review risk appetite – any additional mitigations possible

Partners Protection Level 0 Sport Aberdeen (including Adventure Aberdeen and Active Schools, AFCCT, RADS, SofF, Big Noise Torry, Nescol Technology challenge, Mudpies)	Partners Protection Level 1 Sport Aberdeen (including Adventure Aberdeen and Active Schools, AFCCT, RADS, SofF, Big Noise Torry, Nescol Technology challenge, Mudpies)	Partners Protection Level 2 Sport Aberdeen (including Adventure Aberdeen and Active Schools, AFCCT, RADS, SofF, Big Noise Torry, Nescol Technology challenge, Mudpies)	Partners Protection Level 3 Sport Aberdeen (including Adventure Aberdeen and Active Schools, AFCCT, RADS, SofF, Big Noise Torry, Nescol Technology challenge, Mudpies)	Partners Protection Level 4 Sport Aberdeen (including Adventure Aberdeen and Active Schools, AFCCT, RADS, SofF, Big Noise Torry, Nescol Technology challenge, Mudpies)
<ul style="list-style-type: none"> Follow approved Organisation RA Ensure school risk assessment is adhered to Digital meetings only <p>Please note still awaiting risk assessment for Mud Pies</p>	<ul style="list-style-type: none"> As per Protection Level 0 	<ul style="list-style-type: none"> Working in no more than 1 school per day and 2 schools in a week 	<ul style="list-style-type: none"> Working in no more than one school per week 	<ul style="list-style-type: none"> Working in 1 school only
ELC and out of school care Protection Level 0	ELC and out of school care Protection Level 1	ELC and out of school care Protection Level 2	ELC and out of school care Protection Level 3	ELC and out of school care Protection Level 4
<ul style="list-style-type: none"> Children to be kept in groups and consistent staffing allocated to groups (staff can work across am and pm sessions) 2 settings per day / 2 settings per week (2 settings includes where there is a child minder) Agreement to be reached by both providers to support a blended placement Out of school care can support children from two different schools in separate bubbles 	<ul style="list-style-type: none"> As per Protection Level 0 	<ul style="list-style-type: none"> As per Protection Level 0 although an outbreak in one setting will trigger a review of blended arrangements 	<ul style="list-style-type: none"> Only 1 ELC/OOSC setting per day unless one of the settings is a childminder 	<ul style="list-style-type: none"> Review staffing to determine if staff can be limited to only one group of children

Curriculum Protection Level 0	Curriculum Protection Level 1	Curriculum Protection Level 2	Curriculum Protection Level 3	Curriculum Protection Level 4
Consortium and college arrangements <ul style="list-style-type: none"> School control measures agreed, transport arrangements to be reviewed before reinstatement RAs will need to be shared with TUs /H&S Reps 	Consortium and college arrangements <ul style="list-style-type: none"> As per Protection Level 0 	Consortium and college arrangements <ul style="list-style-type: none"> As per Protection Level 0 	Consortium and college arrangements <ul style="list-style-type: none"> No movement for pupils All courses to be delivered digitally 	Consortium and college arrangements <ul style="list-style-type: none"> As per Protection Level 3
Bon Accord Care, SHMU and Aberlour <ul style="list-style-type: none"> Follow approved Organisation RA Ensure school risk assessment is adhered to Digital meetings only <p>Please note still awaiting risk assessment from Aberlour</p>	Bon Accord Care, SHMU and Aberlour <ul style="list-style-type: none"> As per protection Level 0 	Bon Accord Care, SHMU and Aberlour <ul style="list-style-type: none"> Working in no more than 1 school per day and 2 schools in a week 	Bon Accord Care, SHMU and Aberlour <ul style="list-style-type: none"> Working in no more than one school per week 	Bon Accord Care, SHMU and Aberlour <ul style="list-style-type: none"> Working in 1 school only
City Campus Digital delivery	City Campus Digital delivery	City Campus Digital delivery	City Campus Digital delivery	City Campus Digital delivery
Fit Like Hubs <ul style="list-style-type: none"> Follow setting agreed RA Digital meetings only School bubbles to be maintained Face mask to be worn when 2m is to be breached 	Fit Like Hubs <ul style="list-style-type: none"> As per protection Level 0 	Fit Like Hubs <ul style="list-style-type: none"> Where possible ensure young people only attend one setting per day (either Hub or mainstream school) with decisions taken on balance of risk to wellbeing 	Fit Like Hubs <ul style="list-style-type: none"> Restrict number of staff supporting learners Outreach delivered remotely when risk can be sufficiently managed this way Individual plans for children reviewed considering level of risk 	Fit Like Hubs <ul style="list-style-type: none"> As per protection Level 3
Delivery of PE (click here for more info.) <ul style="list-style-type: none"> Primary and Secondary schools can participate in contact and non- contact sport both indoors and outdoors Specific PE RA required Consider ventilation when indoors Teacher should have an assigned area, clearly marked Avoid changing rooms where possible 	Delivery of PE <ul style="list-style-type: none"> As per protection Level 0 	Delivery of PE <ul style="list-style-type: none"> As per protection Level 0 	Delivery of PE <ul style="list-style-type: none"> As per protection Level 0 	Delivery of PE <ul style="list-style-type: none"> PE should take place outdoors and be non- contact only

<p>Drama Activities (click here for more info.) /Music Activities (click here for more info.)</p> <ul style="list-style-type: none"> Follow guidance and ensure low risk activities only 	<p>Drama/Music Activities</p> <ul style="list-style-type: none"> As per protection Level 0 	<p>Drama/Music Activities</p> <ul style="list-style-type: none"> As per protection Level 0 	<p>Drama/Music Activities</p> <ul style="list-style-type: none"> As per protection Level 0 	<p>Drama/Music Activities</p> <ul style="list-style-type: none"> As per protection Level 0
<p>Transition events</p> <ul style="list-style-type: none"> Pupil's attending virtual events only Secondary Staff attending Primary setting only 	<p>Transition events</p> <ul style="list-style-type: none"> As per protection Level 0 	<p>Transition events</p> <ul style="list-style-type: none"> As per protection Level 0 	<p>Transition events</p> <ul style="list-style-type: none"> Virtual events only 	<p>Transition events</p> <ul style="list-style-type: none"> As per Protection Level 3
<p>Extra-Curricular Protection Level 0</p>	<p>Extra-Curricular Protection Level 1</p>	<p>Extra-Curricular Protection Level 2</p>	<p>Extra-Curricular Protection Level 3</p>	<p>Extra-Curricular Protection Level 4</p>
<p>City moves – Dance school (click here for more info.)</p> <ul style="list-style-type: none"> Agreed RA End of school day no returning to school Travel by public transport Mixed school groupings, travelling within the school day 	<p>City moves – Dance school</p> <ul style="list-style-type: none"> As per Protection Level 0 	<p>City moves – Dance school</p> <ul style="list-style-type: none"> As per Protection Level 0 	<p>City moves – Dance school</p> <ul style="list-style-type: none"> No movement between settings for pupils All courses to be delivered digitally 	<p>City moves – Dance school</p> <ul style="list-style-type: none"> As per Protection Level 3
<p>Lets</p> <ul style="list-style-type: none"> To support continued safe management of visitors to schools, lets will be restricted to use of outdoor facilities only No access to changing rooms or toilets for let users 	<p>Lets</p> <ul style="list-style-type: none"> As per Protection Level 0 	<p>Lets</p> <ul style="list-style-type: none"> As per Protection Level 0 	<p>Lets</p> <ul style="list-style-type: none"> Outdoor lets for activities involving under 18s only (adult contact sports not permitted as per SG Strategic Framework) No access to changing rooms or toilets for let users 	<p>Lets</p> <ul style="list-style-type: none"> No lets permitted indoors or outdoors (non- essential activities or clubs outside the usual school timetable should be paused, and no outdoor contact sports permitted)

[SSERC COVID-19 back to school guidance](#)

[SSERC COVID-19 and practical work](#)

[SSERC guidance for school technicians on returning to school after lockdown](#)

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