

APPENDIX B**Accessibility Update**

Augmentative and alternative signage at learner appropriate height Toilets signposted as accessible	An officer has initiated the audit to identify gaps in signage and requirements. Appropriate officers are reviewing draft Guidance.
Consider suitability, accessibility and capacity within Victorian schools through feasibility study and options appraisal	The Corporate Landlord feasibility study continues and will be presented at the Education and Children's Services committee in September 2024.
CIRCLE framework training delivered with partners across settings including use of Up and Away to support understanding of environments to meet needs.	A thinglink has been created to enable school staff to readily access information and guidance. This has been shared with CIRCLE ambassadors. Further strategies are being developed to enable a more specialised support layer at targeted level. Officers have been asked to present to the Regional Early Speech and Language Leads Event in May.
Develop guidance to meet a range of sensory needs	The draft guidance has been reviewed in light of testing and Officers are now looking at how best to integrates this new guidance with other guidance available, i.e. CIRCLE to ensure that messages are clear and practical for staff teams.
Child's planning format which is accessible for learners	A simplified, more accessible child's planning format has been piloted, although not fully agreed as we require to ensure the format still satisfied statutory requirements. The pilot has been put on hold while we await further guidance from the Scottish Government.
Empower children and young people to have their voice heard when experiencing child protection processes through effective use of alternative communication systems	This work is now complete and being delivered through on-going delivery of Scottish Child Interview Model.
Access to information through a single digital source of information for parents, carers and disabled young people	ASN & Outreach Services manage an information site: https://sites.google.com/ab-ed.org/asnoutreachservice/useful-links The site is regularly updated to take account of changes in legislation or to the services on offer to families. A recent review in collaboration with We Too indicated that parents were more aware of the Family Information Service digital support offering We also have an information site for families, Parent Learning Hub: https://sites.google.com/ab-ed.org/parent-learning-hub/home An analysis of "hits" is being undertaken to establish how and why sites are accessed to determine next steps.
Implement "One Good Adult" programme	In place.
Ensure summary information regarding additional support needs is accessible and available in a variety	Draft information has been created and has been shared with legal colleagues who are supporting the quality assurance process.

of formats in accordance with legislation		
Behaviour Plan		
<p>Improve the consistency of incident reporting by:</p> <ul style="list-style-type: none"> - Continuing to investigate how to send an automatic notification to staff through Core HR - Reviewing the guidance flowchart to further exemplify expectations of the manager/employee post incident discussion to correctly determine if the incident is reportable through Core HR - Ensuring appropriate linkage to Prejudice Incident Reporting arrangements which will have to be reviewed following publication of national guidance on Preventing and Responding to Racism and Racist incidents. - Reviewing arrangements further in light of the National Behaviour Plan (to include clear definitions when Included, Engaged and Involved Part 2 and Respect for All has been refreshed) 	<p>The work on automating the notification to staff will be part of the wider Microsoft programme and is scheduled to be scoped in September 2024. It was thought that this could be achieved within the current system, however this is not possible and there has to be a change to programming to allow this to happen.</p> <p>The flow chart is due to be reviewed at the safeguarding meeting scheduled for 5 June 2024</p> <p>The incident reporting system has been updated to allow reporting of racist and prejudice incidents and these can now be reported on.</p> <p>We are awaiting the publication of the National Behaviour Plan and the update of Included, Engaged and Involved and Respect for All to inform any further edits to the plan.</p>	
<p>Gain further assurance around the knowledge of/compliance with agreed policies by:</p> <ul style="list-style-type: none"> - Co-designing a mandatory E-Learning module for all staff to cover key policies and procedures with TUs to include Person Centred Risk Assessment, Incident Reporting, Exclusion, Health and Safety and Whistleblowing (this will be subject to further review following publication of refreshed Included, Engaged and Involved) - Implementing E-Learning module as part of induction arrangements/mandatory yearly training and reporting compliance to ECS Committee - Update the Health and Safety policy exemplar template to include incident reporting and expected collaboration with TU H&S reps - All schools to update their Health and Safety policy in keeping with local exemplar - All schools to add a Health and Safety place holder in whole staff meeting agendas - Short Health and Safety briefings to be developed in collaboration with Trade Unions and posted on the Edu-Sharepoint site 	<p>The first draft of the e-learning module has been shared with trade unions, central officers and our headteacher group. Other modules are planned and will be created in June ready for issuing to school as part of the mandatory training pack for the first in service day in August.</p> <p>The template for the health and safety policy has been updated following consultation with all trade unions and the headteacher group. This will be issued prior to the summer holidays to allow school to have an updated policy in place for the start of academic session 2024/25.</p> <p>All schools have added Health and Safety into whole staff meeting agendas and are aware of the need to personalise the exemplar health and safety policy.</p> <p>The short Health and Safety briefings will be developed in collaboration with the TUs throughout the summer holidays and be in place for staff to access by the end of October</p>	
<p>Refresh Behaviour and Relationship policies:</p> <ul style="list-style-type: none"> - All schools to provide the central team with copies of current policies by May 2024 - Undertake an audit of what is working well with regard to nurturing approaches by the end of October 2024 	<p>All schools have shared their relationships policy with the central team.</p> <p>The Educational Psychology Service have scoped an evaluation which will be undertaken with all schools as part of their annual Early intervention consultations in June and September. Evidence gathered will be used to highlight good practice across the city through a series of case studies.</p>	

<ul style="list-style-type: none"> - Engage in peer learning around risk assessment, managing bullying, distressing and violent incidents (including support for pupils and parents) in keeping with the National Plan - All schools to table the National Plan with key stakeholders when published - Local Negotiating Committee for Teachers (LNCT) safeguarding group to develop an agreement and guidance note for schools based on the refreshed Included, Engaged and Involved Part 2 including relevant definitions - Each school community to lead a local refresh of their Behaviour/Relationship Policy to reflect changes in refreshed Included, Engaged and Involved Part 2 in collaboration with and through consultation with stakeholders (parents, school staff, young people and recognised Trade Unions). Policies to include agreement of how policy effectiveness will be monitored and reflect national best practice. - Implementation of school behaviour policies to be considered as part of quality assurance arrangements for 2024/25 through the updated Quality Improvement Framework in July 2024 	<p>School leaders have opportunities to come together through HT meetings to discuss successful approaches. The officer with responsibility for bullying and equalities carries out regular audits of the data and samples schools to have a deep dive into their antibullying processes.</p> <p>The Safeguarding group has been established and is meeting regularly to support the delivery of the plan. The group are well placed to develop a guidance document for school staff following publication of the National Plan.</p> <p>All schools have built time into their working time agreement to allow this work to happen over session 2024/25.</p> <p>The implementation of school behaviour policies has been built into the quality assurance processes for session 24/25, with the links clear in the updated Quality Improvement Framework.</p>
<p>Ensure robust provision of risk assessments by:</p> <ul style="list-style-type: none"> - Building a generic staff risk assessment into the general school risk assessment process (this will be subject to review when the refreshed Included, Engaged and Involved Part 2 is published) - Make an accessible whole school stress risk assessment approach available to support the monitoring of staff wellbeing (and include reference to this in the Health and Safety guidance) - Collaboratively reviewing and updating Person Centred Risk Assessment guidance to include escalation arrangements, FAQs, the frequency of review alongside considerations of how best to provide targeted support to the young person during this period - Provide guidance to shape post-incident discussion to encourage reflection and discourage blame (link to debrief guidance) - Quality Assurance process over 2024/25 to include sampling of Person-Centred Risk Assessment processes 	<p>A generic risk assessment has been shared with all stakeholders for comment and will be circulated to schools once we have agreement. All schools will then be asked to complete a school specific risk assessment. The generic risk assessment was discussed and agreed at the meeting of the Safeguarding Group on June 5th, 2024</p> <p>An approach to stress risk assessment is in development and will be worked on with trade unions and the headteacher group.</p> <p>The e-module will provide guidance on the creation and review of Person-Centred Risk Assessment (PCRAs), and this will be accompanied by written guidance.</p> <p>Debrief guidance has been shared with trade unions and is being finalised ready for distribution to schools</p> <p>Quality assurance of PCRAs has been built into quality improvement visits for session 2024/25</p>
<p>Supporting staff by:</p> <ul style="list-style-type: none"> - Evaluating the impact of the whistleblowing form to determine next steps by July 2024 - Regularly reminding staff of corporate wellbeing supports through the education newsletter - Developing debrief guidance (including decompression time) to be agreed at LNCT and issued by July 2024 	<p>To date the form has not been used by any staff member to report a failure to follow procedures. The need for the form will be discussed with trade unions on 5th July 2024.</p> <p>Corporate wellbeing supports are shared through the education wellbeing newsletter to ensure all staff in schools have access to all supports available.</p>

<ul style="list-style-type: none"> - Clarifying location of Education Scotland resources to support improvement at school level - Clarifying how schools should enable Police investigations - Resilience training offered to schools through Winning Scotland / Able-Futures 	<p>Awaiting information publication of resources to support improvement in relationships at school level</p> <p>Guidance on enabling police investigations will be discussed as part of the safeguarding group activity</p> <p>8 schools have signed up for the offer of resilience training from Winning Scotland following a presentation at an HT meeting (St Machar Academy, Countesswells, Kingsford, Bucksburn Academy, Cults Academy, Airyhall, Lochside and Hazlehead Primary).</p> <p>Able futures is offered to individuals through the regular newsletter</p>
<p>Further build the capacity/capability of staff by:</p> <ul style="list-style-type: none"> - Continuing to deliver Compassionate and Connected Communities - Continued focus on the CIRCLE framework - Continuing to roll out CALMs theory (de-escalation) training to all school communities - Continuing to offer bespoke training through the Educational Psychology Service - Reviewing the programme of Professional Learning/Thinglinks to increase the range of professional learning opportunities for all school staff by August - Continuing to work with head teacher colleagues to develop and implement a spending proposal for £33,000 received from Scottish Government for staff training by the end of May - Programme of restorative practice training being put in place from August 2024 - Implement Restorative Justice training (currently being negotiated) - Consider PSE review as part of National Improvement Planning 2024/25 	<p>The professional Learning Calendar will include Compassionate and Connected Communities ensuring schools who have lost a trainer are targeted first to maintain the ability to train new staff locally.</p> <p>The established CIRCLE leads in each school will continue to support work around implementing the framework. Opportunities to work collaboratively will continue through the Circle Teams site.</p> <p>Negotiations are ongoing with Maybo to deliver a universal offer of training to all staff in school and this will be part of the offer shared with schools in August. Time for this has been built into the working time agreement and some HTs are planning to use time on in-service days to deliver the training programme.</p> <p>The Educational Psychology Service will offer restorative practice training, details are being finalised. It is thought that this will include Restorative Justice training.</p> <p>The review of PSE will feature in the NIF plan for session 24/25</p>
<p>Improve knowledge of the legislative framework by:</p> <ul style="list-style-type: none"> - Co-designing a Webinar on the legal framework with Trade Unions - Launching the Webinar and ensuring its availability to all school staff 	<p>These webinars will be created over the summer break and be available to schools from August.</p>
<p>Ensure effective mechanisms are in place to support continuous improvement by:</p> <ul style="list-style-type: none"> - Reviewing the Terms of Reference of the Safeguarding School Staff group in collaboration with the Trade Unions and the Health and Safety team (a further review in light of the National Behaviour Plan may be required) - Establishing a Terms of Reference for the Incident Reporting Group in collaboration with the Trade Unions 	<p>The terms of reference have been agreed and meetings arranged monthly to track progress on the plan and look at best practice across the authority. These will be reviewed annually to ensure the purpose of the group is clear and changes are made based on needs.</p> <p>Terms of reference have been agreed by the Incident Reporting group.</p>

<p>and Health and Safety team in light of the National Behaviour Plan.</p> <ul style="list-style-type: none"> - Commit to long term support of the nominated head teacher group to shape our use of resources to support those with a range of wellbeing and ASN needs. 	<p>The headteacher group continues to meet to inform the work of the plan and look at identifying best practice and sharing across the local authority. A scope to help review the adequacy of support in place has been agreed.</p>
<p>Continue to focus on a positive culture by:</p> <ul style="list-style-type: none"> - Asking all head teachers to provide evidence of current arrangements for listening to staff and commit to keeping arrangements under review - Continuing to distribute wellbeing survey to staff (Trade Unions to help promote completion) - Collaborative review of learning from the staff wellbeing surveys with Trade Unions - Head teachers, central staff and Trade Unions to all encourage open and blame free reporting in all establishments - Trade Unions and central officers to exemplify expectations around respectful relationships and interactions for all staff 	<p>This has been gathered and will be used to share best practice across the local authority.</p> <p>Wellbeing surveys will be distributed, and feedback will be shared with TUs to identify areas. All managers are aware of the need to promote open and blame free reporting of incidents .</p> <p>Respectful relationships have been maintained throughout the development of the plan and the early stages of implementation.</p>
<p>Engagement with parents and carers on behaviour and relationships by:</p> <ul style="list-style-type: none"> - Tabling this Action Plan with the City-Wide Parent Forum for comment - Tabling the National Plan at Parent Council meetings - Actively involving parents/carers in the review of Behaviour/Relationship policies - Work with Trade Unions to better understand the levels of violence from parents and carers and establish a protocol for staff who face aggression from parents and carers 	<p>The plan was shared with the Aberdeen Parent Forum on April 30 and parents were comfortable with the content. The group will be updated regularly as the plan progresses and once the National Plan is available this will be shared too.</p> <p>A working group of TUs, parent representatives and central officers will work on the protocol for staff who face aggression from parents. This work will start in the new term.</p>
<p>Committee business</p> <ul style="list-style-type: none"> - Review the Devolved School Management scheme as planned - Take the agreed Action Plan through the Education and Children's Services Committee and report any impact on recruitment - Review the plan regularly in light of any updated national guidance - External review of our Whistleblowing Policy 	<p>The review of the Devolved School Management scheme is planned for early 2025</p> <p>This is the update that will provided as part of the performance report at every Education and Children's services committee</p> <p>The plan will be reviewed in consultation with all TU's when the new national guidance is published.</p>