

## Appendix C - National Improvement Framework Update

Programme/ project	Update February	RAG
<b>Improve Leadership of Change in schools</b>		
<p>Build leadership capacity and capability through:</p> <ul style="list-style-type: none"> <li>• a coordinated professional learning programme</li> <li>• involvement of middle leaders in quality assurance arrangements</li> <li>• analysis of surveys of staff, parents and learners to inform Quality Improvement (QI) activity</li> </ul>	<p>An audit of School Improvement Plans (SIPs) has identified common themes within school improvement priorities. This information was shared with school leaders to encourage them to collaborate with colleagues to plan for improvement.</p> <p>Surveys issued to individual staff members and to school leaders in January 2025 will help shape the professional learning offer for 2025/26.</p> <p>The involvement of more middle leaders in the newly restructured Quality Improvement visits has highlighted a training need around purposeful observations and using evaluative language. Professional learning will be developed by the QI Team and offered to schools.</p> <p>A selection of Category 3 schools will participate in surveys for staff and parents in Terms 3 and 4. Information from these surveys will be used to triangulate evidence gathered during Quality Improvement visits and other QI activities.</p> <p>All staff have access to Maybo eLearning modules as part of the bespoke package created through the local Authority Behaviour Plan.</p>	
<b>Improve the quality of learning, teaching and assessment in schools</b>		
<p>Continue to improve the quality of learning, teaching and assessment (pace, and challenge) by:</p> <ul style="list-style-type: none"> <li>• collaborating with the Regional Improvement Collaborative to publish the Toolkit</li> </ul>	<p>The Northern Alliance, Learning Teaching and Assessment toolkit has been populated with helpful local resources and supports Head Teachers (HTs) to access high quality materials to support effective staff development, interest in the toolkit continues to increase. The funded ACC Learning, Teaching and Assessment (LTA) officers have been using the toolkit with schools to support staff understanding of pace, challenge and differentiation. Currently 10 schools are engaging with the toolkit, and 161 individual self-evaluations have been completed and are now providing Senior Leadership Teams (SLTs) with valuable baseline data.</p> <p>LTA officers spoke at the recent HT meeting to share their work more widely and are organising face to face training to support schools to make effective use of the toolkit. The LTA officers have also participated in a national online session LTA Toolkit: A Guided Tour.</p> <p>The Northern Alliance officers will each host an online professional learning session on each of the 6 themes for SLTs from Jan – March 2025. Guidance on how to use the toolkit to support improvement will form part of the revised Quality Improvement Framework in July 2025.</p>	
<ul style="list-style-type: none"> <li>• the phased deployment of additional digital tools and a new digital identity</li> </ul>	<p>15 primary schools and 3 secondary schools are now accessing new devices and education identity.</p> <p>Wave 2 has been planned which covers all remaining schools and runs to end of October 2025. This requires two primary schools each week to be transitioned to the new education environment. Secondary schools will commence in May 2025 with one each week until the beginning of September 2025. In total 49 schools and services will be onboarded including the central team.</p> <p>Training resources have been updated to allow staff to select a learning pathway dependent on their level of confidence with technology. These</p>	

	resources will be available from January onwards.	
<ul style="list-style-type: none"> <li>continued roll out of the national improvement in writing programme.</li> </ul>	<p>Cohort 4 schools have now benefited from the Children and Young People Improvement Collaborative (CYPIC) writing training. Spread and Scale training to all Cohort 1 – 3 schools has also been delivered, including input from colleagues across the city, incorporating EAL &amp; Dyslexia Service. Support visits have taken place for all cohort 4 schools. Cohort 5 training will start in February 2025 with an additional Spread and Scale series of sessions planned. An introductory session has also been planned for delivery to all probationers across ACC.</p> <p>One school from within cohort 4 has already noted a significant increase in their P4 attainment in writing with predicted attainment increasing by 27%. Further school support visits are planned for term 3 to interrogate the data prior to the final data uplift in term 4. Cohorts 6 &amp; 7 schools will be identified by the end of term 3 and offered training for session 25/26.</p>	
<ul style="list-style-type: none"> <li>developing and testing an approach to improve the numeracy curriculum with a focus on transitions</li> </ul>	<p>An online portal has been developed with resources to support P7-S1 transition, ACC Maths Staff, Family Learning and Adult Learning. This will go live internally by end of term 2 with external links due to be made available during term 3 for Adult and Family Learning.</p> <p>Work is ongoing to identify the training needs of staff, including Community Learning and Development staff, to ensure that that parents and carers are well supported as they further develop their skills to support their child/ren in numeracy.</p>	
<ul style="list-style-type: none"> <li>development of a city wide literacy offer for children, young people and adult learners</li> </ul>	<p>Objective to create a joined up, central learning offer which provides a progression for staff to guide them and ensure pace, challenge and differentiation was agreed, with further research on the most appropriate platform for this still required. Early identification of Literacy difficulties will be pivotal to the success of the project therefore time has been spent discussing the quickest, best and most efficient mechanism for this initial identification. Further work with ELC colleagues is underway to determine how best to extend 'Stay &amp; Play' into P1. Baseline data has been gathered and agreed with the group.</p>	
<ul style="list-style-type: none"> <li>working with practitioners to develop an ELC standard to support improvement in pedagogical understanding</li> </ul>	<p>Session three of four of the Pedagogical Leadership programme was delivered by Education Scotland in December. The sessions have been very well attended with over 60 participants, in leadership roles, from Local Authority and Funded Provider settings across the city. Following each session colleagues from Education Scotland take account of feedback to inform the next session.</p> <p>To date the feedback has been extremely positive with the majority of participants evaluating the event as very good. The content of the course and the opportunity to network and participate in reflective discussions have been highlighted as the most beneficial. Most participants have strongly agreed that these sessions will have an impact on their role as leaders and look forward to supporting their teams.</p> <p>Education Scotland have been impressed by the high number of participants and their commitment to attending all sessions. They have now offered Aberdeen the opportunity to take part in a new programme that they have developed which extends the Pedagogical Leadership offer to include coaching. Education Scotland have offered up to 25 places for leaders attending the Pedagogical Leadership course. Each leader would receive 3 coaching sessions between February and the end of March with dates and</p>	

	<p>times to be agreed between themselves and their allocated ESA. The focus of the coaching would be pedagogical leadership although the specific topic/area of focus will be identified by participants.</p>	
<ul style="list-style-type: none"> <li>ensure a robust application of the new tracking system and use of the digital data tools with an increased focus on care experienced children and young people</li> </ul>	<p>Our 11 secondary schools have all now introduced pupil tracking and, with some variation, are able to extract robust tracking summary data from the new system.</p> <p>Work is underway to ensure that the individual school view includes both 'home' school tracking and where young people are being 'hosted' in a neighbouring school. It is anticipated that this will be in place within the next few months. Work is on-going to establish central oversight of the data from all 11 secondaries.</p> <p>'Fields' have been added to the tracker to ensure that SIMD and care experience can be tracked both by the individual school and by the Virtual School. However, this work remains at an early stage.</p>	
<p><b>Continue to improve the quality of universal health and wellbeing supports</b></p>		
<p>Continue to encourage children and young people to be more physically active, including those with sensory and other identified needs.</p>	<p>The PEPASS (Physical Education, Physical Activity and School Sport) group continue to meet regularly to share data and identify priorities across the city.</p> <p>The group are continuing to collaborate with schools to support their achievement of a bronze, silver or gold Sport Scotland Award. To date 27 schools are in the process or have achieved an award (2 in development, 5 achieving Bronze, 12 achieving Silver, 4 in the process of achieving Gold and 4 with Gold complete).</p>	
<p>Shaping and delivering a whole system approach to the healthy weight of children and young people in partnership with others</p>	<p>A report from the launch event has been shared with all stakeholders and officers have engaged with 80 students from Robert Gordon University's Sport Science Faculty, sharing the whole system approach as an example of a real life challenge in the workplace. Students were asked to provide feedback and potential ideas for change. A governance structure has been developed and a strategic network group (SNG) has been established.</p> <p>The SNG comprises of leaders from various council clusters, Aberdeen Health and Social Care Partnership NHS Grampian, Higher Education and the third sector. The Group intend to meet in February and March to system map provision across the city. The group have also been tasked with the development of the vision and associated Action Plan.</p>	
<p><b>Increase the voice of children and young people in the design and delivery of services</b></p>		
<p>Ensure children and young people are involved in decision-making and that we respond to what children and young people tell us they want and need including, but not limited to:</p> <ul style="list-style-type: none"> <li>continuing to work in collaboration with the Youth</li> </ul>	<p>Collaborative workshops, co-designed between ETZ Ltd and the Aberdeen Youth Climate Change group, took place on 11<sup>th</sup> and 18<sup>th</sup> November. The sessions were attended by 12 young people from 4 city secondary schools. Work has begun, in collaboration with an ETZ Ltd commissioned artist team, on their ideas and designs for the final artworks.</p> <p>A Google Classroom "class" has been created to enable ongoing dialogue between the young people, ETZ Ltd and the artist team as they work to finalise their ideas and designs ahead of their public showcase.</p> <p>All monies have been distributed to ASGs and formats for reporting have been established. The group continues to manage eco requests from other</p>	

<p>Climate Group to work towards Net Zero</p>	<p>areas of the council and is currently looking to work with the catering team to support school eco groups to manage vegetable planters.</p>	
<p>Continuing to engage with Aberdeen Youth Movement</p>	<p>Aberdeen Youth Movement supported ACC engagement with school pupils and the budget options, capturing pupils' views and understanding of the impact potential budget options would have on their lives at Dyce, Bridge of Don, Lochside, and Oldmachar Academies and Aberdeen Grammar School. 390 pupils participated in the consultation sessions.</p> <p>Both the Young Ambassadors (10-16 yrs) and Aberdeen Youth Movement (16-25 yrs) have been working on engagement around the forthcoming Tall Ships, with the Young Ambassadors delivering Fish and Ships workshops with a focus on environmental issues and promoting circular economy concepts, and Aberdeen Youth Movement starting a social media awareness campaign demystifying Tall Ships as a way to connect young people to volunteering opportunities.</p>	
<p><b>Deliver a broader range of senior phase learner pathways aligned to growth areas</b></p>		
<p>Deliver a broader range of learning pathways through:</p> <ul style="list-style-type: none"> <li>• delivery of Phase 2 of ABZ Campus</li> </ul>	<p>Phase 2 ABZ Campus courses are now mid-way through delivery with 746 pupils currently on courses. ABZ Campus Courses Tracking reports for tracking period 1 have been completed and shared with 'home' school, parents and carers. We continue to run Employability with 9 young people benefitting from this offer.</p> <p>We plan to carry out our annual focus groups and survey of young people in January to gather their views on their experiences of courses. Planning for Phase 3 of ABZ Campus is well under way. Meetings have taken place with all partners to discuss a finalised course choice programme which will be shared with stakeholders earlier in the new year. Draft course choice booklets for the 'daytime' offer and Anytime and Twilight courses will be published in December.</p> <p>Meetings have also taken place with five different local authorities who have reached out to find out more about ABZ Campus. We hope that we can benefit from this opportunity to collaborate and potentially share virtual/ anytime deliver in future.</p>	
<ul style="list-style-type: none"> <li>• continue developing pathways to support those with a range of additional support needs</li> </ul>	<p>Young people in the ABZ #WHATif course have had inputs on ACC culture and values from HR, Inclusion, Equalities and Diversity (and their rights) from an Equalities officer and interviewed a Headteacher regarding effective leadership. They have also prepared for their work placements with a volunteer co-ordinator from Instant Neighbour and benefited from advice on supports available in their next steps from ABZ Works. These inputs allow for the generation of evidence towards the Personal Development Award (PDA): Myself and Work and/or PDA: Self Awareness unit and the Employability Award.</p> <p>In January, students will seek to complete the Personal Development Award. This will include the Self and Community unit and anything outstanding from Practical Abilities, Self and Work and Self-Awareness that wasn't captured during the first two terms.</p> <p>Once the PDA is complete a single unit 'Enterprise Skills' will allow for the certification of the additional NPA Employability and Enterprise qualification. This is available at SCQF 3-6 depending on the lowest level achieved in</p>	

	<p>each of the units. If successful students will gain two full qualifications (the Personal Development Award and National Progression Award) and a short Award. There may be opportunities to do other enhancements such as First Aid or Food Hygiene certification.</p>	
<ul style="list-style-type: none"> <li>ensuring that the school curriculum is ideally matched to pupil needs</li> </ul>	<p>Broad work around curriculum in the Senior Phase continues through the collective work of ABZ Campus (see above) and through opportunities for professional learning.</p> <p>Professional Learning on curriculum and attainment has continued through bespoke work with secondary schools, through a recent Head Teacher input on <i>Excelerate</i> and through the delivery of the second running of <i>An Introduction to Timetabling</i>.</p> <p>Work to review the work placements in conjunction with ABZ Works has continued and is reaching conclusion with next steps to be agreed. At this point it is unlikely that a broader work placements system will be in place ready for Phase 3 of ABZ Campus due to staff absence.</p>	
<ul style="list-style-type: none"> <li>opportunities for CLPL for Computing Science Secondary Staff and staff across BGE</li> </ul>	<p>In November 2024, Computing Science staff from across the city met for professional learning relating to National Progression Awards and other qualifications. This was delivered in partnership with Scottish Teachers Advancing Computing Science from the University of Glasgow. Resources for aspects of the computing science experiences and outcomes, using Adobe Express, and online sessions to become Adobe Creative Educators were shared with schools.</p>	
<p><b>Improve the quality of environments/supports for those with additional support needs</b></p>		
<p>Improve the quality of environments and supports by:</p> <ul style="list-style-type: none"> <li>Continuing to implement our accessibility plan</li> </ul>	<p>The Educational Psychology Service has developed their 'Spotlight' resource for Schools supporting learners with additional support needs in mainstream schools. This has been piloted in the Dee locality and is in the process of being spread across the other Educational Psychology Service teams in the city who will further test the changes prior to further roll out to all schools.</p>	
<ul style="list-style-type: none"> <li>Ongoing roll out of the Child Inclusion Research into Curriculum Learning Education (CIRCLE) Framework</li> </ul>	<p>The impact of the CIRCLE Framework is now visible in the majority of settings in the city and bespoke support is being offered to those who are at an early stage of implementation. The framework is impacting the quality of universal and targeted support by empowering staff in schools to look inward and apply creativity to meet the needs of learners in their setting. With time having been invested in embedding CIRCLE, we can now tailor the framework for both Operational and Strategic gain, with events through both of these lenses being delivered in early 2025.</p> <p>CIRCLE – Operational will continue to ensure the framework is understood and used successfully in school settings. CIRCLE – Strategic will support leadership teams to use the framework when ensuring and visualising quality indicators and standards for teaching and learning.</p>	
<ul style="list-style-type: none"> <li>Evaluate the impact of the Educational Psychology Service on school practice to determine next Educational Psychology Service</li> </ul>	<p>The Educational Psychology Service continue to gather data on the impact of their service delivery and their data working group are putting in place new processes to further improve this.</p> <p>Impact data from the Emotional Literacy Support Assistants programme continues to be strong. The increased capacity of the Educational Psychology Service team has allowed for new training packages to be created with follow-up in-person implementation coaching. Data continues to be gathered from these new offers, with further adjustments to how to ensure more impact data.</p>	



	<p>Having successfully filled all vacancies; the service has been able to undertake an increased number of Early Intervention Consultations &amp; Systemic Early Intervention Consultations (641 over 2023/24 academic year compared to 571 in the previous year). Feedback gathered on Early Intervention Consultations remains positive. The average rating out of 7 (7 being the highest) is over 6, with a rating of 6 out of 7 that the situation will improve following the Early Intervention Consultation.</p> <p>Schools most frequently request support in Self-Regulation (Self-regulation refers to the ability to control your behaviour and manage your thoughts and emotions in appropriate ways, learners who have developed self-regulation skills are able to assess whether their behaviour is appropriate and can redirect themselves as needed), Autism Spectrum Condition (a neurological and developmental condition that affects how people interact with others, communicate, learn, and behave, it is considered a spectrum as there is a wide variance as to how this presents and impacts on learners),</p> <p>Emotionally Based School Non-Attendance (which used to be referred to as school refusal or emotionally based school avoidance. It is used to describe learners who experience challenges in attending school due to negative feelings [such as anxiety]. It may result in a learner: avoiding or prolonging getting dressed in the mornings; refusing to leave the house, and/ or transport method to school; showing physical and emotional signs of distress; being reluctant to attend school for the whole week; or being unable to attend school at all.),</p> <p>Anxiety (a feeling of unease, worry, or fear that can interfere with a learner's daily life. It is a natural human emotion, but excessive and unmanageable worry can affect both their brains and bodies), and Trauma. Requests for support in Emotionally Based School Non-Attendance &amp; Trauma (Learners who suffer from traumatic stress are those who have been exposed to one or more traumas and <i>develop reactions</i> that persist and affect their daily lives whether these events are ongoing or have ended) have increased on the previous year.</p> <p>An Emotionally Based School Non-Attendance digital training package has been accessed by 8 schools (Aberdeen Grammar, Cults, Dyce, Hazlehead &amp; St Machar Academies &amp; Airyhall, Glashieburn, &amp; Kingsford Primaries) who have begun the implementation process, - conducted exploratory systemic Early Intervention Consultations, completed the digital training and had at least one follow-up implementation coaching session.</p> <p>This year has seen an increase in the number of staff, from across 12 settings – 4 Early Learning &amp; Childcare, 1 Secondary &amp; 7 Primary, exploring restorative approaches through the Educational Psychology Service's Emotion Coaching programme. Emotion Coaching provides both a restorative approach, support for emotional literacy, and supports development of relational approaches across the whole school.</p>	
<ul style="list-style-type: none"> <li>• Delivery of the Behaviour Plan</li> </ul>	<p>Planned professional learning has taken place for individuals and for trainers. Feedback has been positive, and future training is planned for this term.</p> <p>The data and safeguarding stakeholder groups continue to work effectively together to produce guidance for schools and facilitate the sharing of good practice.</p>	
<ul style="list-style-type: none"> <li>• Review the provision for supporting learners need</li> </ul>	<p>The Educational Psychology Service undertook the Exploration of Learners Needs survey which was reported at committee in November 2024. A group of professionals has been established to look at the operational model for the test of change proposed for Riverbank.</p>	

	Training for support staff has been reviewed and will be shared with stakeholders for comment in February 2025.													
<ul style="list-style-type: none"> <li>Targeted use of TalkBoost</li> </ul>	Talkboost and Early Talkboost continue to be delivered in partnership with NHS Speech and Language Therapy as part of our service level agreement.													
<b>Close the poverty related attainment gap</b>														
<p>Help address the gap and gradient through:</p> <ul style="list-style-type: none"> <li>working with HTs to monitor the impact of Pupil Equity Fund (PEF) interventions</li> </ul>	<p>Central officers continue to review Equity Trackers with schools as part of QI visits, data discussions and attainment reviews. Support from the Attainment Adviser has supported school staff in the completion of these and in identifying the most appropriate measures and outcomes.</p> <p>Effective use of Equity Trackers is supporting schools to identify which interventions are most effective and which should be reviewed.</p>													
<ul style="list-style-type: none"> <li>asking every school to have a cost of the school day position statement known by the whole school community</li> </ul>	Cost of the School Day remains a focus for all schools, with an expectation that there are no curricular costs for any learner in our schools. Through the termly equity network meetings school staff and Equity leads are being supported to develop Cost of the School Day position statements with their own school community to ensure these reflect the unique needs of each school community.													
<ul style="list-style-type: none"> <li>maintaining our focus on attendance levels and termly communication to parents and carers</li> </ul>	Revised attendance guidance was shared with parents in December via the Parent Newsletter. Attendance is key to attainment and continues to be monitored and discussed termly with school SLT at attainment discussions.													
<b>Prevent families from experiencing poverty wherever possible</b>														
<p>Continue to work in collaboration to address the root cause of poverty through:</p> <ul style="list-style-type: none"> <li>targeting families most in need of our help by sharing data</li> </ul>	<p>300 tickets for the Panto were issued to children and families who attend schools in areas of deprivation, this offer includes a free programme, gift and a snack. This offer was carefully designed by Aberdeen Performing Arts to ensure there was no stigma attached to the uptake of the free offer.</p> <p>Schools worked with a range of voluntary organisations across the city to ensure no child missed out on a gift at Christmas.</p>													
<ul style="list-style-type: none"> <li>the provision of Money Advisors</li> </ul>	<p>Parents and carers continue to be signposted to the support provided by money advisors which may include support with debt management, benefit advice and support to claim benefits.</p> <p>Data from April 2024 to December 2024 shows the following:</p> <table> <tr> <td>Debt Cases</td> <td>67</td> </tr> <tr> <td>Total debts of</td> <td>£438,769.75</td> </tr> <tr> <td>Benefit Checks</td> <td>188</td> </tr> <tr> <td>Benefit Claims</td> <td>42</td> </tr> <tr> <td>Financial Gains</td> <td>£257,731.52</td> </tr> <tr> <td>Benefit Challenges</td> <td>2</td> </tr> </table>	Debt Cases	67	Total debts of	£438,769.75	Benefit Checks	188	Benefit Claims	42	Financial Gains	£257,731.52	Benefit Challenges	2	
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<ul style="list-style-type: none"> <li>working with the third sector to support foodbanks and uniform swaps and target families in need of assistance</li> </ul>	Local charities have continued to expand their offer of winter coats to identified schools across the city. Uniform swaps are available to all in most schools to ensure no stigma is attached to using this support. Schools are working with foodbanks to ensure families in need are signposted to the most appropriate source of support and some schools are collecting food to support foodbanks where this is appropriate for the context of the school.													
<b>Partnership Delivery of the Family Support Model in keeping with the Promise</b>														
Delivery of The Promise through:	Working in partnership with social work colleagues, officers are continuing to explore reasons for young people moving into placements out of													

<ul style="list-style-type: none"> <li>reviewing oversight arrangements for those who are cared for out of authority</li> </ul>	<p>authority in order to establish systems or changes to current practice which could reduce the numbers of young people cared for out with the local authority.</p>	
<ul style="list-style-type: none"> <li>expanding our Edge of Care pilots to St Machar</li> </ul>	<p>Both Northfield and Lochside Associated School Group pilots have continued to support children, young people and families. Teams in both ASG's continue to undertake collaborative Continuous Professional Learning and have completed the Beacon House 4 module training - 'Developmental Trauma for Professionals'.</p> <p>The team has met to map out the next steps for supporting in St Machar building out from the experiences at Lochside and Northfield.</p>	
<ul style="list-style-type: none"> <li>supporting the development of our Family Support Model test</li> </ul>	<p>The lead has been appointed, and work has begun with key stakeholders to plan the implementation of test of change.</p>	
<ul style="list-style-type: none"> <li>implementing our Request for Assistance</li> </ul>	<p>Following a review of the system requirements and the nature of the data to be processed, IT colleagues are bringing the development of the new Request for Assistance process in-house.</p> <p>IT colleagues hope to provide an update w/b 13 January on when in-house development work can begin. Once this has been confirmed, development resources can be transitioned from the current developer to the in-house team.</p>	
<p><b>Addressing inequality</b></p>		
<p>Continue to address inequality by:</p> <ul style="list-style-type: none"> <li>all secondary schools registering with Equally Safe at School and ensure key staff complete the e-module</li> </ul>	<p>In line with national guidance, all secondary schools are reviewing existing programmes with a view to registering on the Equally Safe in School website. Bucksburn Academy are engaging with Equally Safe at School (ESAS) as one of the Pilot schools. The experiences from this will support further schools' participation with the programme. Officers have been in contact with ESAS with a view to presenting an overview of their service at a future HT meeting.</p> <p>Schools will record incidences of gender based violence using SEEMIS Bullying and Equalities Module (BEM). All incidents of gender based violence will be tracked and reviewed as part of the ongoing audits into bullying incidents over session 2024/25. This will support the collection, monitoring and review of the data.</p>	
<ul style="list-style-type: none"> <li>secondary schools to review their RSHP curriculum</li> </ul>	<p>Schools are reviewing their Relationships and Sexual Health and Parenthood (RSHP) curriculum to ensure it includes learning about equalities and gender-based violence.</p>	
<ul style="list-style-type: none"> <li>continuing to support all secondary schools to establish effective systems to support LGBTQIA+ community in school</li> </ul>	<p>Schools continue to engage with Time for Inclusive Education. 400 teaching staff across 55 education settings have completed Stage 1 of the E-Learning Module. 3 Schools are involved in Stage 2 professional learning. 1 School has completed all the outcomes and there will be a further offer in January 2025.</p> <p>Schools continue to participate and work through the LGBT Charter programme. Aberdeen Grammar School and St Machar Academy have both achieved Silver. Additionally, 4 schools have achieved Bronze, and 2 schools are to start the journey. 4 Pillars have delivered LGBT training to 140 staff ensuring that there are key staff in our schools who are well placed to</p>	



	support our LGBTQIA+ communities. Trained staff will deliver in their own schools and across the city ensuring sustainability beyond any purchased programme.	
<ul style="list-style-type: none"> <li>primary schools to pilot primary Mentors Against Violence programme and full roll out across secondary</li> </ul>	<p>A Scottish Government pilot of a primary version of Mentors in Violence Prevention (MVP) is currently running in selected central belt schools; this will be rolled out nationally in session 25/26.</p> <p>ACC MVP trainers are supporting the independent sector running an MVP training course at Robert Gordon's College in January 2025 with space for 10 new ACC staff members to attend.</p>	
<b>High quality professional learning for all</b>		
<p>Maintain an agile professional learning programme for all ELC and school staff based on both QI outcomes and audits of need</p> <p>Continue to increase opportunities for collaboration at secondary subject level</p> <p>Establish an ELC support worker network</p> <p>Where possible, support staff to gain statutory qualifications in order to realise career progression and promotion and improve the staffing pipeline</p>	<p>Professional learning continues to be planned based on needs identified through Quality Improvement visits and inspection evidence.</p> <p>A programme of digital professional learning opportunities including work with Hable, Sumdog, Canva, TextHelp and SMART Technologies is ongoing, allowing staff to upskill and supporting the roll out of the Northern Lights project.</p> <p>Work continues on the Behaviour Action Plan, with 177 practitioners engaging with work on Being Restorative and 30 practitioners completing a Train the Trainer Keeping Trauma in Mind programme. Work with Maybo continues to progress, with around 1500 staff accessing e-Module online learning, face to face sessions on the November and February inset days and the commencement of the Train the Trainer programme to build capacity and support across the city.</p> <p>We are continuing to use ACC Learn to provide access to e-Learning opportunities, including two new supporting children with healthcare needs courses for staff and senior leaders.</p> <p>The Educational Psychology Service continue to offer the highly rated and regarded Emotional Literacy Support Assistants programme for support staff, including an Additional Support Needs Emotional Literacy Support Assistants cohort. All support staff involved receive career long Educational Psychology Service supervision of 12 hours per year as part of this programme for ongoing support and development of their skills to work on learners Emotional Literacy.</p> <p>The Educational Psychology Service continues to offer training on:</p> <ul style="list-style-type: none"> <li>Emotionally based School Non-Attendance</li> <li>Emotion Coaching</li> <li>Executive Functions</li> <li>Teenage Brain Development</li> <li>Seasons for Growth</li> </ul> <p>The Educational Psychology Service are developing parent and family offers to train staff who work with families suffering from bereavement, loss and change to allow them to better support their children impacted in these areas.</p>	
<b>Senior and Middle Leadership development</b>		
Continue to deliver a programme for Middle Leaders to enhance leadership skills	The CLPL (Career Long Professional Learning) courses for early phase Middle Leaders continue to be very popular with all 5 sessions being very well attended. There is a clear cohort choosing to prioritise attendance at every session which is supporting consistency in their development.	

<p>Engage with external professional learning opportunities to improve leadership capacity</p>	<p>The most experienced Middle Leaders groups have attended 4 leadership sessions. Attendance is very good and high-quality, enthusiastic professional dialogue is effectively supporting leadership development. Attendees have benefitted from being assigned an ACC Head Teacher to coach them through a 360 self-evaluation and create a personal leadership action plan.</p> <p>10 of our Middle Leaders continue to progress through the Into Headship qualification. They are being well-supported by a HT who has recently completed the process. They are now halfway through gaining their qualification with their first academic assignment already submitted.</p>	
<p>Increase opportunities for middle leaders to participate in Quality Improvement activity</p> <p>Deliver newly appointed HT programme and review implementation</p>	<p>All middle leaders in school continue to have the opportunity to participate in quality improvement visits in their Trio or Quad. This has been extended to senior Early Years Practitioners in ELC ensuring specific actions for ELC are actioned timeously. Middle leaders report they see this opportunity as impactful and high quality professional learning.</p> <p>The newly appointed head teacher programme continues to be delivered when a new HT or acting HT takes up post.</p>	
<p><b>Continue to support staff health and wellbeing</b></p>		
<p>Deliver staff wellbeing surveys</p> <p>Continue to signpost staff to corporate supports for health and wellbeing and highlight case studies</p> <p>Monitor compliance in the application of corporate staffing policies</p>	<p>177 staff took part in Being Restorative training during the November in-set day. This was delivered by Education Scotland; a further 6 sessions will be delivered across the two in-set days.</p> <p>We have 30 members of staff trained as trainers for Keeping Trauma in Mind – they will cascade this training within their settings.</p> <p>SAMH/Penumbra continue to support our Senior pupils by delivering Suicide Prevention &amp; Self-Harm sessions. Harlaw and Cults Academy are completed. Bucksburn and Aberdeen Grammar are planned for Term 3 of this session.</p> <p>The Educational Psychology Service offer Coaching, accessible to all school staff, and also Systemic EICs for Middle and Senior Leaders to discuss key issues or areas of practice relevant to them to find shared solutions, or support.</p>	
<p><b>Monitor workforce to ensure our capacity to deliver for children and families</b></p>		
<p>Monitor recruitment to ensure swift identification of any issues to be addressed.</p> <p>Build in performance management and absence reporting expectations for HT network and DHT network (CLPL planned)</p>	<p>The QIM (Quality Improvement Manager) with responsibility for staffing continues to monitor ongoing requests to recruit and work with schools, and colleagues in Talent to identify any emerging issues and address these quickly.</p> <p>Dates for training around performance and absence management will be confirmed with People &amp; Citizen Services colleagues for 2025. Workforce planning for session 2024/25 has begun, taking account of any possible budget decisions which may be taken.</p>	
<p><b>Continue to develop School Profiles</b></p>		
<p>Evaluate the consistency of effective use of school profiles</p>	<p>Data discussions in November 2024 between Quality improvement Officers (QIO) and school leaders demonstrated a continued spread of knowledge and understanding of school profiles. More experienced school leaders use the data contained within their school profile as a professional learning tool</p>	

and ensure access for all	for their staff, increasing their understanding of data. The QIO team will continue to support understanding of school profiles through planned data discussions in February and May 2025.	
<b>Implement improved tracking and reporting</b>		
<p>Mandatory data training sessions for senior leaders which includes BGE (Broad General Education) tracker, Health &amp; Wellbeing data, School Profiles, etc this should also cover analysis of data and planning next steps, and transition at all levels</p> <p>Data training for all staff to ensure accountability through the system</p> <p>City wide programme of moderation including work with university to ensure alignment with undergraduate training programme</p>	<p>As part of the Quality Improvement Visit time data is interrogated at class, faculty and school level with relevant staff in school.</p> <p>Senior Leaders can request Systemic Early Intervention Consultations from the Educational Psychology Service to support their data analysis or explore how to gather data for their Improvement Plans in relation to key aspects of performance at any point through the school year.</p> <p>A Moderation presentation has been developed for use by all settings to ensure a shared understanding of the moderation cycle. Quality Assurance and Moderation Support Officers (QAMSOs) may support schools and ASGs in the delivery of this presentation and subsequent development work.</p>	
<b>Collaborate with partners to join data sets when beneficial to do so</b>		
Improve data sharing processes to ensure that all relevant data can be shared to support planning and implementation of interventions e.g. PEPAS, Health	A data sharing agreement is in place with Sport Aberdeen and has been agreed by all partners to allow data to be shared safely and the impact of interventions tracked more effectively.	
<b>Increase central oversight of tracking data and PEF impact measures</b>		
Continue to monitor the use of the Equity tracker and provide support through the Equity Network sessions	<p>Equity Trackers are reviewed by central officers as part of school QI visits with sampling of trackers carried out by the Attainment Adviser and QIM Closing the Gap.</p> <p>Equity Trackers are a standing item on the agenda for the Equity Network and support is available for individual schools from the central team and the Attainment Adviser. There is a need to fully embed these to ensure maximum impact .</p>	
<b>Clear expectations around the Core Quality Indicators</b>		
Implement the refreshed Quality Improvement Framework to help improve standards against the core Quality Indicators	<p>Central officers will continue to work collaboratively with schools and Associate Assessors to implement and evaluate the refreshed Quality Improvement Framework which was approved at Education and Children's Services committee in July 2024.</p> <p>This will allow further improvements to be presented to committee in July 2025.</p>	

<b>Continually improve central Quality Improvement approaches</b>	
Implement Quality Improvement Calendar (QIC) which provides well planned, focused quality improvement activity	The Quality Improvement Calendar continues to support schools to plan their own improvement activities in line with centralised activity. The QIC for 2025/26 is being developed and will be shared with school leaders before the Easter break. This will further ensure that all schools/services are fully informed, allowing for efficient planning for next session. Next session's QIC will include a Building Capacity page, outlining all professional learning opportunities for the session. The QIC will continue to be a live document.
Evaluate the effectiveness of activities within the QIC to determine next steps	All activities contained within the calendar are being evaluated at the time of delivery and will be evaluated again in 6 months to evaluate the ongoing impact on our schools.
<b>Maintain approaches to collaborative improvement across the city</b>	
<p>Continue to support delivery of the Armed Forces Covenant</p> <p>Align partnership forum activity with the family support model building on good practice in existence</p> <p>Refresh trio model and involve the Associate Assessors in supporting quality improvement activity.</p> <p>Review and develop collaboration with locality leads / QI team</p> <p>Improved transition across the city</p>	<p>All schools identify armed forces families at the application stage and offer support at local level.</p> <p>Officers are working with neighbouring local authorities to ensure the Covenant is known to all. Funding opportunities for projects will continue to be shared with all schools supporting armed forces children.</p> <p>The refreshed primary trios are working well providing less experienced HTs with mentors to support improvement. The monthly meetings are providing both support and challenge around self-evaluation and allowing Headteachers to develop relationships built on trust.</p> <p>Secondary Quads are meeting regularly with their assigned Associate Assessor. This structure is ensuring more intense support and challenge during Quality Improvement Visits as colleagues have a greater knowledge of each other's schools.</p> <p>Locality leads are working closely with the QIO team to ensure consistency in support and challenge across the early level.</p> <p>Literacy and numeracy progressions continue to be developed to support key transitions.</p>
<b>Delivery of Parental Involvement and Engagement Plan</b>	
<p>Work with the parent forum to improve communication between schools and parents and increase parental engagement</p> <p>Stronger family series to be further developed</p>	<p>Officers have consulted city wide parent forum on the roll out of the behaviour plan and any other issues related to schools. Parent forum chairs and officers communicate frequently to address issues relating to communication in a timely manner.</p> <p>A single digital resource for parents is being prepared to be launched in Spring 2025. This will streamline the information available on the Parent Learning Hub and ACC central website.</p> <p>Planned Stronger Families Series session content was shared with the parent forum and adapted according to the feedback. This is now being accessed through guest ACC learn website. Content has been closely aligned to service priorities and the self-identified needs of parents and carers.</p>
Develop and implement the Parental	The new Parental Involvement and Engagement Plan was approved by committee in November. An underlying action plan is now being used by

<p>Involvement &amp; Engagement Plan</p>	<p>officers to meet the priorities which were outlined. Communication has taken precedence as highlighted by committee members.</p> <p>The Educational Psychology Service have improved working with families in their Standards, Quality and Improvement plan and a new Educational Psychology Service working group has been established to make developments in this area, such as increased resources for families and taster training videos on key areas. Engagement with key partners in this area will be made to advance this work.</p>	
<p><b>Accessibility Update</b></p>		
<p>Augmentative and alternative signage at learner appropriate height</p>	<p>The standard for school signage has been shared to schools across Aberdeen City and the school estates teams, schools are currently being supported to meet the minimum requirements.</p>	
<p>Consider suitability, accessibility and capacity within Victorian schools through feasibility study and options appraisal</p>	<p>The findings of the feasibility study, along with summaries of the feedback received from stakeholders, will be included within an Outline Business Case, which will be presented to the Council's Education and Children's Services Committee and Finance and Resources Committee in Spring 2025</p>	
<p>CIRCLE framework training delivered with partners across settings including use of Up and Away to support understanding of environments to meet needs.</p>	<p>Please see earlier update on CIRCLE.</p>	
<p>Develop guidance to meet a range of sensory needs</p>	<p>A bespoke Sensory Ambassador programme has been created for 2024-25 and includes book study, master classes and network meetings. A Sensory Advisory Group has been established to agree the programme and support materials. This group is made by professionals from Education, NHS and third sector partner SensationALL. A Padlet of resources including a bespoke sensory questionnaire, has been produced to support Ambassadors within their own schools.</p>	
<p>Child's planning format which is accessible for learners</p>	<p>Pilot is ongoing.</p>	
<p>Empower children and young people to have their voice heard when experiencing child protection processes through effective use of alternative communication systems</p>	<p>Bucksburn Academy ASN Wing continue to work towards achieving Makaton friendly status with members of staff identified to undertake Makaton, and Talker training. Orchard Brae School staff are part of a national group, developing materials to support practitioners build their knowledge and skills to support pupil voice and agency for those learners with complex additional support needs</p>	
<p>Access to information through a single digital source of information for parents, carers and disabled young people</p>	<p>Single source website being developed in partnership with all stakeholders including young people, parents, Education, Social work and Health</p>	
<p>Implement "One Good Adult" programme</p>	<p>Implemented</p>	
<p>Ensure summary information regarding additional support needs is accessible and available in a variety of formats in accordance with legislation</p>	<p>This will be taken into account when developing the website above.</p>	
<p><b>Behaviour Plan</b></p>		
<p><b>Improve the consistency of incident reporting by:</b></p> <ul style="list-style-type: none"> <li>Continuing to investigate how to send an</li> </ul>	<p>Work is continuing on developing a system of automation.</p> <p>Guidance has been developed which has taken cognisance of Included, Engaged and Involved part 3 (IEI 3).</p>	



- 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)

All definitions have been updated, are clear and have accompanying how to and when to information. This has been shared with the Safeguarding group to allow for comment and will be out to schools in January.

**Gain further assurance around the knowledge of/compliance with agreed policies by:**

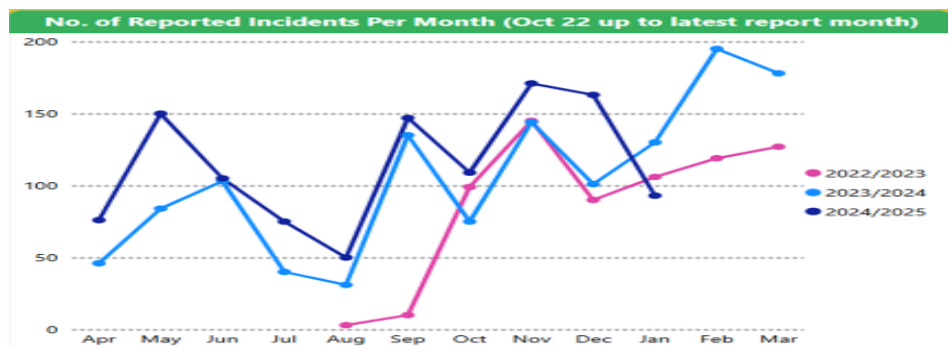
- Co-designing a mandatory E-Learning module for all staff to cover key policies and procedures with TUs to include Person Centred Risk Assessment, Incident Reporting, Exclusion, Health and Safety and Whistleblowing (this will be subject to further review following publication of refreshed Included, Engaged and Involved)
- Implementing E-Learning module as part of induction arrangements/mandatory yearly training and reporting compliance to ECS Committee

The e learning module continues to be available to all staff through the ACC Learn platform. An audit of staff still to complete is being undertaken and will be shared with schools by the end of January. This data will be provided to committee next cycle.

An Induction programme for staff has been drafted in consultation with the safeguarding group. This includes all mandatory training and training logs are being designed to track compliance.

All schools have updated their health and safety policies.

**Incident Recording and reporting**



The trend data evidences a phase shift in incident reporting and recording linked to the early implementation stages of the Behaviour Plan around increased policy compliance and understanding.

<ul style="list-style-type: none"> <li>• Update the Health and Safety policy exemplar template to include incident reporting and expected collaboration with TU H&amp;S reps</li> <li>• All schools to update their Health and Safety policy in keeping with local exemplar</li> <li>• All schools to add a Health and Safety place holder in whole staff meeting agendas</li> <li>• Short Health and Safety briefings to be developed in collaboration with Trade Unions and posted on the Edu-Sharepoint site</li> </ul>	<p>Data for January 2025 is a partial reflection of recorded incidents which is updated over the course of the early weeks of the subsequent month as administrative system inputting is completed.</p> <p>Health and Safety Incident and Near Miss information is currently scrutinised in detail through the joint management/TU forum, and in the context of quarterly reporting through the Staff Governance Committee.</p> <p>Data from Quarter 2 2024/25 is reflected in the attached link <a href="#">Health and Safety Report Appendix</a>, and the collation of related training uptake information is currently being developed</p>
<p><b>Refresh Behaviour and Relationship policies:</b></p> <ul style="list-style-type: none"> <li>• All schools to provide the central team with copies of current policies by May 2024</li> <li>• Undertake an audit of what is working well with regard to nurturing approaches by the end of October 2024</li> <li>• 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</li> <li>• All schools to table the National Plan with key stakeholders when published</li> <li>• 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</li> <li>• Each school community to lead a local refresh of their Behaviour/Relationship</li> </ul>	<p>The safeguarding group (comprising of officers, school staff and trade unions) continues to meet fortnightly.</p> <p>A copy of the updated guidance <i>supporting learners a relational and rights focused approach to physical intervention and seclusion</i> which incorporates Included, Engaged and Involved Pt3 has been circulated to Safeguarding group and LNCT members for comment before full release to schools (February 2025). The new guidance will be shared with school staff during the February In-service day.</p> <p>Each action is being delivered within timescales.</p>

<p>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.</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	
<p><b>Ensure robust provision of risk assessments by:</b></p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• 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)</li> <li>• 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</li> </ul>	<p>A generic risk assessment has been shared with all schools and will be updated regularly. The health and safety team are creating a central site to gather all school risk assessments.</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. The module has been published, and the guidance is currently being developed. This new guidance will include reference to grab and go PCRAs which provide key information for supply staff working in a school.</p> <p>Debrief guidance has been agreed and has been distributed to schools.</p> <p>Quality assurance of PCRAs continues to be reviewed during quality improvement visits .</p>

<ul style="list-style-type: none"> <li>• Provide guidance to shape post-incident discussion to encourage reflection and discourage blame (link to debrief guidance)</li> <li>• Quality Assurance process over 2024/25 to include sampling of Person Centred Risk Assessment processes</li> </ul>	
<p><b>Supporting staff by:</b></p> <ul style="list-style-type: none"> <li>• Evaluating the impact of the whistleblowing form to determine next steps by July 2024</li> <li>• Regularly reminding staff of corporate wellbeing supports through the education newsletter</li> <li>• Developing debrief guidance (including decompression time) to be agreed at LNCT and issued by July 2024</li> <li>• Clarifying location of Education Scotland resources to support improvement at school level</li> <li>• Clarifying how schools should enable Police investigations</li> <li>• Resilience training offered to schools through Winning Scotland / Able-Futures</li> </ul>	<p>Corporate wellbeing supports are shared through the education wellbeing newsletter to ensure all staff in schools have access to all supports available. Education will be part of the corporate pulse checks in relation to health and wellbeing.</p> <p>We are awaiting information on the publication of resources to support improvement in relationships at school level. 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 Primary, Kingsford Primary, Bucksburn Academy, Cults Academy, Airyhall Primary, Lochside Academy and Hazlehead Primary).</p> <p>Able futures continues to be offered to individuals through the regular newsletter and staff who access rate the support offered highly.</p>
<p><b>Further build the capacity/capability of staff by:</b></p> <ul style="list-style-type: none"> <li>• Continuing to deliver Compassionate and Connected Communities</li> <li>• Continued focus on the CIRCLE framework</li> <li>• Continuing to roll out CALM theory (de-escalation) training to all school communities</li> <li>• Continuing to offer bespoke training through the Educational Psychology Service</li> <li>• Reviewing the programme of Professional Learning/Thinglinks to</li> </ul>	<p>A professional learning offer that blends Maybo and CALM training to support staff has been devised. This will be rolled out as part of the in-service day offer in February. CALM trainers continue to support individuals and schools when required.</p> <p>Officers have also resourced a suite of learning opportunities that will be available on both February in service days. This will include input from Educational Psychology Service, Complex Additional Support Needs Teacher, Autism Outreach and the ASN central team.</p> <p>A Sensory Ambassador programme has been developed, to gain and share deeper knowledge, skills and confidence regarding sensory considerations to enable 'sensory smart' schools.</p> <p>Restorative practice sessions with Education Scotland were undertaken by Brimmond, Stoneywood, Kittybrewster, Manor Park and Holy Family schools in November in service days.</p>

<p>increase the range of professional learning opportunities for all school staff by August</p> <ul style="list-style-type: none"> <li>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</li> <li>Programme of restorative practice training being put in place from August 2024</li> <li>Implement Restorative Justice training (currently being negotiated)</li> <li>Consider PSE review as part of National Improvement Planning 2024/25</li> </ul>	
<p><b>Improve knowledge of the legislative framework by:</b></p> <ul style="list-style-type: none"> <li>Co-designing a Webinar on the legal framework with Trade Unions</li> <li>Launching the Webinar and ensuring its availability to all school staff</li> </ul>	<p>The exclusion webinar providing legal advice is available to all schools. This is the first in a series of webinars being developed to support schools with legislation.</p>
<p><b>Ensure effective mechanisms are in place to support continuous improvement by:</b></p> <ul style="list-style-type: none"> <li>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)</li> <li>Establishing a Terms of Reference for the Incident Reporting Group in collaboration with the Trade Unions and Health and Safety team in light of the National Behaviour Plan.</li> <li>Commit to long term support of the nominated head teacher group to</li> </ul>	<p>The terms of reference for the safeguarding and Incident reporting group have been updated and agreed with all stakeholders.</p> <p>The HT group has continued with a focus on the new provision at Riverbank.</p> <p>A directory of support is currently under construction by a Complex Additional Support Needs Teacher from Orchard Brae.</p>



<p>shape our use of resources to support those with a range of wellbeing and ASN needs.</p>	
<p><b>Continue to focus on a positive culture by:</b></p> <ul style="list-style-type: none"> <li>• Asking all head teachers to provide evidence of current arrangements for listening to staff and commit to keeping arrangements under review</li> <li>• Continuing to distribute wellbeing survey to staff (Trade Unions to help promote completion)</li> <li>• Collaborative review of learning from the staff wellbeing surveys with Trade Unions</li> <li>• Head teachers, central staff and Trade Unions to all encourage open and blame free reporting in all establishments</li> <li>• Trade Unions and central officers to exemplify expectations around respectful relationships and interactions for all staff</li> </ul>	<p>This has been gathered and will be used to share best practice across the local authority, informal feedback from our recent Thematic Inspection of the Education Service was complementary of our positive culture.</p> <p>Corporate wellbeing surveys will be distributed, the latest survey closed on Tuesday 14 January and once collated feedback will be shared with TUs as part of the safeguarding meeting. All managers are aware of the need to promote open and blame free reporting of incidents</p>
<p><b>Engagement with parents and carers on behaviour and relationships by:</b></p> <ul style="list-style-type: none"> <li>• Tabling this Action Plan with the City-Wide Parent Forum for comment</li> <li>• Tabling the National Plan at Parent Council meetings</li> <li>• Actively involving parents/carers in the review of Behaviour/Relationship policies</li> <li>• 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</li> </ul>	<p>The Chief Officer has a standing item on all parent forum meetings to update on progress of the plan. Representatives then share these updates at their local meetings to ensure the information is disseminated across the whole parent body.</p> <p>A working group of TUs, parent representatives and central officers has been established</p>
<p><b>Committee business</b></p>	<p>The review of the Devolved School Management scheme is planned for 2025.</p>

- 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

All staff continue to have access to the corporate whistle blowing policy.