



West Lothian
Council

Education Policy Development and Scrutiny Panel

West Lothian Civic Centre
Howden South Road
LIVINGSTON
EH54 6FF

11 March 2015

A meeting of the **Education Policy Development and Scrutiny Panel** of West Lothian Council will be held within the **Council Chambers, West Lothian Civic Centre**, on **Tuesday 17 March 2015 at 10:00 a.m.**

For Chief Executive

BUSINESS

Public Session

1. Apologies for Absence
2. Order of Business, including notice of urgent business
3. Declarations of Interest - Members should declare any financial and non-financial interests they have in the items of business for consideration at the meeting, identifying the relevant agenda item and the nature of their interest.
4. Confirm Draft Minute of Meeting of The Education Policy Development and Scrutiny Panel held on Tuesday 3 February 2015 (herewith)
5. Relationships, Sexual Health and Parenthood Education in West Lothian Schools - Report by Head of Schools with Education Support (herewith)
6. Traffic Safety In and Around Schools - Report by Head of Schools with Education Support (herewith)
7. Transport To and From Schools - Mainstream - Report by Head of Schools with Education Support (herewith)
8. Consultation on Draft Guidance for Parts 4, 5 and 18 of The Children and Young People (Scotland) Act 2014 - Joint Report by Head of Education (Quality Assurance) and Head of Social Work (herewith)

9. West Lothian Council Education Services: Additional Support Needs Review 2014 - Report by Head of Education (Quality Assurance) (herewith)
10. Sportscotland Investment Agreement 2015-19 - Report by Head of Education (Quality Assurance) (herewith)
11. Teacher Numbers - Report by Depute Chief Executive (herewith)
12. Widening Senior Phase Curricular Provision - Report by Head of Education (Quality Assurance) (herewith)
13. Primary School Accommodation - Refurbishment of Kirknewton Primary School - Update - Report by Head of Schools with Education Support (herewith)
14. Education PDSP Timetable of Meetings 2015-2016 (herewith)
15. Workplan 2014-15 (herewith)

NOTE **For further information please contact Elaine Dow on 01506 281594 or email elaine.dow@westlothian.gov.uk**

MINUTE of MEETING of the EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL of WEST LOTHIAN COUNCIL held within COUNCIL CHAMBERS, WEST LOTHIAN CIVIC CENTRE, on 3 FEBRUARY 2015.

Present: Councillors Lawrence Fitzpatrick (Chair), David Dodds, Stuart Borrowman, John McGinty, Andrew Miller and Jim Walker; Appointed Representatives Elsie Aitken, Myra MacPherson and Lynne McEwen; Leona Mullarky (Parent Council Forum Representative).

Apologies:

John Hendrie and Eric Lumsden, Appointed Representatives;
Margaret Clarke, Voluntary Sector Gateway West Lothian.

1. DECLARATIONS OF INTEREST

Agenda Item 6: Education Outcomes for Scotland's Looked After Children

Councillor Miller declared a non-financial interest arising from him being a Board member of the Scottish Children's Reporter Administration (SCRA).

2. MINUTES

- a) The Panel confirmed the Minute of the meeting held on 9 December 2014 as being a correct record.
- b) The Panel confirmed the Minute of the meeting held on 17 December 2014 as being a correct record.

The Chair then signed the Minutes.

3. PSYCHOLOGY OF PARENTING PROJECT

The Panel considered a report (copies of which had been circulated) by the Head of Social Policy providing an update in respect of the Psychology of Parenting Project (PoPP). The Panel was advised that West Lothian Community Health & Care Partnership was selected as a Wave 1 Implementer Site by NHS Education Scotland and had completed year one of a three year roll-out.

Paula Huddart, Group Manager, Children and Families, and Dale Marsters, Service Development Manager, then provided the Panel with an update on the Government sponsored project. The three year project was aimed at improving the availability of high-quality evidence-based parenting programmes for families with young children (aged three and four year old) who had elevated levels of behaviour problems. As well as improving outcomes the PoPP builds capacity through the delivery of high quality training which supported a shift from traditional service delivery and promoted improved partnership working. Following the completion of year one delivery of the project impressive results and good outcomes were achieved with thirty-seven children moving off the high-risk scale of

conduct disorder and avoiding a negative trajectory. Details of the West Lothian Data Report (October 2014) was attached as an appendix to the report.

The project provided programmes for groups of parents, caregivers and young children using positive strategies, strengthening relationships which led to positive outcomes for children. The following areas were identified for continuous improvement:

- Recruitment and retention of parents and carers;
- Recruitment of male caregivers; and
- Collection of data.

The project would continue to deliver group work programmes across West Lothian as part of year two delivery and it was anticipated that it would continue to achieve positive outcomes.

The Group Manager then responded to questions from members providing details of the parents reactions to the project.

The Chair, on behalf of the Panel, thanked the staff involved for the excellent work carried out and noted the significant results achieved.

Decision

Noted the contents of the report.

4. EDUCATION OUTCOMES FOR SCOTLAND'S LOOKED AFTER CHILDREN (LAC)

The Panel considered a report (copies of which had been circulated) by the Head of Education (Quality Assurance) providing details of the national and local performance information relating to the educational outcomes for West Lothian's looked after children (LAC).

The Panel was advised that in September 2014 the Scottish Government published a revised, fourth annual report of official statistics summarising the Education Outcomes for Scotland's looked after children for 2012/13. The report provided national and local authority statistics comparing West Lothian's statistics with those of comparator councils. West Lothian's comparator authorities were North Lanarkshire, South Lanarkshire, Fife, Clackmannanshire and Midlothian.

The report provided statistical evidence which indicated that improvement strategies implemented within West Lothian were having a positive impact on the attainment outcomes of looked after children. Nationally, statistics indicated overall improvement in all areas. Despite these improvements, the overall attainment, number in positive destinations and attendance of looked after children remained below that of the rest of the school population, while their rate of exclusions was higher. It was noted that although West Lothian's LAC exclusion rate was above the national

average there was a significant reduction in the rate and a narrowing of the gap with the national average. Policy, procedure and practice required to be reviewed continually and revised to ensure maximum impact on positive outcomes for looked after children.

The Chair, on behalf of the Panel, commended staff involved for the excellent work carried out to achieve the positive educational outcomes of West Lothian's looked after children.

It was recommended that the panel note the positive educational outcomes of West Lothian's looked after children and the work ongoing to secure further improvement.

Decision

Noted the contents of the report.

5. SCHOOL LEAVER DESTINATIONS

The Panel considered a report (copies of which had been circulated) by the Head of Education (Quality Assurance) which provided details of the School Leaver Destination Results (SLDR) for 2013/14 based on the School Leavers' Destinations Review carried out by Skills Development Scotland in September and October 2014.

The SLDR were published annually by Skills Development Scotland, with results of a follow up survey published around six months later. Appendix 1 to the report provided SLDR figures for each mainstream secondary school in West Lothian and appendix 2 provided Scottish local authority SLDR figures. The total number of leavers in West Lothian was 1,986 which was a decrease of 39 leavers from the 2,025 leavers in session 2012/2013.

The Panel was advised that 93% of West Lothian's school leavers progressed into positive destinations, an increase of 1% on the 2012/13 level. This was the highest ever level of positive destinations for West Lothian. Out of 32 local authorities, West Lothian was in 14th position, which was an increase of 2 places on the position in 2012/13.

In conclusion, it was noted that a full analysis of the council's positive results was carried out which demonstrated that the key strategies which were put in place over the past seven years were proving to be effective and successful in targeting key groups of young people in West Lothian, in raising their aspirations for the future and in supporting them to attain positive destinations. Schools were continuing to develop further programmes, ensuring that young people would be equipped with the necessary Skills for Learning, Life and Work and were also extending the provision of vocational experiences for young people as part of the 16+ Senior Phase West Lothian Campus.

The Panel acknowledged the continued improvements made in the proportion of young people who achieved a positive destination on leaving school.

Decision

Noted the contents of the report.

6. ACCESS TO EDUCATION

The Panel considered a report (copies of which had been circulated) by the Head of Education (Quality Assurance) which provided an update on the Access to Education grant funding received by the council. The fund would be applied to projects across schools and clusters to help reduce barriers to learning experienced by pupils from disadvantaged backgrounds. The fund provided an opportunity for local authorities to apply for funding to enhance learning, address existing barriers and help each child reach their full potential.

All 32 Scottish local authorities were invited to submit applications for funding. The Panel was advised that in December 2014 Education Scotland released the allocation of £1.5million Access to Education funding. Fifteen applications from West Lothian were successful receiving a total of £160,193. Appendix 1 to the report provided details of the total funding allocated to successful applications from local authorities and appendix 2 to the report provided details of West Lothian Council's successful bids.

In total, 32 West Lothian schools would benefit from £160,193 of funding from the Access to Education fund. West Lothian has been commended by Education Scotland for the high quality, innovative proposals which were submitted. Work was underway to transfer the funds to individual schools and clusters/groups to enable the projects to begin. Schools were required to report on progress by the end of June 2015 and it was hoped that in addition to a national good practice event, West Lothian schools who benefitted from the funding could share the outcomes of their projects with all schools within the authority to build capacity and share good practice.

The Panel then commended staff involved in achieving the successful bids.

Decision

Noted the contents of the report.

7. YOUTH MUSIC INITIATIVE YEAR 13 - PROPOSED PROGRAMME

The Panel considered a report (copies of which had been circulated) by the Head of Area Services providing details of the progress with the Youth Music Initiative (YMI) Year 13 application to Creative Scotland. The Youth Music Initiative application (Year 13) was attached as an appendix to the report.

The report explained that YMI funding enabled schools to meet the

Scottish Government's target that all school children in Scotland should have access to 12 hours free music tuition by the time they reached Primary 6. This target would be met by commissioning specialist individuals and organisations to deliver a range of music education projects to pupils in West Lothian. Community Arts successfully applied to Creative Scotland for Year 12 funding for the YMI programme for 2014-15 and received the maximum award available of £246,228. The programme for August 2015 to June 2016 included 18 projects plus investment in management, promotion and evaluation. West Lothian's allocation of funding for 2015-16 was £246,228.

Community Arts would deliver and manage the 2015-16 YMI programme which would make a significant contribution to enabling the participants to embrace the principles and capacities of Curriculum for Excellence through a high quality programme of music-making activities.

The Panel was asked to note the report and recommend that the Education Executive approves the proposal for submission to Creative Scotland.

Decision

1. Noted the contents of the report; and
2. Agreed that the report be forwarded to the Education Executive for approval.

8. PRIMARY SCHOOL ACCOMMODATION - SIMPSON PRIMARY SCHOOL, BATHGATE

The Panel considered a report (copies of which had been circulated) by the Head of Schools with Education Support providing details of the proposals to address accommodation pressure in Simpson Primary School, Bathgate. Appendix 1 to the report provided details of the class organisations for 2014/2017 and the site plan was attached at appendix 2.

The report advised that the roll in Simpson Primary School was 458 with a design capacity of 462. The maximum intake that could be sustained year on year in a two stream primary school was 66. There were significantly more children resident in the catchment area of Simpson Primary School who were in attendance at the Simpson PS Nursery Class and other pre-school establishments than could be accommodated within a double stream school. The P1 population of Simpson Primary School was likely to exceed the 66 that could be accommodated within a two stream school. It was noted that the intakes over the past three years were well in excess of those that could be sustained. The roll growth at Simpson Primary School was projected to continue to exceed available capacity in the medium term therefore it was necessary to increase the capacity at the school.

The proposals outlined within the report were to increase accommodation in Simpson Primary School by eight additional classrooms for session

2015/16 to deal with medium term demographic pressure. The Head of Schools with Education Support advised the Panel that £1.85m funding was allocated to this project from the revised Capital Programme for 2015/16 to 2017/18, which was approved by members of West Lothian Council at its meeting held on 29 January 2015.

Decision

1. Noted the contents of the report; and
2. Noted that £1.85m funding had been allocated to provide the additional accommodation and internal works at Simpson Primary School from the revised Capital Programme for 2015/16 to 2017/18.

9. WORKPLAN

The Panel considered the contents of the workplan (copies of which had been circulated).

The Head of Schools with Education Support recommended that an additional Education PDSP meeting be scheduled to be held on 16 June 2015 to allow a presentation to be carried out on IT Investment in Schools and to also allow consideration to be given to items submitted prior to the recess. It was proposed that the additional meeting would be held in a school in West Lothian, details of which would be confirmed at a later date.

Decision

1. Noted the contents of the workplan; and
2. Agreed that an additional Education PDSP meeting be scheduled to be held on 16 June 2015.



EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

**RELATIONSHIPS SEXUAL HEALTH AND PARENTHOOD EDUCATION IN WEST
LOTHIAN SCHOOLS**

REPORT BY HEAD OF SCHOOLS WITH EDUCATION SUPPORT

A. PURPOSE OF REPORT

The purpose of this report is to bring to the attention of the Panel the new statutory guidance for the Conduct of Relationships, Sexual Health and Parenthood Education in schools (RSHP Education) and the implications for practice in schools. (**Appendix 1**). Each section of the guidance is numbered and this report will make reference to these numbers where appropriate.

B. RECOMMENDATION

The Panel is asked to note:

1. West Lothian schools are well placed to build on good practice in the delivery of RSHP Education.
2. The new guidance will be shared with schools and relevant partners and groups to enable them to further develop practice to reflect the new guidance.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; being honest, open and accountable; making best use of our resources; and working in partnership.
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	This policy is currently being considered for an Impact Equality Assessment.
III Implications for Scheme of Delegations to Officers	None.
IV Impact on performance and performance Indicators	Contributes to the Health and Wellbeing performance indicators.
V Relevance to Single Outcome Agreement	We live longer, healthier lives and have reduced health inequalities.
VI Resources - (Financial, Staffing and Property)	Within existing resources.

VII Consideration at PDSP	None required.
VIII Other consultations	None.

D. TERMS OF REPORT

Current Practice in Health and Wellbeing and RSHP education

In West Lothian schools we have a positive and well-established culture, systems and practice for the development and delivery of high quality education in health and wellbeing, including RSHP education.

We recognise in West Lothian that religious authorities with a role in denominational education provide guidance on RSHP education for their denominational schools and as advised that right will continue. (See **Appendix 1** numbers **38 – 41** for further guidance on Denominational Education.)

Culture

The culture in West Lothian reflects the statement contained in the guidance that RSHP education....” ***is not delivered in isolation, but as part of a programme that considers issues relating to personal and social development, healthy living, values and beliefs which reinforce self-worth, respect for others and a sense of responsibility.***” (**Appendix 1** number 3.)

Our RSHP education reflects the principles of Getting it Right For Every Child (GIRFEC).

There is a strong commitment in our schools to work with a wide range of partners to implement the GIRFEC approach which places children and their wellbeing at the heart of education. We increasingly use the eight well-being indicators (safe, healthy, active, nurtured, achieving, respected, responsible and included) to provide a context and shared language which supports the delivery of RSHP education.

GIRFEC is rooted in rights and the United Nations Convention on the Rights of the Child. As a local authority we promote Rights Education in our schools. Most of our schools have attained UNICEF Rights Respecting Schools awards or have registered commitment.

Our Anti-bullying policy also guides RSHP education with the clear message that all types of bullying, including Homophobic bullying need to be recognised and addressed in our schools through the curriculum and within a climate of positive relationships and behaviour.

In West Lothian our commitment to addressing Homophobia is reflected in our status as Stonewall Education Champions and a very good start has been made to ensuring that this aspect of RSHP is further embedded in our schools.

Systems and Practice

Developments in all aspects of health and wellbeing and RSHP education are delivered through the Children and Families Management Group Plans. These plans contain a number of strategic developments and actions, planned by partners which reflect the holistic approach to well-being advised in the new guidance. Evidence based interventions ensure positive well-being outcomes for our children and young people.

A well-established Sexual Health and Relationships Education (SHARE) network in Secondary schools ensures that current advice and guidance can be shared and the new guidance and its implications for practice will be discussed and taken forward in this forum.

We have developed SHARE training for trainers in West Lothian which ensures we have ongoing capacity to develop confidence in school staff to deliver all aspects of RSHP education in partnership with NHS Scotland and other agencies in all of our schools.

In West Lothian it is expected that all schools regularly seek the views of parents and carers about key aspects of the curriculum, including RSHP education. To accompany the new guidance there will also be guidance on effective consultation with parents and carers alongside a leaflet for parents. All schools will be required to plan to use this guidance to consult with their parents within an appropriate time scale from the publication of the new advice.

Systems for child protection are well established and teachers are aware of children and young people's right to privacy in the context of disclosures made in the course of RSHP education. In the light of the Children and Young People (Scotland) Act 2014 we have already commenced GIRFEC multi-agency training for staff around the role of the named person and the expectations to report and manage information should concerns about a child's wellbeing arise. Schools are provided with regular training on teaching children and young people about responsible and safe practice when online.

Through Validated Self-Evaluation (VSE) approaches we have established structures for evaluating together how well our schools are performing in all aspects of their work.

In two recent secondary school reviews the focus was on wellbeing and partnership working using the GIRFEC model and indicators to assess the extent to which the schools culture, systems and practice are meeting the learning needs of children and young people.

This process has supported all schools in validating their key strengths and areas for improvement in aspects of wellbeing including the RSHP curriculum. We will build on this good practice to inform next steps both at school and local authority level to improve the quality of well-being education.

While there is evidence of very good partnership working in schools, we recognise the need for more joint evaluation with partners to be undertaken using the GIRFEC and other relevant indicators to assess the effectiveness of joint working and to identify next steps together.

Evidence also indicates that there is a need for some schools to ensure, as illustrated in the guidance, that they better plan facilitate and support RSHP education in conjunction with other areas of the curriculum such as science and religious and moral education.

It is recognised by school staff that there also needs to be more involvement of young people in assessing and developing the well-being and RSHP curriculum and in self-reporting on important aspects of wellbeing and setting personal goals for themselves.

The Curriculum for Excellence is well established in West Lothian and all schools are familiar with planning, delivering and assessing the experiences and outcomes for health and wellbeing. (**Appendix 2** – Health and Wellbeing in the curriculum) At a strategic level the local authority has been involved in producing flexible curriculum pathways developed by and for practitioners to support progression for learners in wellbeing including RSHP and to provide a consistent approach in health and wellbeing education in all schools.

E. CONCLUSION

Recent local authority school reviews and Education Scotland inspections indicate that the ethos and climate in our schools is positive and that they provide a safe environment for learners. This provides the sound base for equipping learners with the skills, knowledge and values to form positive and respectful relationships and to make healthy life choices.

We welcome the new guidance on RSHP education and are confident that our culture, systems and practice for Getting it Right for Every Child in West Lothian means that we are well placed to further develop our practice in line with the guidance.

F. BACKGROUND REFERENCES.

Getting it Right for Every Child
Curriculum for Excellence (Health and Well Being)
United Nations Convention on the Rights of the Child

Appendices:

1. Conduct of Relationships, Sexual Health and Parenthood Education in Schools
2. Health and wellbeing experiences and outcomes – Curriculum for Excellence

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James Cameron, Head of Schools with Education Support

Date of meeting: 17 March 2015

Conduct of Relationships, Sexual Health and Parenthood Education in Schools

December 2014

December 2014

Conduct of Relationships, Sexual Health and Parenthood Education in Schools

1. The Scottish Government is committed to ensuring that all children and young people receive high quality relationships, sexual health and parenthood education (RSHP) in order to respect, protect and fulfil their human rights as they grow up. We are committed to working with children and young people along with parents, carers and staff to make this a reality for schools in Scotland in order to create a more positive culture around relationships, sexual health and parenthood in Scotland.

Introduction

2. RSHP education is a key part of Health and Wellbeing within Curriculum for Excellence. RSHP education focuses on equipping children and young people with the knowledge, skills and values to make informed and positive choices about forming relationships. It can assist with making safer decisions about their sexual and emotional health and wellbeing in a responsible and healthy manner, as an important part of preparation for adult life. Children and young people develop an understanding of how to maintain positive relationships with a variety of people and are aware of how thoughts, feelings, attitudes, values and beliefs can influence decisions about relationships and sexual health. They also develop an understanding of the complex role and responsibilities of being a parent or carer.

3. The Scottish Government gives high priority to the provision of good quality RSHP education in all Scottish schools, based on good practice and informed by evidence. This guidance is designed to make sure that information about relationships, sexual health and parenthood is not given in isolation but as part of a programme that considers a range of issues relating to personal and social development, healthy living, values and beliefs which reinforce self-worth, respect for others and a sense of responsibility.

4. The Scottish Government believes that all education should be a partnership between schools, parents, carers and children and young people and emphasises that this partnership is of particular relevance in areas directly relating to the personal growth of learners, such as RSHP education. Many think of parents as a child's first teacher, a role that continues for life. In 2006, the Scottish Schools (Parental Involvement) Act was passed to help parents be more involved in their children's learning. The Act recognises the vital role that parents play in children's learning and development and aims to encourage parents to develop their children's learning at home and in the community. The Act placed responsibilities on local authorities to improve parental involvement through parent councils.

Applicability of this guidance

5. This guidance applies to local authority managed schools and refers to teachers and schools throughout but it is also of relevance equally to other educational settings, whether formal or informal. It will be of interest to a range of educators, such as youth workers, residential care staff, nurses including school nurses, health improvement staff and specialist and generic third sector agencies; for everyone delivering RSHP education with children and young people.

6. Further, the principles set out in this guidance are equally relevant to informal education activity or information (oral or written) delivered to children and young people looked after by local authorities in residential settings or to young people in youth clubs or groups which are funded, in whole or in part, by local authorities, the Scottish Government or other public agencies.

Background

7. This is statutory guidance under section 56 of the Standards in Scotland's Schools etc Act 2000 and replaces the earlier guidance, Conduct of Sex Education in Scottish Schools, known as Circular 2/2001, issued on 22 March 2001. This applies to local authorities in relation to education about sexual matters provided in the schools they manage. It relates to the manner in which such education is conducted and local authorities are to have regard to this guidance in discharging their functions relating to the provision of education about sexual matters.

8. This revised guidance also reflects the need for discussion of all types of relationships as part of RSHP education to acknowledge that as a result of the Marriage and Civil Partnership (Scotland) Act 2014 both opposite sex and same sex couples can marry.

9. Further, the original guidance was issued after the repeal in 2000 of section 2A of the Local Government Act 1986. This repeal meant that it is legal and permissible to discuss lesbian, gay and bisexual relationships in a positive manner within the school environment. The intention is that RSHP education should be inclusive of, and responsive to, all, regardless of their sexual orientation.

10. Since this guidance was last updated there have been a number of other policy and legislative changes that should be taken into consideration when delivering RSHP education. For ease of reference, these can be found at Annex A.

Context

The right to education

11. The delivery of RSHP education should be reflective of the drive towards improved awareness, recognition and realisation of children's rights¹ across Scottish public policy, public services and society as a whole. It is important to consider the United Nations Convention on the Rights of the Child (UNCRC) in this context, which was ratified by the UK

¹ Scotland, as part of the UK, is party to the International Covenant of Economic, Social and Cultural Rights (ICESCR), which the UK ratified in 1976. Article 13 of ICESCR sets out the right of everyone to education, and emphasises that "education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms... shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations (UN) for the maintenance of peace."

in 1991. Article 28 of the UNCRC recognises the right of the child to an education and Article 29 highlights the goals of education, whilst Article 19 is also relevant and refers to states' obligations to take all necessary educational measures to protect children from "physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse". The UN Committee on the Rights of the Child has emphasised that states parties must "ensure that children have the ability to acquire the knowledge and skills to protect themselves and others as they begin to express their sexuality."²

12. Additionally, schools have a responsibility to keep children and young people safe from harm. The National Guidance for Child Protection in Scotland (2014) states that "through Curriculum for Excellence, education practitioners have an important role in equipping all children with the knowledge, skills and understanding they need to keep themselves and others safe."³ RSHP education should therefore be delivered within the wider context of wellbeing and child protection. It should be viewed both as part of a proactive approach to keeping children and young people safe from harm as well as part of a child's education and overall wellbeing.

13. Children and young people may make disclosures of child sexual abuse to a teacher and in these circumstances child protection procedures should be followed. Child sexual exploitation (CSE) is a form of child sexual abuse. CSE can be particularly difficult to identify as children and young people may believe themselves to be in a relationship with those abusing them, as recognised in the recently refreshed National Child Protection Guidelines for Scotland (2014). RSHP education has a crucial role in protecting children and young people from CSE and helping young people to identify abuse. Teachers should therefore consider the use of available and appropriate CSE educational materials as part of RSHP education delivery.

14. Aspects of the UNCRC's main provisions in relation to children's rights to education are reflected in sections 1 and 2 of the Standards in Scotland's Schools etc. Act 2000. However, it is important to read the UNCRC in its entirety and pay special attention to its general principles when planning RSHP education:

- that all the rights guaranteed by the UNCRC must be available to all children without discrimination of any kind (Article 2);
- that the best interests of the child must be a primary consideration in all actions concerning children (Article 3);
- that every child has the right to life, survival and development (Article 6);
- that the child's view must be considered and taken into account in all matters affecting him or her (Article 12);

There are also specific rights particularly relevant to the delivery of RSHP education, including:

- that the state shall respect the responsibilities, rights and duties of parents to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the UNCRC rights (Article 5);
- That the child has the right to freedom of expression, including the freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers (Article 13);

² United Nations Committee on the Rights of the Child, General Comment Number 3: HIV/ AIDS and the rights of the child, Paragraph 16, January 2003

³ <http://www.scotland.gov.uk/Publications/2014/05/3052> (Paragraph 176)

- That state parties shall ensure that the child has access to information and material from a diversity of sources, especially those aimed at the promotion of his or her spiritual and moral wellbeing and physical and mental health (Article 17); and
- that the education of the child shall be directed to the development of respect for the child's parents, his or her own cultural identity, language and values (Article 29 (1)(b)).

15. In line with this, RSHP education should convey to all children in all schools essential knowledge and skills which help them develop, maintain and enjoy positive, respectful and loving relationships and to keep themselves and others safe. It must do so consistently and progressively to high standards on the basis of equality. It must speak to all children and young people, and be inclusive of their identities and characteristics and the diverse family circumstances in which they grow up.

16. In providing programmes of RSHP education, local authorities should also take account of Section 35 of the Ethical Standards in Public Life etc. (Scotland) Act 2000 which places a duty on authorities in the performance of their functions which relate to children to have regard to:

- the value of a stable family life in a child's development; and
- the need to ensure that the content of instructions provided by authorities is appropriate, having regard to each child's age, understanding and stage of development.

Head teachers have the responsibility for ensuring these duties are met in a school setting.

The right to confidentiality

17. Teachers should be fully aware of children and young people's right to privacy in the context of disclosures made in the course of RSHP education, and the limits of that right in terms of child protection guidance. The Children and Young People (Scotland) Act 2014 will introduce duties in respect of sharing information likely to be relevant to a child's wellbeing with a child's Named Person. These, and the other Getting it right for every child (GIRFEC) provisions in the Act, are scheduled for commencement in August 2016, although the national GIRFEC approach is already operating on a non-statutory basis in some parts of Scotland. Under the GIRFEC approach, all staff should understand the role of the Named Person and the systems in place to report and manage information if they have concerns about a child's wellbeing. Where a teacher receives information which affects or is likely to affect the wellbeing of a child or young person, relevant information must be shared as appropriate with the child's Named Person. When considering whether information should be shared with the Named Person, the views of the child or young person, so far as reasonably practicable, are to be ascertained and considered. In making a judgement about sharing information a child has disclosed, staff must consider if the likely benefit to the child's wellbeing of informing the Named Person will outweigh any likely adverse effects on a child's wellbeing of doing so. The information can only be shared where the likely benefit to the child's wellbeing will outweigh any likely adverse effects on a child's wellbeing of doing so. If it is decided that in the interests of the child's wellbeing that information ought to be shared and the child disagrees, the reasons should be explained to them and a record made of the decision. In considering whether information ought to be shared, staff must also consider the wider circumstances, including the legal duties to which they and their employer are subject, for example the Data Protection Act 1998 and the Human Rights Act 1998. The right to privacy is not an absolute right, and where there is a risk to wellbeing, it is acceptable to share confidential information with the child's Named Person.

18. Where a child or young person discloses that underage sexual activity has taken place, the nature of that sexual activity and issues of capacity to consent, confidentiality and potential coercion should be considered very carefully; and whether the behaviour is indicative of a wider child protection concern. Staff should discuss any concerns they have with the young person and ensure they have access to confidential, young people friendly services, where appropriate. If there is judged to be a risk to the child's wellbeing, staff should inform the child's Named Person. In reaching a decision to share information or not, the views of the child or young person, so far as reasonably practicable, are to be ascertained and regarded. Teachers should consider the Scottish Government's National Guidance on Under-age Sexual Activity (2010) for further information (see Annex A)⁴.

19. In March 2013 the Information Commissioner's Office issued a statement clarifying that if there is any doubt about the wellbeing of the child and the decision is to share, the Data Protection Act should not be viewed as a barrier to proportionate sharing between agencies. The statement can be accessed at <http://www.scotland.gov.uk/Resource/0041/00418080.pdf>

20. A concern can relate to a child or young person's wellbeing, defined by the eight wellbeing indicators – the extent to which the child or young person is safe, healthy, achieving, nurtured, active, respected, responsible and included. A concern can relate to a single issue, instance or incident, or from a series of such events. It makes no difference. The principles are the same. Staff should use their professional judgement in deciding what to do and when to do it. Staff should consider what information requires to be shared with the Named Person and, if there is a potential barrier to sharing information, whether any relevant justification exists for doing so. Consulting the relevant law, guidance and individual circumstances within the child's family will assist in deciding what should be shared and with whom. If there are child protection concerns then existing guidelines on child protection should be followed immediately.

Getting it Right for Every Child (GIRFEC)

21. RSHP education should reflect the principles of Getting It Right For Every Child (GIRFEC), which is rooted in rights and the UNCRC. The GIRFEC approach provides the national framework within which good quality, holistic assessment of needs and streamlined planning can take place to improve outcomes for all children. Children and their wellbeing are at the heart of GIRFEC and all staff have a part to play in promoting, supporting and safeguarding wellbeing. The eight wellbeing indicators provide a context and shared language which should support the delivery of RSHP education. Children and young people should be supported and encouraged to discuss all aspects of their wellbeing and understand the importance of wellbeing in contributing to their growth and development as successful learners, confident individuals, responsible citizens and effective contributors. This will support the wider development of a culture of valuing children throughout Scotland's society.

Health and Wellbeing - Responsibility of All

⁴ National Guidance – Under Age Sexual Activity: Meeting the Needs of Children and Young People and Identifying Child Protection Concerns. <http://www.scotland.gov.uk/Publications/2010/12/02143509/0>

22. Curriculum for Excellence is now established in Scottish schools. Health and Wellbeing has an integral role within Curriculum for Excellence, permeating every aspect of the curriculum. Everyone who works in a school is responsible for promoting positive, respectful relationships with and between children and young people and for promoting their mental, emotional, social and physical wellbeing. Curriculum for Excellence is intended for all children and young people in Scotland, aged 3 to 18, according to their stage of development. This includes those with additional support needs as well as at risk and vulnerable young people who may be looked after and accommodated. The curriculum is intended for all pupils in all educational settings, including special schools. It is recognised that children and young people in school and not in school require initial and on-going high quality RSHP education.

23. All adults who work in schools have a responsibility to ensure the mental, emotional, social and physical wellbeing of the children and young people in their care. The responsibilities of all include each educator's role in establishing open, positive, supportive relationships across the school community. Children and young people should feel that they are listened to and feel confident in their ability to discuss sensitive aspects of their lives. Educators also have a responsibility to promote a climate in which children and young people feel safe and secure and to model behaviour which promotes health and wellbeing and encourages this in others. Educators can do this through a whole school approach using learning and teaching methodologies which promote effective learning and by being sensitive and responsive to the wellbeing of each child and young person.

Training and Resources

24. No single resource is likely to fully meet the needs of all pupils. However, there is an expectation that schools will develop a consistent and progressive approach when delivering RSHP education using a variety of programmes, materials, resources and inputs relevant to the child, school and community. Particular attention should be paid to ensuring that resources are accessible for children and young people with a disability.

25. Whilst the Scottish Government and Education Scotland cannot prescribe materials for schools and other educational settings to use, Education Scotland has listed numerous resources that are useful for different levels of RSHP education. This list is accessible to all practitioners on Glow and other accessible sites. This is not intended to be a comprehensive or prescriptive list, but rather a list of materials that have been mapped against the experiences and outcomes for the RSHP organiser, are used currently within schools across Scotland, and have been quality assured to ensure compliance with the ethos of RSHP education. When using existing and new resources, it is important to assess their relevance to these experiences and outcomes and their evidence base and to ensure that they are up-to-date and reflect current thinking. This will help ensure materials are relevant to the needs of children and young people.

26. Staff bring a range of experiences and backgrounds when teaching RSHP education programmes and there is therefore a need for schools to provide clear direction, practical support and staff development. Identifying teachers' needs through, for example, Professional Review and Development and by monitoring and reviewing programmes, schools can ensure that teachers are confident and comfortable with the content of the programme, the methodologies and the resources. The Scottish Government expects that teachers and other educators involved in delivering RSHP education are provided with appropriate training, and initial and career-long professional learning and support to ensure that they can deliver high-quality RSHP education with confidence to support children and young people's learning. This is particularly important for those who work with those children

and young people whom evidence indicates are more at risk of having poorer sexual health outcomes, such as those who are looked after and accommodated and those with additional support needs.

27. In issuing this guidance it is the Scottish Government's expectation that if a teacher is asked to teach aspects of RSHP education to which they fundamentally object, they should feel comfortable raising this with the school or local authority. The Scottish Government expects that these matters would be dealt with in an appropriate manner by the local authority, whereby teachers are made aware of the relevant sections from the General Teaching Council for Scotland's Code of Professionalism and Conduct, in particular Part 5 on Equality and Diversity. Where teachers raise religious or belief concerns about teaching aspects of RSHP education, local authorities may wish to take account of the guidance issued by the Equality and Human Rights Commission on religion or belief in the workplace: at <http://www.equalityhumanrights.com/publication/religion-or-belief-and-workplace-acas>. The Scottish Government expects all local authorities to consider objections which teachers have to any aspects of RSHP education. The Scottish Government expects that the teaching of the RSHP programme would continue.

28. No school, or individual teacher, is under a duty to support, promote or endorse one type of relationship over another. Discussions about relationships should acknowledge that same sex couples can now marry as a result of the Marriage and Civil Partnership (Scotland) Act 2014. Teaching should be based on facts and should enable pupils to develop an understanding of how the law applies to different relationships.⁵

A positive ethos for RSHP education

29. The Behaviour in Scottish Schools Research (2012) recognises the wide range of approaches that are used in schools and other educational settings to encourage positive relationships and behaviour. Such approaches are underpinned by the school ethos which should support what children and young people are learning, and the climate – the behaviour that is modelled and encouraged by adults – should reflect this. For example, in class young people will learn about the importance of respecting the dignity of each individual to influence their experience of respectful relationships with each other and all staff. Further details of the latest policy guidance on the importance of supporting positive relationships and behaviour can be found in Better Relationships, Better Learning, Better Behaviour.

30. Schools should develop a culture of cooperation between teachers, pupils, parents, carers and the wider learning community. The strengths and assets of children and young people should be recognised by staff and an ethos of participation and decision making by young people seen as a core part of how the school is managed.⁶

31. Curriculum for Excellence cannot be delivered without an emphasis on positive relationships and respectful behaviour by all. The starting point for learning is a positive ethos and a climate of mutual respect and trust based upon shared values across whole school communities where everyone can learn and work in a safe environment.

⁵ Similar language is used in the Equality and Human Rights Commission's guidance for England and Wales - The Marriage (Same Sex Couples) Act 2013: Provision of School Education. Similar language is found in the draft guidance for Scotland, currently in consultation.

<http://www.equalityhumanrights.com/publication/marriage-same-sex-couples-act-2013-provision-school-education>

⁶ Section 2(2) of the Standards in Scotland's Schools etc. Act 2000 states that in providing school education a local authority must have due regard, so far as reasonably practicable, to the views (if there is a wish to express them) of the child or young person in decisions that significantly affect them, taking into account their age and maturity.

32. We want every child and young person in Scotland to grow up free from bullying and to be confident in developing mutually respectful and responsible relationships with other children, young people and adults. We want children and young people, and their parents and carers, to have the skills and resilience to prevent or respond in an appropriate manner to bullying. We want all children to expect help and know who can help them and that those adults who work with them will follow a consistent and effective approach in dealing with and preventing bullying from early years onwards. Staff should be sensitive to the feelings of children and young people, promptly addressing any remarks made by others which could be understood as bullying. Awareness of the respectme resources may be useful.

33. The Scottish Government believes that bullying of any kind is unacceptable, regardless of the motivation, and should be tackled quickly whenever it arises. We know that children and young people's wellbeing can be severely impacted by bullying and we take this very seriously.

34. The Scottish Government launched 'A National Approach to Anti-bullying for Scotland's Children and Young People' in November 2010. Developed by the Scottish Government in partnership with the Scottish Anti-bullying Steering Group, the approach forms part of wider attempts to improve the health and wellbeing of children and young people. It fits in with our ongoing work to ensure children and young people feel safe and secure and are able to build up strong and positive relationships with their peers and with adults as well as promoting positive behaviour.

35. All schools should develop and implement an anti-bullying policy that reflects the national approach. The policy should be reviewed and updated on a regular basis; provide a framework for all the strategies, procedures and practices related to anti-bullying work through partnerships and consultation; and include an equality and diversity impact assessment. The most robust and successful policies are developed in consultation with all stakeholders and are often led by young people themselves.

36. It is also important that RSHP education addresses diversity and, for example, reflects issues relating to lesbian, gay, bisexual, transgender and intersex (LGBTI) young people or children with LGBTI parents, such as same sex marriage and hate-crime reporting. A survey has shown that LGBT young people experience high levels of homophobic, biphobic and transphobic bullying.⁷ Another useful resource for schools and teachers is the 'Dealing with Homophobia and Homophobic Bullying in Scottish Schools, a Toolkit for Teachers'.⁸ As indicated above, all bullying is wrong.

Online exploitation

37. Many young people in Scotland are living a large proportion of their lives in online environments and within a highly commercialised society. Alongside exposure to pornography, there has been a rise in self-generated pornography amongst teenagers, including through sexting.⁹ The Scottish Government issued guidance on developing policies on the safe use of mobile technologies¹⁰. RSHP education must take account of developments in online communications, and recognise that relationships for children and

⁷ Lough Dennell, B.L. and Logan, C. *Life in Scotland for LGBT Young People: Education Report*, LGBT Youth Scotland 2012.

⁸ <https://www.lgbtyouth.org.uk/pro-toolkit>

⁹ "He's the stud and she's the s***". Young people's attitudes to pornography, sex and relationships report. Zero Tolerance, 2014

¹⁰ "Guidance on developing policies to promote the safe and responsible use of mobile technologies in schools", Scottish Government, 2013. <http://www.scotland.gov.uk/Resource/0043/00438214.pdf>

young people can begin, and take place online, whilst balancing this with concerns about online grooming and child sexual exploitation. RSHP education should also ensure that children are informed on the law in Scotland, and communications involving sexual content.

Denominational Education

38. In Scotland, provision is made for some publicly funded schools that are denominational in character. The majority of these schools are Roman Catholic and they are an integral part of the public education system. Denominational schools play an important part in Scottish education. The Scottish Government values this provision and is committed to maintaining it.

39. The Scottish Government supports the right of the Roman Catholic Church to give witness to its faith, and to uphold the traditions of Catholic education. We value the contribution made by Catholic schools, and have no intention of changing the current position where faith aspects of the curriculum in Catholic schools are determined by the Scottish Catholic Education Service acting on behalf of the Bishops' Conference of Scotland. These faith aspects relate to religious education and religious observance.

40. In February 2011, the Scottish Government issued advice to local authorities and head teachers reiterating that the experiences and outcome for Religious Education in Roman Catholic schools should be delivered in conjunction with guidance provided by the Scottish Catholic Education Service. We have no plans to change this advice.

41. National guidance on the curriculum is always developed on the basis of wide consultation. It is recognised that religious authorities with a role in denominational education provide guidance on RSHP education for their denominational schools and that right will continue as at present. This national guidance should be seen to be complementary to the guidance provided by the religious authority while at the same time serving as a useful basis for everyone.

Guidance on delivery of RSHP education

42. There is widespread variability across Scotland in terms of both children and young people's knowledge about sexual health and wellbeing, sexual health outcomes and of the values, skills and attitudes required to develop healthy relationships. Provision of full and accurate information about relationships, sexual health and parenthood is a key priority to equip children and young people with the knowledge and skills with which they can make informed decisions and choices about all aspects of their health and wellbeing. Definitions for sexual health and sexuality can be found at Annex B.

43. In order to ensure that teachers and children and young people feel comfortable raising issues in a safe and objective environment, teachers should be fully supported and trained in all aspects of RSHP education to ensure they feel confident in facilitating its delivery. There is increasing evidence to indicate that peer educators/facilitators can play a useful part in the delivery of RSHP education for both those acting as peer educators and those being supported by them.¹¹

¹¹ The Scottish Peer Education Network is set up to promote and support Peer Education projects across Scotland.
<http://www.spen.org.uk/>

44. It is important to plan, facilitate and support RSHP education in conjunction with other areas of the curriculum, such as science and religious and moral education. Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and values which they need for mental, emotional, social and physical wellbeing now and in the future. This learning will promote confidence, independent thinking and positive attitudes and dispositions. Attention should also be paid to relevant emerging research and evidence relating to children and young people's sexual health and wellbeing - for example, research highlighting the prevalence of abuse in teenage relationships¹². Links should be made to other related areas of health and wellbeing, such as drug and alcohol misuse and mental, emotional, social and physical wellbeing. An integrated approach in this sense is welcome.

45. The purpose of RSHP education is to provide knowledge and understanding of healthy, safer, respectful and loving relationships; sexual and emotional health and wellbeing; and the nature of sexuality. A focus on relationships throughout RSHP education is vital in order to encourage discussion and critical thinking about young people's rights and to promote questioning of gender stereotypes and gender inequality. During these discussions, use of gender neutral and non-judgemental language¹³ is good practice and is highly recommended to ensure that children and young people feel included at all times and are embraced as full members of the school community. This also helps to challenge some of the negative gender norms that exist in society which place unnecessary pressure on young people.

46. Comprehensive provision of information in an open and transparent environment by teachers who are well trained and feel confident to deliver high-quality lessons will ensure that children avoid seeking inappropriate alternative methods to gather information about sexual health and relationships, such as pornography. It will also help children and young people to differentiate between healthy and unhealthy relationships; promote tolerance and respect of various kinds of families; and will play a part in combating misconceptions about HIV and sexual health.¹⁴ It is well evidenced¹⁵ that high-quality RSHP education may contribute to a delay in the onset of sexual activity, reduce the likelihood of unintended teenage pregnancies and may contribute to a reduction of sexual relationships under coercive circumstances.

47. RSHP education should present facts in an objective, balanced and sensitive manner within a framework that places value on healthy, safe and respectful relationships, including those that take place online, an awareness of the laws on sexual behaviour, and children's and young people's rights. Children and young people should be encouraged to consider and appreciate the importance of parental responsibility and family relationships in planning for and bringing up children and in offering them security, stability, happiness and love.

¹² NSPCC report, "Standing on My Own Two Feet: disadvantaged teenagers, intimate partner violence and coercive control. 2011 <http://www.nspcc.org.uk/globalassets/documents/research-reports/standing-own-two-feet-report.pdf>

¹³ See, for example, Page 9 of NHS Health Scotland, *Sexual Health and Relationships Education (SHARE), Safe, Happy and Responsible Education Resource*, 2006. Available at <http://www.healthscotland.com/uploads/documents/17301-NHS%20HS%20SHARE%20Education%20Binder.pdf>, which states "be careful not to make assumptions or use language that will restrict learning for individuals or groups of students."

¹⁴ UNAIDS, *Getting to Zero*, 2011-2015. Available http://www.unaids.org/sites/default/files/en/media/unaids/contentassets/documents/unaidspublication/2010/JC2034_UNAIDS_Strategy_en.pdf

¹⁵ Including, for example: UNESCO, *The rationale for sexuality education, International Technical Guidance on Sexuality Education*, December 2009. Available at <http://www.unesco.org/new/en/hiv-and-aids/our-priorities-in-hiv/sexuality-education/international-technical-guidance-on-sexuality-education/>. Federal Centre for Health Education, WHO Regional Office for Europe, *Standards for Sexuality Education in Europe: A framework for policy makers, education and health authorities and specialists*, Cologne 2010. Available at <http://www.euro.who.int/en/health-topics/Life-stages/sexual-and-reproductive-health/news/news/2010/12/standards-for-sexuality-education-in-europe-start-their-way-to-countries-of-eastern-europe-and-central-asia>.

Children and young people should also be encouraged to understand the value of love and commitment in relationships and partnerships, including marriage and civil partnership. Educators must be aware that children and young people come from a wide range of backgrounds and respect this in their teaching practices.

48. All children and young people should be encouraged to understand the importance of consent, dignity and respect for themselves and the views of others. They should be encouraged to recognise the risks, the physical, emotional and moral implications of their behaviours, and to accept the need for both partners to behave responsibly. Where appropriate, young people should be made aware of how to access confidential local young people's sexual health services and additional information about their sexual and reproductive health and rights. Good practice indicates that developing formal care pathways to support young people into local services is beneficial to promote positive experiences.¹⁶ In addition, schools and others providing RSHP education may wish to make use of the range of professional expertise within health and third sector agencies to assist with this aspect of young people's learning. Where staff have a concern about a child's wellbeing, the child's Named Person is key to providing appropriate advice and support and, if necessary, seeking assistance from other services.

49. Using non-school based staff, such as school nurses, drug and alcohol education workers, sexual health clinicians and specialist third sector agencies can enrich the delivery of RSHP education in schools. Making links between education and services is important in helping young people learn about local services first hand and which, in turn, can help build confidence when young people come to use a service. This can also build their self-confidence to help make decisions for themselves in later years

50. To ensure consistency and appropriate use of external inputs, the following practice should be in place:

- inputs should follow a rights-based approach, which is rooted in good practice, informed by evidence and by the needs and views of children and young people;
- inputs should be well planned around clearly agreed outcomes and subject to on-going evaluation;
- inputs from external partners should respect and complement the values and belief system of the school;
- inputs from external partners should provide factual information that is consistent with the WHO definition of sexual health (see Annex B);
- schools should be clear about the reasons for working with external staff and have measures in place to assure that their inputs fit with their current RSHP curriculum;
- all educators should demonstrate their competence in delivering RSHP education and should demonstrate respect for all groups and faiths in society;
- external educators must meet appropriate legal requirements, including holding current enhanced disclosure checks; and
- school staff should work alongside external agency staff, preferably co-delivering sessions to assist with their own learning and to ensure continuity of teaching for young people.

¹⁶ *Promoting a Healthy Respect: What does the evidence support*

http://www.healthyrespect.co.uk/DownloadsAndCampaigns/Evidence%20%20Reports%20Phase%202/PromotingAHealthyRespectWhatdoestheevidencesupport_HR2.pdf

51. It is important that learning about RSHP should be well matched to the children and young people's needs and levels of maturity in line with the UNCRC's concept of the child's 'evolving capacity'¹⁷. Educational materials should be up-to-date, be age and stage appropriate and be informed by evidence.

52. Schools should be mindful that there may be vulnerable children and young people who have additional, diverse needs and who would benefit from extra support in terms of RSHP education. Additional Support Needs can arise for any reason. Children and young people's needs are known to schools, and the plans used to support their learning should also be applied here. These will include personalised approaches to learning to meet the individual learning needs of the pupil. Further information on supporting learners and targeted interventions as part of Curriculum for Excellence is available from <http://www.educationscotland.gov.uk/supportinglearners/>.

53. Schools should be mindful in particular of the needs of children and young people with a disability, who experience the same sort of abuse as other children, including sexual abuse and exploitation. Children with a disability are 3.4 times more likely to be abused than non-disabled children.¹⁸ Evidence has demonstrated that children and young people with a disability are less likely to have had RSHP education, in part due to misconceptions that they are not or will not be sexually active or are not abused. Children and young people with a disability, including those with a learning disability, as with all children and young people, must be included in RSHP lessons in order to develop their knowledge and understanding of healthy, safe, respectful and loving relationships.

Taking the views of children and young people into account and informing and responding to parents and carers

54. Schools should give children and young people an opportunity to exercise their right to identify and express their own educational needs in RSHP education. In preparing programmes, it is good practice for schools to consult with children and young people and respond to their views appropriately, to ensure RSHP meets the needs of all children and young people in the school or educational setting. It is good practice to collaborate with and involve young people in the co-design of RSHP programmes in order to ensure they are kept relevant to their needs and interest.

55. Parents and carers play a key role in all aspects of their children's education and the collaborative partnership between them and schools should be a key element of RSHP education delivery, especially as they can consolidate messages received in school in the home or care environment. It is good practice for schools to regularly seek the views of parents and carers about key aspects of the curriculum, such as RSHP education¹⁹. It should be standard practice for schools to consult with parents and carers when they are developing or reviewing their programme of RSHP education. All parents and carers should be given the opportunity in advance to view key teaching materials and to ask questions about any aspect of the programme as evidence suggests²⁰ that where this has happened,

¹⁷ UNICEF is mandated by the United Nations General Assembly to advocate for the protection of children's rights. UNICEF's Innocenti Research Centre report focuses on the notion of evolving capacity: <http://www.unicef-irc.org/publications/pdf/evolving-eng.pdf>

¹⁸ Sullivan, P.M., & Knuton, J.F. (2000). Maltreatment and disabilities: A population-based epidemiological study. *Child Abuse & Neglect*, 24(10), 1257-1273.

¹⁹ See the Education (School and Placing Information) (Scotland) Regulations 2012, in particular paragraph 6 of Schedule 1.

²⁰ Fullerton D (2007). *More than Words*. Healthy Respect/Medical Research Council

parents and carers feel more confident about speaking to their children at home and addressing their questions. Joint work between schools, parents and children and young people should be founded on full and frank information sharing on the curricular materials with appropriate and clear communication mechanisms.

56. While every young person has the right to education, schools and authorities must be sensitive to the cases in which a parent or carer may wish to withdraw a child or young person, or a child or young person wishes to withdraw themselves from all or part of a planned sexual health education programme within a RSHP education programme. Discussion with the parent or carer and child or young person should attempt to clarify the purposes of the programme and encourage them to see participation in the programme as a positive and constructive part of the child or young person's education and development. Consideration should also be given to the age and maturity of the child or young person concerned on a case by case basis, in line with the UNCRC's key concept of 'evolving capacity', whereby with increasing age, maturity, understanding and experience, children progressively assume greater autonomy.

57. In the instance of a parent wishing to withdraw a school aged child from sexual health education lessons, schools must remind parents of the child's right to an education and to participate, bearing in mind their age and maturity. Where, after due consideration and subject to paragraph 58, the parent or carer decides to withdraw a school aged child from sexual health education lessons, arrangements should be made for the child to have alternative positive educational provision, which meets the Health and Wellbeing outcomes.

58. In secondary education, young people will often be capable of deciding themselves, with support where necessary from parents, carers and teachers, to participate in sexual health education programmes. The capacity of a particular young person to take decisions of this nature will depend on their maturity, understanding and experience. In all cases, schools must respect the decision of that young person. As above, where a young person does not take part in sexual health education lessons, arrangements should be made for alternative positive educational provision, which meets the Health and Wellbeing outcomes.

59. Aspects of RSHP education may be discussed in many areas of the curriculum and it would not be possible for a child or young person to be withdrawn from lessons across the curriculum as this would prevent the child or young person from receiving an adequate and holistic education.

60. Arrangements should be in place to respond promptly and fully to any concerns which parents and carers may express about the content or teaching approaches within a RSHP education programme as there should be for any other aspect of the curriculum. In the first instance, parents and carers should be encouraged to raise concerns directly with the school involved as soon as possible so that the issue can be resolved quickly. Mechanisms for prompt referral at local authority level should be provided in cases where a parent or carer remains dissatisfied after consultation with the school. The school handbook should set out the arrangements around consulting parents and carers and the way in which their concerns can be raised, whether that be informally or through more formal processes, such as the local authority's complaints process.

61. Guidance on effective consultation with parents and carers will be issued separately alongside a leaflet for parents and carers explaining: the role of schools, the nature and

purpose of RSHP education; its place within Health and Wellbeing; how parents will be consulted; and what to do if there are concerns.

Conduct of Relationships, Sexual Health and Parenthood Education in Schools

Annex A

Further to Paragraph 5, the policy, guidance and legislative changes that have occurred since 2001 and should be taken into consideration when delivering RSHP education include:

- Respect and Responsibility (2005)
- The Schools (Health Promotion and Nutrition) (Scotland) Act (2007)
- The Equality Act (2010), which consolidated UK discrimination law and created a single Public Sector Equality Duty which extends equality considerations to sexual orientation, gender identity and religion or belief.
- National Guidance on Under-age Sexual Activity: Meeting the Needs of Children and Young People and Identifying Child Protection Concerns (2010)
- National Guidance for Child Protection in Scotland (2010), which provides a national framework for all who work with children and families on how to best protect children and keep them safe from harm. The most recent refresh of this guidance also takes into account issues around child sexual exploitation.
- Sexual Health and Blood Borne Virus Framework (2011-2015)
- National Parenting Strategy (2012)
- Equality Act Codes of Practice and Technical Guidance - [Guidance for Schools](#) (2013)
- The Scottish Parliament's report on its inquiry into teenage pregnancy (June 2013) made substantial proposals relating to relationships and sexual health education in schools. The forthcoming Teenage Pregnancy Strategy will also be relevant.
- The Children and Young People (Scotland) Act (2014), which includes provisions aimed at raising the profile of children's rights across the Scottish Government and the wider public sector. It further seeks to promote, support and safeguard children and young people's wellbeing by putting key aspects of [Getting It Right For Every Child \(GIRFEC\)](#) on a statutory basis ensuring more consistent implementation GIRFEC across children's services. When the duties within the Act are commenced, all education staff should be aware of the legislative requirements within which they are working.
- Scotland, as part of the UK, is party to the International Covenant of Economic, Social and Cultural Rights (ICESCR), which the UK ratified in 1976. Article 13 of ICESCR sets out the right of everyone to education, and emphasises that "education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms... shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations (UN) for the maintenance of peace."
- Scotland's National Action Plan to Tackle CSE (2014)

Conduct of Relationships, Sexual Health and Parenthood Education in Schools

Annex B

Further to paragraph 36, we are using the World Health Organisation's (WHO) definitions of sexual health and sexuality.

The WHO defines sexual health as "...a state of physical, emotional, mental and social well-being in relation to sexuality; it is not merely the absence of disease, dysfunction or infirmity. Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence. For sexual health to be attained and maintained, the sexual rights of all persons must be respected, protected and fulfilled." (WHO, 2006a)

Sexual health cannot be defined, understood or made operational without a broad consideration of sexuality, which underlies important behaviours and outcomes related to sexual health. The working definition of sexuality is "...a central aspect of being human throughout life encompasses sex, gender identities and roles, sexual orientation, eroticism, pleasure, intimacy and reproduction. Sexuality is experienced and expressed in thoughts, fantasies, desires, beliefs, attitudes, values, behaviours, practices, roles and relationships. While sexuality can include all of these dimensions, not all of them are always experienced or expressed. Sexuality is influenced by the interaction of biological, psychological, social, economic, political, cultural, legal, historical, religious and spiritual factors." (WHO, 2006a)

Conduct of Relationships, Sexual Health and Parenthood Education in Schools

Annex C

In developing the RSHP education in schools guidance, the Scottish Government has taken account of a wide variety of legislation, including that listed below:

Children (Scotland) Act 1995
Section 1 “1(1) Subject to section 3(1)(b) and (3) of this Act, a parent has in relation to his child the responsibility— (a) to safeguard and promote the child’s health, development and welfare; (b) to provide, in a manner appropriate to the stage of development of the child— (i) direction; (ii) guidance to the child; ... (d) to act as the child’s legal representative”
Section 2 “2(1) Subject to section 3(1)(b) and (3) of this Act, a parent, in order to enable him to fulfil his parental responsibilities in relation to his child, has the right— ... (b) to control, direct or guide, in a manner appropriate to the stage of development of the child, the child’s upbringing; ... (d) to act as the child’s legal representative.”
United Nations Convention on the Rights of the Child (UNCRC), Article 2
1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status. 2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.
UNCRC, Article 3
1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration. 2. States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures. 3. States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and

suitability of their staff, as well as competent supervision.
UNCRC, Article 5
States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.
UNCRC, Article 6
1. States Parties recognize that every child has the inherent right to life.
2. States Parties shall ensure to the maximum extent possible the survival and development of the child.
UNCRC, Article 12
1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.
2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.
UNCRC, Article 13
1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.
2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:
(a) For respect of the rights or reputations of others; or
(b) For the protection of national security or of public order (ordre public), or of public health or morals.
UNCRC, Article 17
States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health.
To this end, States Parties shall:
(a) Encourage the mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of article 29;
(b) Encourage international co-operation in the production, exchange and

<p>dissemination of such information and material from a diversity of cultural, national and international sources;</p> <p>(c) Encourage the production and dissemination of children's books;</p> <p>(d) Encourage the mass media to have particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous;</p> <p>(e) Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being, bearing in mind the provisions of articles 13 and 18.</p>
UNCRC, Article 19
<p>1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.</p> <p>2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.</p>
UNCRC, Article 28
<p>1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:</p> <p>(a) Make primary education compulsory and available free to all;</p> <p>(b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;</p> <p>(c) Make higher education accessible to all on the basis of capacity by every appropriate means;</p> <p>(d) Make educational and vocational information and guidance available and accessible to all children;</p> <p>(e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.</p> <p>2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.</p> <p>3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular</p>

account shall be taken of the needs of developing countries.
UNCRC, Article 29
<p>1. States Parties agree that the education of the child shall be directed to:</p> <p>(a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;</p> <p>(b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;</p> <p>(c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;</p> <p>(d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;</p> <p>(e) The development of respect for the natural environment.</p> <p>2. No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principle set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.</p>
European Convention on Human Rights (ECHR), Protocol 1, Article 2
<p>Right to education</p> <p>No person shall be denied the right to education. In the exercise of any functions which it assumes in relation to education and to teaching, the State shall respect the right of parents to ensure such education and teaching in conformity with their own religious and philosophical convictions.</p>
ECHR, Article 9
<p>Freedom of thought, conscience and religion</p> <p>1. Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief and freedom, either alone or in community with others and in public or private, to manifest his religion or belief, in worship, teaching, practice and observance.</p> <p>2. Freedom to manifest one's religion or beliefs shall be subject only to such limitations as are prescribed by law and are necessary in a democratic society in the interests of public safety, for the protection of public order, health or morals, or for the protection of the rights and freedoms of others.</p>
ECHR, Article 10
<p>Freedom of expression</p> <p>1. Everyone has the right to freedom of expression. This right shall include freedom to hold opinions and to receive and impart information and ideas without interference by public authority and regardless of frontiers. This Article shall not prevent States from requiring the licensing of broadcasting, television or cinema enterprises.</p> <p>2. The exercise of these freedoms, since it carries with it duties and responsibilities, may be subject to such formalities, conditions, restrictions or penalties as are prescribed by law and are necessary in a democratic society, in the interests of</p>

national security, territorial integrity or public safety, for the prevention of disorder or crime, for the protection of health or morals, for the protection of the reputation or rights of others, for preventing the disclosure of information received in confidence, or for maintaining the authority and impartiality of the judiciary.
ECHR, Article 14
Prohibition of discrimination The enjoyment of the rights and freedoms set forth in this Convention shall be secured without discrimination on any ground such as sex, race, colour, language, religion, political or other opinion, national or social origin, association with a national minority, property, birth or other status.
Education (Scotland) Act 1980
1 Duty of education authorities to secure provision of education (1) It shall be the duty of every education authority to secure that there is made for their area adequate and efficient provision of school education and further education.
Standards in Scotland's Schools etc. Act 2000, section 1
Right of child to school education 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.
Standards in Scotland's Schools etc. Act 2000, section 2
2 Duty of education authority in providing school education (1) Where school education is provided to a child or young person by, or by virtue of arrangements made, or entered into, by, an education authority it shall be the duty of the authority to secure that the education is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential. (2) In carrying out their duty under this section, an education authority shall have due regard, so far as is reasonably practicable, to the views (if there is a wish to express them) of the child or young person in decisions that significantly affect that child or young person, taking account of the child or young person's age and maturity.
Standards in Scotland's Schools etc. Act 2000, section 2A
2A Duties in relation to promotion of health (1) The Scottish Ministers must endeavour to ensure that– (a) schools managed by education authorities, (b) grant-aided schools, and (c) hostels provided and maintained by education authorities for pupils, are health-promoting. (2) An education authority must endeavour to ensure that– (a) schools managed by them, and (b) hostels provided and maintained by them for pupils, are health-promoting. (3) The managers of a grant-aided school must endeavour to ensure that the school is health-promoting.

<p>(4) In carrying out the duty imposed by subsection (2) or (3), an education authority or, as the case may be, the managers of a grant-aided school must have regard to any guidance issued by the Scottish Ministers for the purposes of this section.</p> <p>(5) In this section, a school or hostel is “health-promoting” if it provides (whether on its own or in conjunction with Health Boards, parents or any other person)–</p> <p>(a) activities, and</p> <p>(b) an environment and facilities,</p> <p>which promote the physical, social, mental and emotional health and well-being of pupils in attendance at the school or residing in the hostel.</p>
Standards in Scotland’s Schools etc. Act 2000, Section 56
<p>56 Guidance to education authorities as to manner of conducting sex education</p> <p>The Scottish Ministers may, as respects education about sexual matters which is provided by education authorities in the schools managed by them, issue guidance to those authorities as to the manner in which such education should be conducted; and education authorities shall, in discharging their functions as respects the provision of such education in those schools, have regard to such guidance.</p>
Ethical Standards in Public Life etc. (Scotland) Act 2000, Section 35
<p>35 Councils' duties to children</p> <p>(1) It is the duty of a council, in the performance of those of its functions which relate principally to children, to have regard to–</p> <p>(a) the value of stable family life in a child's development; and</p> <p>(b) the need to ensure that the content of instruction provided in the performance of those functions is appropriate, having regard to each child's age, understanding and stage of development.</p>
Education (Scotland) Act 1980
<p>28.— Pupils to be educated in accordance with the wishes of their parents.</p> <p>(1) In the exercise and performance of their powers and duties under this Act, the Secretary of State and education authorities shall have regard to the general principle that, so far as is compatible with the provision of suitable instruction and training and the avoidance of unreasonable public expenditure, pupils are to be educated in accordance with the wishes of their parents.</p>
Other Relevant Statutes
Marriage and Civil Partnership (Scotland) Act 2014
Children and Young People (Scotland) Act 2014



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curriculum for excellence: health and wellbeing

experiences and outcomes

www.curriculumforexcellencescotland.gov.uk



Health and wellbeing¹

Experiences and outcomes

Learning in health and wellbeing ensures that children and young people develop the knowledge and understanding, skills, capabilities and attributes which they need for mental, emotional, social and physical wellbeing now and in the future.

Each establishment, working with partners, should take a holistic approach to promoting health and wellbeing, one that takes account of the stage of growth, development and maturity of each individual, and the social and community context.

I can expect my learning environment to support me to:

- *develop my self-awareness, self-worth and respect for others*
- *meet challenges, manage change and build relationships*
- *experience personal achievement and build my resilience and confidence*
- *understand and develop my physical, mental and spiritual wellbeing and social skills*
- *understand how what I eat, how active I am and how decisions I make about my behaviour and relationships affect my physical and mental wellbeing*
- *participate in a wide range of activities which promote a healthy lifestyle*
- *understand that adults in my school community have a responsibility to look after me, listen to my concerns and involve others where necessary*
- *learn about where to find help and resources to inform choices*
- *assess and manage risk and understand the impact of risk-taking behaviour*
- *reflect on my strengths and skills to help me make informed choices when planning my next steps*
- *acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination.*

¹Health and wellbeing experiences and outcomes which are the responsibility of all adults working together are shown in italics.

Because of the nature of development and learning in health and wellbeing, many of the experiences and outcomes are written to span two or more levels. They should be regularly revisited through a wide range of relevant and realistic learning experiences to ensure that every child and young person is progressing in his or her development and learning.

Mental, emotional, social and physical wellbeing

Mental, emotional, social and physical wellbeing are essential for successful learning.

The mental, emotional, social and physical wellbeing of everyone within a learning community should be positively developed by fostering a safe, caring, supportive, purposeful environment that enables the development of relationships based on mutual respect. The four aspects of wellbeing are inextricably linked and are only separated here for practical purposes.

	Early	First	Second	Third	Fourth
Mental and emotional wellbeing	<p><i>I am aware of and able to express my feelings and am developing the ability to talk about them.</i> HWB 0-01a / HWB 1-01a / HWB 2-01a / HWB 3-01a / HWB 4-01a</p> <p><i>I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.</i> HWB 0-02a / HWB 1-02a / HWB 2-02a / HWB 3-02a / HWB 4-02a</p> <p><i>I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.</i> HWB 0-03a / HWB 1-03a / HWB 2-03a / HWB 3-03a / HWB 4-03a</p> <p><i>I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.</i> HWB 0-04a / HWB 1-04a / HWB 2-04a / HWB 3-04a / HWB 4-04a</p> <p><i>I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.</i> HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05a</p> <p><i>I understand the importance of mental wellbeing and that this can be fostered and strengthened through personal coping skills and positive relationships. I know that it is not always possible to enjoy good mental health and that if this happens there is support available.</i> HWB 0-06a / HWB 1-06a / HWB 2-06a / HWB 3-06a / HWB 4-06a</p> <p><i>I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss.</i> HWB 0-07a / HWB 1-07a / HWB 2-07a / HWB 3-07a / HWB 4-07a</p> <p><i>I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support.</i> HWB 0-08a / HWB 1-08a / HWB 2-08a / HWB 3-08a / HWB 4-08a</p>				

Mental, emotional, social and physical wellbeing (continued)

	Early	First	Second	Third	Fourth
Social wellbeing	<p><i>As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.</i></p> <p>HWB 0-09a / HWB 1-09a / HWB 2-09a / HWB 3-09a / HWB 4-09a</p> <p><i>I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.</i></p> <p>HWB 0-10a / HWB 1-10a / HWB 2-10a / HWB 3-10a / HWB 4-10a</p> <p><i>I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.</i></p> <p>HWB 0-11a / HWB 1-11a / HWB 2-11a / HWB 3-11a / HWB 4-11a</p> <p><i>Representing my class, school and/or wider community encourages my self-worth and confidence and allows me to contribute to and participate in society.</i></p> <p>HWB 0-12a / HWB 1-12a / HWB 2-12a / HWB 3-12a / HWB 4-12a</p> <p><i>Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.</i></p> <p>HWB 0-13a / HWB 1-13a / HWB 2-13a / HWB 3-13a / HWB 4-13a</p> <p><i>I value the opportunities I am given to make friends and be part of a group in a range of situations.</i></p> <p>HWB 0-14a / HWB 1-14a / HWB 2-14a / HWB 3-14a / HWB 4-14a</p>				
Physical wellbeing	<p><i>I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.</i></p> <p>HWB 0-15a / HWB 1-15a / HWB 2-15a / HWB 3-15a / HWB 4-15a</p> <p><i>I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible.</i></p> <p>HWB 0-16a / HWB 1-16a / HWB 2-16a / HWB 3-16a / HWB 4-16a</p> <p><i>I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations.</i></p> <p>HWB 0-17a / HWB 1-17a / HWB 2-17a / HWB 3-17a / HWB 4-17a</p> <p><i>I know and can demonstrate how to travel safely.</i></p> <p>HWB 0-18a / HWB 1-18a / HWB 2-18a / HWB 3-18a / HWB 4-18a</p>				

Planning for choices and changes

Learners need to experience opportunities which are designed not only to raise their awareness of future choices but also raise their expectations and aspirations. They develop the skills for personal planning and making decisions in the context of curriculum, learning and achievement which will prepare them for next stages in life.

Learners should experience activities which enable them to develop the skills and attributes they will need if they are to achieve and sustain positive destinations beyond school. Demands and employment patterns are changing, so it is particularly important for all young people to develop high levels of skill and also an understanding of the world of work, training and lifelong learning so that they can embrace opportunities.

	Early	First	Second	Third	Fourth
	<i>In everyday activity and play, I explore and make choices to develop my learning and interests. I am encouraged to use and share my experiences.</i> HWB 0-19a	<i>Through taking part in a variety of events and activities, I am learning to recognise my own skills and abilities as well as those of others.</i> HWB 1-19a	<i>Opportunities to carry out different activities and roles in a variety of settings have enabled me to identify my achievements, skills and areas for development. This will help me to prepare for the next stage in my life and learning.</i> HWB 2-19a	<i>I am developing the skills and attributes which I will need for learning, life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning.</i> HWB 3-19a	<i>Based on my interests, skills, strengths and preferences, I am supported to make suitable, realistic and informed choices, set manageable goals and plan for my further transitions.</i> HWB 4-19a
	I can describe some of the kinds of work that people do and I am finding out about the wider world of work. HWB 0-20a / HWB 1-20a		I am investigating different careers/occupations, ways of working, and learning and training paths. I am gaining experience that helps me recognise the relevance of my learning, skills and interests to my future life. HWB 2-20a / HWB 3-20a / HWB 4-20a		

Physical education, physical activity and sport

Physical education

Physical education provides learners with a platform from which they can build physical competences, improve aspects of fitness, and develop personal and interpersonal skills and attributes. It enables learners to develop the concepts and skills necessary for participation in a wide range of physical activity, sport, dance and outdoor learning, and enhances their physical wellbeing in preparation for leading a fulfilling, active and healthy lifestyle.

They encounter a variety of practical learning experiences, including working on their own, with a partner and in small and large groups, and using small and large equipment and apparatus, both outdoors and indoors.

Learning in, through and about physical education is enhanced by participating on a regular basis in a wide range of purposeful, challenging, progressive and enjoyable physical activities with choice built in for all learners. The Scottish Government expects schools to continue to work towards the provision of at least two hours of good quality physical education for every child, every week.

	Early	First	Second	Third	Fourth
Movement skills, competencies and concepts	<p>I am learning to move my body well, exploring how to manage and control it and finding out how to use and share space.</p> <p>HWB 0-21a</p>	<p>I am discovering ways that I can link actions and skills to create movement patterns and sequences. This has motivated me to practise and improve my skills to develop control and flow.</p> <p>HWB 1-21a</p>	<p>As I encounter new challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select, adapt and apply movement skills and strategies, creatively, accurately and with control.</p> <p>HWB 2-21a / HWB 3-21a</p>		<p>As I encounter a variety of challenges and contexts for learning, I am encouraged and supported to demonstrate my ability to select and apply a wide range of complex movement skills and strategies, creatively, accurately and with consistency and control.</p> <p>HWB 4-21a</p>
	<p>I am developing my movement skills through practice and energetic play.</p> <p>HWB 0-22a</p>	<p>I am developing skills and techniques and improving my level of performance and fitness.</p> <p>HWB 1-22a</p>	<p>I practise, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness.</p> <p>HWB 2-22a / HWB 3-22a</p>		<p>I can organise my time to practise, consolidate and refine my skills to achieve my highest quality performance in a range of contexts. I am developing and sustaining my level of performance across all aspects of fitness.</p> <p>HWB 4-22a</p>

Physical education, physical activity and sport (continued)

Physical education (continued)

	Early	First	Second	Third	Fourth
Cooperation and competition	<p>I am aware of my own and others' needs and feelings especially when taking turns and sharing resources. I recognise the need to follow rules.</p> <p>HWB 0-23a</p>	<p>I can follow and understand rules and procedures, developing my ability to achieve personal goals. I recognise and can adopt different roles in a range of practical activities.</p> <p>HWB 1-23a</p>	<p>While working and learning with others, I improve my range of skills, demonstrate tactics and achieve identified goals.</p> <p>HWB 2-23a</p>	<p>I am developing the skills to lead and recognise strengths of group members, including myself. I contribute to groups and teams through my knowledge of individual strengths, group tactics, and strategies.</p> <p>HWB 3-23a</p>	<p>While learning together, and in leadership situations, I can:</p> <ul style="list-style-type: none"> • experience different roles and take responsibility in organising a physical event • contribute to a supportive and inclusive environment • demonstrate behaviour that contributes to fair play. <p>HWB 4-23a</p>
Evaluating and appreciating	<p>By exploring and observing movement, I can describe what I have learned about it.</p> <p>HWB 0-24a</p>	<p>I can recognise progress and achievement by discussing my thoughts and feelings and giving and accepting feedback.</p> <p>HWB 1-24a</p>	<p>By reflecting on my own and others' work and evaluating it against shared criteria, I can recognise improvement and achievement and use this to progress further.</p> <p>HWB 2-24a</p>	<p>I can analyse and discuss elements of my own and others' work, recognising strengths and identifying areas where improvements can be made.</p> <p>HWB 3-24a</p>	<p>I can:</p> <ul style="list-style-type: none"> • observe closely, reflect, describe and analyse key aspects of my own and others' performances • make informed judgements, specific to an activity • monitor and take responsibility for improving my own performance based on recognition of personal strengths and development needs. <p>HWB 4-24a</p>

Physical education, physical activity and sport (continued)

Physical activity and sport

In addition to planned physical education sessions, physical activity and sport take place in the classroom, in the school, during travel such as walking and cycling, in the outdoor environment and in the community. Learning in, through and about physical activity and sport is enhanced by participating in a wide range of purposeful and enjoyable physical pursuits at break times, lunchtimes, within and beyond the place of learning.

The experiences and outcomes are intended to establish a pattern of daily physical activity which, research has shown, is most likely to lead to sustained physical activity in adult life. Experiences and outcomes should also open up opportunities for learners to participate and perform at their highest level in sport and, if interested, pursue careers in the health and leisure industries.

	Early	First	Second	Third	Fourth
	<p><i>I am enjoying daily opportunities to participate in different kinds of energetic play, both outdoors and indoors.</i></p> <p>HWB 0-25a</p>	<p><i>Within and beyond my place of learning I am enjoying daily opportunities to participate in physical activities and sport, making use of available indoor and outdoor space.</i></p> <p>HWB 1-25a</p>	<p>I am experiencing enjoyment and achievement on a daily basis by taking part in different kinds of energetic physical activities of my choosing, including sport and opportunities for outdoor learning, available at my place of learning and in the wider community.</p> <p>HWB 2-25a / HWB 3-25a</p>	<p>I continue to enjoy daily participation in moderate to vigorous physical activity and sport and can demonstrate my understanding that it can:</p> <ul style="list-style-type: none">• contribute to and promote my learning• develop my fitness and physical and mental wellbeing• develop my social skills, positive attitudes and values• make an important contribution to living a healthy lifestyle. <p>HWB 4-25a</p>	

Physical education, physical activity and sport (continued)					
Physical activity and sport (continued)					
	Early	First	Second	Third	Fourth
			<p>I have investigated the role of sport and the opportunities it may offer me. I am able to access opportunities for participation in sport and the development of my performance in my place of learning and beyond.</p> <p>HWB 2-26a / HWB 3-26a</p>		<p>I can explain the role of sport in cultural heritage and have explored the opportunities available for me to participate in school sport and sporting events. I make use of participation and performance pathways that allow me to continue and extend my sporting experience in my place of learning and beyond.</p> <p>HWB 4-26a</p>

Physical education, physical activity and sport (continued)

Physical activity and health

Learners develop an understanding of their physical health and the contribution made by participation in physical education, physical activity and sport to keeping them healthy and preparing them for life beyond school. They investigate the relationship between diet and physical activity and their role in the prevention of obesity.

The experiences and outcomes are intended to establish a pattern of daily physical activity which, research has shown, is most likely to lead to sustained physical activity in adult life. Physical activity and sport take place in addition to planned physical education sessions, at break times and lunchtimes in and beyond the place of learning.

	Early	First	Second	Third	Fourth
	<p>I know that being active is a healthy way to be.</p> <p>HWB 0-27a</p>	<p>I am aware of the role physical activity plays in keeping me healthy and know that I also need to sleep and rest, to look after my body.</p> <p>HWB 1-27a</p>	<p>I can explain why I need to be active on a daily basis to maintain good health and try to achieve a good balance of sleep, rest and physical activity.</p> <p>HWB 2-27a / HWB 3-27a</p>		
	<p>I can describe how I feel after taking part in energetic activities and I am becoming aware of some of the changes that take place in my body.</p> <p>HWB 0-28a</p>	<p>I understand that my body needs energy to function and that this comes from the food I eat. I am exploring how physical activity contributes to my health and wellbeing.</p> <p>HWB 1-28a</p>	<p>I can explain the links between the energy I use while being physically active, the food I eat, and my health and wellbeing.</p> <p>HWB 2-28a / HWB 3-28a</p>		<p>I have investigated factors which can influence participation in physical activity and food choices, and the impact of activity on population health in the Scottish and wider contexts. I can use this information to discuss policies and inform my own health choices.</p> <p>HWB 4-28a</p>

Food and health

Learners develop their understanding of a healthy diet, which is one composed of a variety and balance of foods and drinks. They acquire knowledge and skills to make healthy food choices and help to establish lifelong healthy eating habits. They develop an appreciation that eating can be an enjoyable activity and understand the role of food within social and cultural contexts. They explore how the dietary needs of individuals and groups vary through life stages, for example during pregnancy and puberty, and the role of breastfeeding during infancy.

Learners develop knowledge and understanding of safe and hygienic practices and their importance to health and wellbeing and apply these in practical activities and everyday routines including good oral health. They develop awareness that food practices and choices depend on many factors including availability, sustainability, season, cost, religious beliefs, culture, peer pressure, advertising and the media.

	Early	First	Second	Third	Fourth
Nutrition	I enjoy eating a diversity of foods in a range of social situations. HWB 0-29a / HWB 1-29a / HWB 2-29a / HWB 3-29a / HWB 4-29a				
	Together we enjoy handling, tasting, talking and learning about different foods, discovering ways in which eating and drinking may help us to grow and keep healthy. HWB 0-30a	By investigating the range of foods available I can discuss how they contribute to a healthy diet. HWB 1-30a I experience a sense of enjoyment and achievement when preparing simple healthy foods and drinks. HWB 1-30b	By applying my knowledge and understanding of current healthy eating advice I can contribute to a healthy eating plan. HWB 2-30a	By taking part in practical food activities and taking account of current healthy eating advice, I can prepare healthy foods to meet identified needs. HWB 3-30a	Having researched food and health policy, and dietary legislation, I can explain how this impacts on individuals, the community and the world of work. HWB 4-30a

Food and health (continued)					
	Early	First	Second	Third	Fourth
Nutrition (continued)				Through practical activities using different foods and drinks, I can identify key nutrients, their sources and functions, and demonstrate the links between energy, nutrients and health. HWB 3-31a	I can apply my knowledge and understanding of nutrition, current healthy eating advice and the needs of different groups in the community when planning, choosing, cooking and evaluating dishes. HWB 4-31a
	I know that people need different kinds of food to keep them healthy. HWB 0-32a	I am beginning to understand that nutritional needs change at different stages of life, for example the role of breastfeeding in infant nutrition. HWB 1-32a	I understand that people at different life stages have differing nutritional needs and that some people may eat or avoid certain foods. HWB 2-32a	I am developing my understanding of the nutritional needs of people who have different conditions and requirements. HWB 3-32a	Having identified diet-related conditions, I can adapt and cook recipes to suit individual needs. HWB 4-32a Having assessed how lifestyle or life stages can impact on people's nutritional needs, I can explain how these needs are met. HWB 4-32b
Safe and hygienic practices	I am becoming aware of how cleanliness, hygiene and safety can affect health and wellbeing and I apply this knowledge in my everyday routines such as taking care of my teeth. HWB 0-33a / HWB 1-33a		Having learned about cleanliness, hygiene and safety, I can apply these principles to my everyday routines, understanding their importance to health and wellbeing. HWB 2-33a	I can apply food safety principles when buying, storing, preparing, cooking and consuming food. HWB 3-33a	Having explored the conditions for bacterial growth, I can use this knowledge to inform my practice and control food safety risks. HWB 4-33a

Food and health (continued)

	Early	First	Second	Third	Fourth
Food and the consumer			Through exploration and discussion, I can understand that food practices and preferences are influenced by factors such as food sources, finance, culture and religion. HWB 2-34a	Having explored a range of issues which may affect food choice, I can discuss how this could impact on the individual's health. HWB 3-34a / HWB 4-34a	
	I explore and discover where foods come from as I choose, prepare and taste different foods. HWB 0-35a	When preparing and cooking a variety of foods, I am becoming aware of the journeys which foods make from source to consumer, their seasonality, their local availability and their sustainability. HWB 1-35a / HWB 2-35a			Having investigated the effects of food processing on the nutritional value of foods, I can critically assess the place of processed foods in a healthy balanced diet. HWB 4-35a
			By investigating food labelling systems, I can begin to understand how to use them to make healthy food choices. HWB 2-36a	Using my knowledge of nutrition and current healthy eating advice, I can evaluate the information on food packaging, enabling me to make informed choices when preparing and cooking healthy dishes. HWB 3-36a	I have examined and evaluated food packaging and can understand the legal requirements for manufacturers. HWB 4-36a

Food and health (continued)					
	Early	First	Second	Third	Fourth
Food and the consumer (continued)		<p>I am discovering the different ways that advertising and the media can affect my choices.</p> <p>HWB 1-37a</p>	<p>I can understand how advertising and the media are used to influence consumers.</p> <p>HWB 2-37a</p>		<p>By investigating different influences on the consumer, I can discuss how consumers can be influenced by external sources.</p> <p>HWB 4-37a</p> <p>I can explain basic legal rights and responsibilities of the consumer, recognising the agencies that can help.</p> <p>HWB 4-37b</p>

Substance misuse

Learners develop their understanding of the use and misuse of a variety of substances including over the counter and prescribed medicines, alcohol, drugs, tobacco and solvents. They explore and develop their understanding of the impact of risk-taking behaviour on their life choices. The experiences and outcomes will enable learners to make informed personal choices with the aim of promoting healthy lifestyles.

	Early	First	Second	Third	Fourth
	<p>I understand there are things I should not touch or eat and how to keep myself safe, and I am learning what is meant by medicines and harmful substances.</p> <p>HWB 0-38a</p>	<p>I know that there are medicines and some other substances that can be used in a safe way to improve health and I am becoming aware of how choices I make can affect my health and wellbeing.</p> <p>HWB 1-38a</p>	<p>I understand the effect that a range of substances including tobacco and alcohol can have on the body.</p> <p>HWB 2-38a</p>	<p>I understand the positive effects that some substances can have on the mind and body but I am also aware of the negative and serious physical, mental, emotional, social and legal consequences of the misuse of substances.</p> <p>HWB 3-38a / HWB 4-38a</p>	
			<p>I know that popular culture, the media and peer groups as well as my own attitudes and values can influence how I feel about substance use and recognise the impact this may have on my actions.</p> <p>HWB 2-39a / HWB 3-39a</p>		<p>Through investigation, I can explain how images of substance use and misuse can influence people's behaviour.</p> <p>HWB 4-39a</p>
			<p>I know that alcohol and drugs can affect people's ability to make decisions.</p> <p>HWB 2-40a</p>	<p>I am developing a range of skills which can support decision making about substance use. I can demonstrate strategies for making informed choices to maintain and improve my health and wellbeing and can apply these in situations that may be stressful or challenging, or involve peer pressure.</p> <p>HWB 3-40a / HWB 4-40a</p> <p>I know how to access information and support for substance-related issues.</p> <p>HWB 3-40b / HWB 4-40b</p>	

Substance misuse (continued)

	Early	First	Second	Third	Fourth
			<p>I can identify the different kinds of risks associated with the use and misuse of a range of substances.</p> <p>HWB 2-41a</p>	<p>After assessing options and the consequences of my decisions, I can identify safe and unsafe behaviours and actions.</p> <p>HWB 3-41a / HWB 4-41a</p> <p>I know that the use of alcohol and drugs can affect behaviour and the decisions that people make about relationships and sexual health.</p> <p>HWB 3-41b / HWB 4-41b</p>	
	<p>I can show ways of getting help in unsafe situations and emergencies.</p> <p>HWB 0-42a</p>	<p>I know how to react in unsafe situations and emergencies.</p> <p>HWB 1-42a</p>	<p>I know of actions I can take to help someone in an emergency.</p> <p>HWB 2-42a</p>	<p>I know the action I should take in the management of incidents and emergencies related to substance misuse.</p> <p>HWB 3-42a / HWB 4-42a</p>	
			<p>I understand the impact that misuse of substances can have on individuals, their families and friends.</p> <p>HWB 2-43a</p>	<p>I understand the impact that ongoing misuse of substances can have on a person's health, future life choices and options.</p> <p>HWB 3-43a / HWB 4-43a</p> <div> <p>Through investigating substance misuse in my local community I can reflect on specific issues, and discuss how they are being addressed.</p> <p>HWB 3-43b</p> </div> <div> <p>By researching the impact of substance misuse nationally and internationally I can explain similarities and differences among communities.</p> <p>HWB 4-43b</p> <p>I understand the local, national and international impact of substance misuse.</p> <p>HWB 4-43c</p> </div>	

Relationships, sexual health and parenthood

Learners develop an understanding of how to maintain positive relationships with a variety of people and are aware of how thoughts, feelings, attitudes, values and beliefs can influence decisions about relationships, and sexual health. They develop their understanding of the complex roles and responsibilities of being a parent or carer.

	Early	First	Second	Third	Fourth
	<p><i>I am aware of how friendships are formed and that likes, dislikes, special qualities and needs can influence relationships.</i> HWB 0-44a / HWB 1-44a</p> <p><i>I understand positive things about friendships and relationships but when something worries or upsets me I know who I should talk to.</i> HWB 0-44b / HWB 1-44b</p>	<p>I understand that a wide range of different kinds of friendships and relationships exist. HWB 2-44a</p> <p><i>I am aware that positive friendships and relationships can promote health and the health and wellbeing of others.</i> HWB 2-44b</p>	<p>I understand the importance of being cared for and caring for others in relationships, and can explain why. HWB 3-44a / HWB 4-44a</p> <p><i>I understand and can demonstrate the qualities and skills required to sustain different types of relationships.</i> HWB 3-44b / HWB 4-44b</p> <p>I understand and can explain the importance of, and need for, commitment, trust and respect in loving and sexual relationships. I understand the different contexts of such relationships including marriage. HWB 3-44c / HWB 4-44c</p>		
	<p>I know that there are people in our lives who care for and look after us and I am aware that people may be cared for by parents, carers or other adults. HWB 0-45a / HWB 1-45a</p>	<p>I am identifying and practising skills to manage changing relationships and I understand the positive impact this can have on my emotional wellbeing. HWB 2-45a</p>	<p>I recognise that power can exist within relationships and can be used positively as well as negatively. HWB 3-45a / HWB 4-45a</p>		
	<p><i>I am aware of the need to respect personal space and boundaries and can recognise and respond appropriately to verbal and non-verbal communication.</i> HWB 0-45b / HWB 1-45b / HWB 2-45b / HWB 3-45b / HWB 4-45b</p>				

Relationships, sexual health and parenthood (continued)

	Early	First	Second	Third	Fourth
				<p>I reflect on how my attitudes, beliefs, values and morality can influence my decisions about friendships, relationships and sexual behaviour.</p> <p>HWB 3-46a / HWB 4-46a</p> <p>I know that popular culture, the media and peer pressure can influence how I feel about myself and the impact this may have on my actions.</p> <p>HWB 3-46b / HWB 4-46b</p> <p>I am developing skills for making decisions about my relationships and sexual behaviour. I am able to apply these to situations that may be challenging or difficult.</p> <p>HWB 3-46c / HWB 4-46c</p>	
	<p>I recognise that we have similarities and differences but are all unique.</p> <p>HWB 0-47a / HWB 1-47a</p> <p>I am aware of my growing body and I am learning the correct names for its different parts and how they work.</p> <p>HWB 0-47b / HWB 1-47b</p>	<p>I recognise that how my body changes can affect how I feel about myself and how I may behave.</p> <p>HWB 2-47a</p>	<p>I understand my own body's uniqueness, my developing sexuality, and that of others.</p> <p>HWB 3-47a / HWB 4-47a</p> <p>Using what I have learned I am able to make informed decisions and choices that promote and protect my own and others' sexual health and wellbeing.</p> <p>HWB 3-47b / HWB 4-47b</p>		
	<p>I am learning what I can do to look after my body and who can help me.</p> <p>HWB 0-48a / HWB 1-48a</p>	<p>I can describe the physical and emotional changes during puberty, understand why they are taking place and the importance of personal hygiene.</p> <p>HWB 2-48a</p>	<p>I know how to access services, information and support if my sexual health and wellbeing is at risk. I am aware of my rights in relation to sexual health including my right to confidentiality, and my responsibilities, including those under the law.</p> <p>HWB 3-48a / HWB 4-48a</p>		

Relationships, sexual health and parenthood (continued)

	Early	First	Second	Third	Fourth
	<p>I am learning about respect for my body and what behaviour is right and wrong. I know who I should talk to if I am worried about this.</p> <p>HWB 0-49a / HWB 1-49a</p>	<p>I know that all forms of abuse are wrong and I am developing the skills to keep myself safe and get help if I need it.</p> <p>HWB 2-49a</p>	<p>I know how to manage situations concerning my sexual health and wellbeing and am learning to understand what is appropriate sexual behaviour.</p> <p>HWB 3-49a / HWB 4-49a</p> <p>I know where to get support and help with situations involving abuse and I understand that there are laws which protect me from different kinds of abuse.</p> <p>HWB 3-49b / HWB 4-49b</p>		
	<p>I am learning about where living things come from and about how they grow, develop and are nurtured.</p> <p>HWB 0-50a / HWB 1-50a</p>	<p>I am able to describe how human life begins and how a baby is born.</p> <p>HWB 2-50a</p>			
	<p>I am able to show an awareness of the tasks required to look after a baby.</p> <p>HWB 0-51a / HWB 1-51a</p>	<p>I can describe the role of a parent/carer and the skills, commitment and qualities the role requires.</p> <p>HWB 2-51a</p>	<p>I can explain the importance and the enduring and complex responsibility of being a parent/carer, and the impact on life choices and options.</p> <p>HWB 3-51a / HWB 4-51a</p> <p>I can explain the support and care necessary to ensure a child is nurtured through the different stages of childhood.</p> <p>HWB 3-51b</p> <p>Through investigation I can explain the support available for parents and carers looking after babies and bringing up children.</p> <p>HWB 4-51b</p>		

Appendix – Explanations

These provide definitions of terms or advice on particular experiences and outcomes.

Introductory statements

Resilience

The development of resilience or coping skills is particularly important to young people as increasing numbers are struggling through school and life with social and emotional needs that greatly challenge schools and welfare agencies.

A resilient child can resist adversity, cope with uncertainty and recover more successfully from traumatic events or episodes.

Mental, emotional, social and physical wellbeing

Mental wellbeing

Mental wellbeing refers to the health of the mind, the way we think, perceive, reflect on and make sense of the world.

Mental health

The World Health Organisation describes mental health as:

‘a state of wellbeing in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community.’

Emotional wellbeing

Emotional wellbeing refers to recognising, understanding and effectively managing our feelings and emotions.

Social wellbeing

Social wellbeing refers to being and feeling secure in relationships with family, friends and community, having a sense of belonging and recognising and understanding our contribution in society.

Social wellbeing – HWB 0-12a, etc

This will be developed by raising the young person’s awareness, understanding and experience of participation in consultation, citizenship and volunteering activities within the formal and informal curriculum.

Self-esteem/Self-worth

Self-esteem is a self rating of how well the self is doing. It means:

- the way we feel about ourselves
- the way we feel about our abilities
- the value we place on ourselves as human beings.

Physical wellbeing

Physical wellbeing refers to the knowledge, skills and attitudes that we need to understand how physical factors affect our health.

Physical wellbeing – HWB 0-18a, etc

This applies to all kinds of travel – whether on foot, bicycle, motor vehicle or public transport. To support the reduction of road accidents, it is the responsibility of all adults to teach and encourage good road safety practice and to reinforce this by modelling appropriate behaviour.

Particular attention should be paid at times of transition, especially during the transition from primary to secondary school, where there is a significant increase in road traffic accidents.

Emotional literacy

Being ‘emotionally literate’ means having the ability to identify, understand and express emotions in a healthy way.

Physical education, physical activity and sport

Physical education

Movement skills, competences and concepts

There are two progressive pathways within this line of development. The first concentrates on using your body to perform and link increasingly complex actions and is about developing physical competences in learners which allow them to participate in physical activities. This forms part of the social inclusion agenda.

The second concentrates on the development of high quality performance in a range of contexts, and improving fitness.

Physical experiences and contexts for learning within these lines of development include: gymnastics, dance, water-based activity, directly/indirectly competitive activities and individual/team activities.

Cooperation and competition

The term physical event is deliberately wide as it allows practitioners to utilise a variety of opportunities to deliver the outcome, including, school and local authority competitions, come and try sessions, participation days, festivals and other organised activities.

Physical activity and sport

This line of development addresses the role that schools play in widening activity participation and performance pathways in Scottish sport. Its placement encourages participation and performance at the age most suited to the individual. This should help establish a behaviour pattern in sport which evidence has shown is a strong predictor of participation into adult life.

Moderate activity is that of sufficient intensity to raise the heart and respiration rate. It is characterised by being slightly out of breath and having a raised body temperature.

Vigorous activity is of an intensity to significantly raise the heart and respiration rate. It is characterised by being breathless and perspiring.

Relationships, sexual health and parenthood

HWB 0-47b / HWB 1-47b

While it is important to acknowledge that people use different words for parts of the body associated with sexuality and sexual reproduction, it is essential to introduce and use the proper anatomical terms as early as possible, taking account of cultural and faith perspectives. This provides an appropriate language for learning about relationships and sexual health in establishments and is helpful to professionals and others with a health, care and welfare role.



EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

TRAFFIC SAFETY IN AND AROUND SCHOOLS

REPORT BY HEAD OF SCHOOLS AND EDUCATION SUPPORT

A. PURPOSE OF REPORT

To inform the Policy Development and Scrutiny Panel of proposed changes to the Traffic Safety in Schools policy.

B. RECOMMENDATION

To recommend to the Education Executive approval of the revised Traffic Safety in Schools policy.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; making best use of our resources; working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	None
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	None
V Relevance to Single Outcome Agreement	None
VI Resources - (Financial, Staffing and Property)	Within existing budget for transport to and from mainstream schools.
VII Consideration at PDSP	Underway
VIII Other consultations	Public Transport Unit Legal Services Corporate Health and Safety

D. TERMS OF REPORT

Following an incident involving a primary school pupil and a school bus in May 2014, and an investigation report undertaken by the Operational Services Health and Safety officer, it was agreed with the Corporate Health and Safety Manager that the existing policy on supervision of the arrival and departure of transport to and from mainstream schools be reviewed.

The council's policy on school transport supervision is currently contained, in part, in the Traffic Safety in School Policy. This matter is now addressed in the Transport To and From Schools Policy. The consolidation of all policy on this matter in one document is designed to increase clarity for Council staff, parents/carers and other stakeholders.

The opportunity was taken during the review to increase clarity in the wording of the rest of the policy on traffic safety in and around schools.

The draft policy sets out arrangements for school crossing patrols, in line with existing policy and procedure, and Headteachers' responsibility for managing vehicle access to school grounds in order to minimise the risk of accidents and to maximise safety for pupils.

Headteachers must conduct a risk assessment annually of arrangements for vehicle access to school grounds and take appropriate action. It is recognised that Headteachers will have to exercise discretion in relation to the particular layout of their school site and any particular local circumstances.

The policy also advises Headteachers on how to raise concerns regarding road conditions around schools and on road safety education.

E. CONCLUSION

The attached draft policy is intended to provide Council staff and parents/carers with a more clear, and comprehensive, statement of the Council's existing policy and practice.

F. BACKGROUND REFERENCES

None

Appendices/Attachments: Draft Traffic Safety In and Around Schools Policy.

Contact Person: Andrew Sneddon, Customer and Performance Manager
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James Cameron, Head of Schools with Education Support

Date of meeting: 17 March 2015



Education Services

Policy: Traffic Safety in and around Schools

Author: Andrew Sneddon
Service: Customer and Performance

Last Updated: March 2015

1. Road Conditions around Schools

- 1.1 Headteachers should raise any concerns regarding traffic safety around schools, including the provision of pedestrian barriers at school approaches, road markings, pedestrian crossings and road signs with the Head of Operational Services.

2. School Crossing Patrols

- 2.1 School Crossing Patrols are established at locations where, in the opinion of the Transportation Manager, pupils require assistance to cross the road.
- 2.2 Headteachers should raise any requests for the establishment of a School Crossing Patrol, or alteration of the hours of operation of the patrol, with the Transportation Manager.
- 2.3 School Crossing Patrols are not normally established where only nursery school pupils are involved, as it is not expected that pre-school age children will travel to school themselves.
- 2.4 Headteachers should remind parents/carers, for example in School Handbooks that parents/carers have responsibility for their child's safety when travelling from home to school and vice versa, and that School Crossing Patrols are a service to assist them rather than a right.
- 2.5 Headteachers should also remind all pupils at appropriate intervals, for example at assemblies, about safety when travelling from home to school and vice versa, including crossing roads at safe places. Headteachers should seek the support of parents/carers, for example in school newsletters, in reinforcing this message.
- 2.6 Headteachers should inform parents/carers and pupils, for example in School Handbooks and assemblies, that there may be occasions when crossings will not be staffed due to absence, and that pupils will be required to exercise care in crossing by themselves. If Head Teachers become aware of the absence of a School Crossing Patrol, they should inform the School Crossing Patrol Guide Manager. Parents/carers and pupils should be encouraged to report any absences to the Head Teacher. When absences are reported, the School Crossing Patrol Guide Manager will attempt to arrange relief staff.
- 2.6 The School Crossing Patrol Guide Manager must be advised by schools of all occasions when start and finish times are to be changed. School Crossing Patrols may serve pupils from a number of schools, and changes for one could have implications for the others.
- 2.7 The School Crossing Patrol Guide Manager should be advised by schools of any concerns about the way in which a School Crossing Patrol is operating.
- 2.8 Head Teachers are expected to make arrangements for the storage of School Crossing Patrol equipment when it is not in use.

3. Vehicle Access to Schools

- 3.1. Headteachers are responsible for arrangements for managing vehicle access to school grounds in order to minimise the risk of accidents and to maximise safety for pupils.
- 3.2. Headteachers must conduct a risk assessment annually of arrangements for vehicle access to school grounds and take appropriate action.
- 3.3. This policy will form the basis for managing vehicle access in all schools, although it is recognised that Headteachers will have to exercise discretion in relation to the particular layout of their school site and any particular local circumstances.
- 3.4. The setting down and uplifting of pupils by parents/carers from within school ground, car parks and service areas should not be permitted, and all parents/carers reminded of this, for example in schools handbooks and newsletters. Any request from a parent/carer requesting vehicular access on the grounds of a disability may require an Equality Impact Assessment, which will balance the Council's responsibilities under equalities legislation and health and safety legislation.
- 3.5. No vehicles, other than emergency services responding to an emergency situation, will be permitted to enter or leave playgrounds, unless physically segregated access points exist, during the following times:-
 - For the period of 30 minutes before the time pupils arrive at school.
 - at break and lunch times
 - 30 minutes from the end of the school day.

The school gates (where available) should be closed to vehicles during these periods.

- 3.6. Where physically segregated access points exist, these will be out of bounds to pupils, and all pupils and parents/carers reminded of this, for example at assemblies, in school handbooks and school newsletters.
- 3.7. Where physically segregated access points do not exist, areas of vehicular access will be out of bounds to pupils at all times of the school day when vehicles may be moving (i.e. the times not covered in Paragraph 3.5 above), and all pupils and parents/carers reminded of this, for example in assemblies, school handbooks and school newsletters
- 3.8. Where physically segregated access points do not exist, vehicular access should be restricted to one point/gate where possible.
- 3.9. Where physically segregated access points do not exist and groups of children require to cross areas with traffic, supervision should be provided and any traffic stopped.
- 3.10. Notices should be posted at vehicle entrances indicating to commercial vehicles that reversing in playgrounds is not permitted, unless an adult at the rear of the vehicle is assisting the driver.
- 3.11. Staff car-parking will only be permitted in areas where physically segregated access points exist, or in accordance with Paragraph 3.5 above.

4. Road Safety Education

- 4.1 Road Safety education will be provided taking account of the experiences and outcomes of the Health and Wellbeing section of the Curriculum for Excellence, for example "I know and can demonstrate how to travel safely". This should include opportunities to participate in cycling proficiency training and driving instruction.



EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

TRANSPORT TO AND FROM SCHOOLS – MAINSTREAM

REPORT BY HEAD OF SCHOOLS AND EDUCATION SUPPORT

A. PURPOSE OF REPORT

To inform the Policy Development and Scrutiny Panel of proposed changes to the Transport To and From Schools – Mainstream policy.

B. RECOMMENDATION

To recommend to the Education Executive approval of the revised Transport To and From Schools – Mainstream policy.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; making best use of our resources; working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Section 51 of the Education (Scotland) Act 1980, as amended, requires education authorities to make such arrangements as they consider necessary for the provision of transport to and from school.
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	None
V Relevance to Single Outcome Agreement	None
VI Resources - (Financial, Staffing and Property)	Within existing budget for transport to and from mainstream schools.
VII Consideration at PDSP	Underway
VIII Other consultations	Headteachers, Public Transport Unit, Legal Services, Corporate Health and Safety

D. TERMS OF REPORT

Following an incident involving a primary school pupil and a school bus in May 2014, and an investigation report undertaken by the Operational Services Health and Safety officer, it was agreed with the Corporate Health and Safety Manager that the existing policy on supervision of the arrival and departure of transport to and from mainstream schools be reviewed.

The outcome of this review is reflected in sections 3 and 4 of the draft policy attached to this report. The draft policy requires that Headteachers must conduct a risk assessment of arrangements for supervising arrival and departure of pupils on transport to and from school. This will be retained in writing and reviewed annually or whenever there is a significant change in arrangements for transport to and from school. Risk assessments, as required by the draft policy, have been undertaken prior to approval of the policy, in order to satisfy the recommendations made following the incident in May 2014.

The draft policy recognises that Headteachers will have to exercise discretion in relation to the particular layout of their school site and any particular local circumstances. Risk assessments should take account of the individual circumstances and layout of school grounds and reflect good practice in endeavouring to minimise risks to pupils. The level of supervision required will depend on the outcome of the risk assessment.

The draft policy also recognises that there are steps that school staff can take to improve the safety of transport to and from school, in partnership with parent/carers and pupils.

The opportunity was taken during the review to increase clarity in the wording of the policy. The criteria for award of transport set out in paragraph 6.4 of the draft policy reflect the existing criteria. Changes to wording of the specific sections dealing with each of the criteria reflect how existing policy is applied in practice, address gaps in existing policy, and seek to present policy with greater clarity.

Section 9, regarding transport granted for medical reasons, simplifies the section in the existing policy considerably and makes it clear that decisions will be taken on the basis of medical evidence and will have regard to the Council's equality duties.

Section 15, regarding transport of non-entitled pupils (previously referred to as 'grace and favour' transport) makes clear that if there is spare seating capacity on any transport to and from schools, this will normally be offered on a fare paying basis wherever possible.

Sections 19 to 24 set out the extent to which transport will be provided, and the responsibility of that provision in relation to curricular activities, transition events, examinations, college courses, breakfast clubs and after school activities.

E. CONCLUSION

The attached draft policy addresses the outcome of the review into the arrival and departure of school transport. It is also intended to provide parents/carers with a more clear, and comprehensive, statement of the Council's existing policy and practice.

F. BACKGROUND REFERENCES

None

Appendices/Attachments: Draft Transport to and From Schools – Mainstream policy.

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James Cameron, Head of Schools with Education Support

Date of meeting: 17 March 2015



Education Services

Policy: **Transport to and from Schools— Mainstream and Excursions**
Author:
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1.0 Policy Background and Statutory Position

- 1.1 Section 51 of the Education (Scotland) Act 1980, as amended, requires education authorities to make such arrangements as they consider necessary for the provision of transport to and from school.
- 1.2 Section 42 (4) of the Education (Scotland) Act 1980 sets a statutory walking distance of 2 miles for any pupil under the age of 8, and three miles for any other pupil.
- 1.3 West Lothian Council has agreed to provide free transport to and from their designated catchment school for all secondary pupils living more than 2 miles from their designated catchment school and for all primary pupils living more than 1.5 miles from their designated catchment school.
- 1.4 If a place cannot be granted at a catchment school, transport to and from the nearest equivalent West Lothian school will be provided as long as the distance from home to school by a suitable walking route is over the qualifying distance (1.5 miles for primary pupils and 2 miles for secondary pupils.)
- 1.5 Where a pupil does not qualify for free transport to and from school, parents/carers are responsible for travel to and from school. In cases where transport to and from school is provided, the parent/carer is responsible for supervising the pupil's journey to and from the bus stop or pick-up point and set down point.
- 1.6 Scottish Executive Education Department Circular 7/2003 states that Education Authorities have a common law duty of care for the safety of pupils under their charge and this duty extends to pupils using transport to and from school.
- 1.7 There is no statutory requirement for education authorities to provide supervisors on school transport.
- 1.8 A separate **Transport to and from School – Additional Support for Learning** policy deals with transport for pupils attending additional support for learning schools and classes. Applications for transport to and from school on behalf of pupils with additional support for learning needs who are integrated into mainstream schools fulltime are dealt with in terms of this Transport to and from Schools- Mainstream policy. Applications for transport to and from school on behalf of pupils with additional support for learning needs who are integrated into mainstream schools on a less than fulltime basis are dealt with in terms of the **Transport to and from School – Additional Support for Learning** policy.

2.0 Seat Belts

- 2.1 Coaches (large buses with a maximum gross weight of more than 7.5 tonnes and with a maximum speed exceeding 60 mph) and minibuses (vehicles designed or adapted to carry more than 8, but not more than 16 seated passengers in addition to the driver) must be fitted with seat belts when carrying three or more children aged three or over but under the age of 16. The Road Vehicles (Construction and Use) Regulations 1986 (as amended) require that a forward facing seat must be provided with a seatbelt in these circumstances. For vehicles first used on or after 1 October 2001, rearward facing seats may also be used subject to these complying with seatbelt requirements. In addition, from 1 October 2001 seat belts have been required in all forward and rearward facing seats of all new minibuses, coaches and buses (apart from those specifically designed for urban use with standing passengers.) This

requirement applies to transport to and from school and all school excursions.

- 2.2 All transport to and from school and transport for school excursions carrying primary school pupils must use vehicles equipped with seat belts.
- 2.3 Transport to and from school and transport for school excursions carrying secondary school pupils need not use vehicles equipped with seat belts, as long as legislative requirements are met.
- 2.4 It is the driver's legal responsibility to ensure that pupils under 14 years of age, travelling in vehicles designed to carry 16 seated passengers in addition to the driver, wear the seat-belts provided. Passengers aged 14 years and over are themselves responsible for doing so. This requirement applies to transport to and from school and all school excursions.
- 2.5 Where a minibus is being driven by a contracted operator, the driver will be responsible for ensuring that legislative requirements are met regarding seatbelts. Where a Council employee is driving a minibus, that employee will be responsible for ensuring that legislative requirements are met regarding seatbelts, and advising and reminding all pupils to use seat-belts provided.
- 2.6 School staff should advise and remind pupils to use seat-belts provided, for example at school assemblies. Parents/carers should be asked to reinforce this message with pupils, for example in school handbooks, websites and newsletters.

3.0 Transport to and from School – Supervision of Arrival and Departure

- 3.1 Headteachers must conduct a risk assessment of arrangements for supervising arrival and departure of pupils on transport to and from school. This will be retained in writing and reviewed annually or whenever there is a significant change in arrangements for transport to and from school.
- 3.2 Consideration of any risk arising from transport will be part of the process of planning any school excursion.
- 3.3 This policy will form the basis for managing supervision of arrival and departure of pupils on transport to and from school, although it is recognised that Headteachers will have to exercise discretion in relation to the particular layout of their school site and any particular local circumstances. Risk assessments should take account of the individual circumstances and layout of school grounds and reflect good practice in endeavouring to minimise risks to pupils. The level of supervision required will depend on the outcome of the risk assessment.
- 3.4 There is no general expectation placed on schools that the arrival of transport to school will be supervised. There is a general expectation that departure of transport from school will be supervised, especially where multiple vehicles are present at the same time. All supervision must be achievable within the resources available to the school's management.
- 3.5 Playground supervision is in place at all primary schools for 20 minutes before the start of the school day, and such staff may, where feasible, monitor the arrival of pupils from transport to school whilst undertaking their principal task of supervising the playground.
- 3.6 Schools must ensure that pupils are released from classes in good time to allow them to board transport from school without unnecessary haste, which can give rise to risk.
- 3.7 Transport timetables specified to contracted operators by the Public Transport Unit after consultation with the school must be adhered to by contract drivers. Any deviation from the agreed time-table should be reported to the Public Transport Unit. Any change to the agreed timetable can only be made with the agreement of the Public Transport Unit.
- 3.8 There is no expectation that a register of pupils will be taken before a bus departs. School staff and bus drivers cannot be expected to know if all pupils who should be travelling are on board.

4.0 Transport to and From School - School Staff Responsibilities

4.1 School staff can contribute to safety and efficiency of transport to and from school by:-

- Ensuring that pupils understand the rules for safe travel on transport to and from school, including the consequences of misbehaviour and banned activities such as smoking, vandalism, fighting, moving about the vehicle and tampering with the emergency doors and windows.
- Taking firm action against any pupil reported misbehaving, behaving dangerously or smoking on or around transport to and from school in co-operation with operators and the Public Transport Unit.
- Warning pupils of the danger of distracting the driver's attention on the vehicle.
- Encouraging pupils to stand back from the edge of the kerb when waiting for the bus.
- Ensuring that all pupils and parents are aware of contingency plans for bad weather and other emergency situations which may prevent transport to and from school from running.
- Reminding all pupils and parents/carers, for example at assemblies and in school handbooks, that they should have in place a contingency plan for any occasion that the pupil misses transport to school, or where transport does not arrive.
- Putting in place a contingency plan for situations where a pupil misses transport from school at the end of the school day, and publicising this, for example in school handbooks and at assemblies.
- Advising and reminding pupils to use seat-belts provided, for example at school assemblies. Parents/carers should be asked to reinforce this message with pupils, for example in school handbooks, websites and newsletters.

5.0 Behaviour on Transport to and from School

5.1 Operators must report misconduct or disturbance by pupils to the school so that appropriate action may be taken. In serious cases of misconduct or disturbance, the pupil's travel permit may be withdrawn. Schools will take appropriate action, and involve the pupil's parent/carer in seeking assurances regarding future behaviour and a negotiated return to transport. The Public Transport Unit will liaise with the operator in this regard.

6.0 Award of Free Transport to and from School

6.1 The Public Transport Unit is responsible for the provision of free transport to and from mainstream schools.

6.2 The parents/carers of pupils wishing transport to and from school must make written application to the Public Transport Unit. Application forms and guidance notes are available in each school and from the Public Transport Unit.

6.3 The Public Transport Unit will issue permits to pupils whose applications are approved. Operators must only carry pupils who hold permits issued by the Public Transport Unit, and will not carry pupils at the request of Headteachers, parents/carers or any other person.

6.4 Free transport to and from school may be awarded on the following grounds:-

- the distance from home to school by a suitable walking route is over the qualifying distance (1.5 miles for primary pupils and 2 miles for secondary pupils.)
- no suitable walking route from home to school exists
- medical reasons
- the parent has requested Gaelic Medium Education or a curricular subject not available in West Lothian
- the pupil is resident at a temporary address/Women's Refuge
- a catchment school cannot admit the pupil
- the pupil is in care
- childminding arrangements

- 6.5 Where free transport is awarded, it is by means of contracts with bus, minibus taxi/private hire car providers. Season tickets on public service routes may be provided where appropriate.

7.0 Award Criteria - Distance

- 7.1 All pupils living within the catchment area of the school they attend qualify for free transport if their home is more than 2 miles, for secondary pupils, and 1.5 miles, for primary pupils, from the school. The home is defined as that of the parent or legal guardian. The distance is measured as the shortest suitable walking distance from home to school using public footpaths between the house gate (or door where this does not apply) and the nearest school gate.

8.0 Award Criteria - No Suitable Walking Route to School

- 8.1 Pupils qualify for free transport to and from the catchment school, or the nearest equivalent West Lothian school if a place cannot be granted at a catchment school, if the Council agrees there is no suitable walking route to school. The standard criteria for suitable routes are that they are of adequate width, have an all weather surface, and are street lit. Routes which cross or follow derestricted main roads may not be considered suitable for primary aged pupils.
- 8.2 The Council will take reasonable steps to ensure the suitability of walking routes to schools, including improving lighting and lighting repairs, and cutting back vegetation.
- 8.3 Free transport to and from school is not provided on the grounds of personal safety. The Council does not consider any route in West Lothian unsafe for a responsible adult to follow on the grounds of personal safety.
- 8.4 The Council is committed to safe and healthy travel to school, to improving walking and cycling routes to schools and to road safety education in terms of the Curriculum for Excellence. The Council cannot, however, guarantee the safety of any pupil travelling to or from school.

9.0 Award Criteria - Medical Reasons

- 9.1 Transport to and from school for medical reasons will normally be granted only to those pupils attending their catchment school.
- 9.2 A parent requesting free transport to and from school for medical reasons, or requesting special equipment or arrangements for medical reasons, should ask their school to apply to NHS Lothian on their behalf. NHS Lothian will provide a written response to the Council. The Council will follow the recommendations of NHS Lothian in relation to the provision of transport to and from school for medical reasons, and requests for special equipment or arrangements.
- 9.3 All decisions regarding transport to and from school on medical grounds will be taken with regard to the Council's duties under equalities legislation.

10.0 Award Criteria – Request for Gaelic Medium Education/Curricular Subject Not Available In West Lothian

- 10.1. West Lothian Council does not have any schools offering Gaelic Medium Education, and will provide transport to a Gaelic medium school that is located in an authority that shares a boundary with West Lothian or in Glasgow. This will be in the form of a bus and/or rail pass. Pupils may have to make more than one change of transport. If public transport to the venue of the chosen subject is not a reasonable option due to travelling times or poor services, the Council will only contribute the equivalent of a public transport fare.
- 10.2 Where West Lothian Council does not have any schools offering a particular subject or course, the Council may provide transport to a school that is located in an authority that shares a boundary with West Lothian or in Glasgow. This will be subject to the approval of the Head of Service with responsibility for the school the pupil attends. This will be in the form of a bus and/or rail pass. Pupils may have to make more than one change of transport. If public transport to the venue of the chosen subject is not a reasonable option due to travelling times or poor

services, the Council will only contribute the equivalent of a public transport fare.

11.0 Award Criteria – Pupil Resident at Temporary Addresses/Women’s Refuges

- 11.1 The Council recognises that moving school as a result of a temporary change of address may have a detrimental effect on a pupil’s education and for this reason transport to and from school may be provided.
- 11.2 The Council will provide transport to and from school from temporary address/women’s refuges subject to the following:-
- The distance from the temporary address to school by a suitable walking route is over the qualifying distance (1.5 miles for primary pupils and 2 miles for secondary pupils.)
 - Parents/carers have applied to the appropriate housing officer and a referral has been made to the Public Transport Unit from the appropriate officer within Housing Services recommending that transport is provided.
 - Parents/carers have asked Women’s Aid to make a referral to the Public Transport Unit recommending that transport is provided.
- 11.4 When a family who are in receipt of transport to and from school from a temporary address/women’s refuge returns to a permanent home address, transport to and from school will only be provided under the normal qualification criteria.

12.0 Award Criteria - Place Cannot Be Granted At Catchment School

- 12.1 If a place cannot be granted at a catchment school, free transport to and from the nearest equivalent West Lothian school will be provided as long as the distance from home to school by a suitable walking route is over the qualifying distance (1.5 miles for primary pupils and 2 miles for secondary pupils.) If no place exists at any equivalent school within West Lothian, transport to and from an equivalent non-West Lothian school where places are available will be provided, taking account of the Council’s duty to obtain best value.

13.0 Award Criteria - Children in Care

- 13.1 The Council’s Social Policy Service is responsible for transport to and from school for pupils in care.

14.0 Award Criteria - Childcare Arrangements

- 14.1 The Council may agree to provide transport to and from school for pupils being looked after by child-minders on a regular and permanent basis away from their normal home address, subject to the following:-
- The pupil is attending the catchment school for his or her home address, or the nearest equivalent West Lothian school, if a place cannot be granted at a catchment school.
 - The pupil is entitled to free transport to and from school from his or her home address to the catchment school, or the nearest equivalent West Lothian school, if a place cannot be granted at a catchment school.
 - The child-minders address is within the catchment area of the pupil’s catchment school, or the nearest equivalent West Lothian school, if a place cannot be granted at a catchment school, and is more than the qualifying distance from the school.
 - Transport will normally only be provided from one address, and not multiple addresses.

15.0 Transport to and from School – Non-Entitled Pupils

- 15.1 If there is spare seating capacity on any transport to and from schools, this will normally be offered on a fare paying basis.

15.2 Where the route is not fare paying, spare capacity may be offered to non-entitled pupils free of charge at the discretion of the Public Transport Unit.

15.3 Transport provided for non-entitled pupils may be withdrawn at any time in order to allow the Council to meet its obligations in terms of this policy, or its meet its obligations to achieve best value.

16.0 Changes to School Hours - Transport to and from School Arrangements

16.1 The Public Transport Unit must be consulted at least a term in advance on proposal to change school hours as many transport to and from school routes are operated to coincide with adjacent schools' needs or are integrated with public services. It may not be possible to alter school hours if this cannot be done within existing resources.

16.2 Head Teachers must not instruct operators to change their route or other arrangements unless it has been approved by the Public Transport Unit, except to prevent a risk to pupils.

18.0 Contract Conditions

17.1 Operators must comply with the Council's current Conditions of Contract.

17.2 Contracts will be subject to procurement legislation and the Council's Standing Orders.

18.0 Monitoring Of Operator Performance

18.1 The Public Transport Unit will assess and monitor the capacity of operators and their performance. All complaints and irregularities are investigated.

18.2 Head Teachers will report any problems with transport to and from school, including with time-keeping, the standard of vehicles, or the conduct of drivers, to the Public Transport Unit.

18.3 Transport to school should arrive at the school not more than 15 minutes and not less than 5 minutes before the start of the school day. Transport from school should be in position prior to the school dismissal time at the end of the school day. Departure at the end of the school day will be 10 minutes after the official dismissal time or otherwise as previously agreed with school staff.

17.0 Procurement of Transport

17.1 Schools should consult the Public Transport Unit in relation to all procurement of transport, in order to achieve best value.

19.0 Curricular Activities - Transport

19.1 Education Services retains responsibility for transport arranged to support curricular activities including:-

- sports and swimming activities out-with the school campus
- Senior Phase Travel or other arrangements for secondary pupils
- attendance at Scottish Centres or Lowport school camps
- school excursions

20.0 Transition Events - Transport

20.1 The Public Transport Unit will transport P7 pupils to the appropriate catchment secondary school for a maximum of three days to support transition from primary to secondary education. This transport will be provided where possible through existing transport to and from schools where

there is existing spare seating capacity.

- 20.2 Schools may request a higher level of service, at their own expense.

21.0 Examinations - Transport

- 21.1 Where an examination falls on a school day, no additional home to school transport will be provided for examinations which start after the normal school start time.
- 21.2 Where an examination falls on a day when transport to and from school would not otherwise be provided (including local holidays and in-service days) the Public Transport unit will provide transport to school to arrive in time for the first examination of that day, and transport from school after the last examination of that day.
- 21.2 Where an examination finishes after the normal departure time for school to home transport, arrangements will be made by the Public Transport Unit to either reimburse journey costs for pupils affected, or to provide transport where it is not feasible for a pupil to travel home independently.
- 21.3 Schools may request a higher level of service, at their own expense.

22.0 West Lothian College - Transport

- 22.1 The Public Transport Unit will meet the costs incurred by West Lothian College in providing bus passes to pupils below school leaving age who attend West Lothian College in arrangement with their school. Funding will cease at the end of the school term in which the pupil reaches school leaving age.

23.0 Breakfast Clubs - Transport

- 23.1 The Public Transport Unit will not provide transport to breakfast clubs unless this can be provided at no additional cost.

24.0 After School Activities - Transport

- 24.1 The Public Transport Unit will not provide transport in connection with after school activities unless this can be provided at no additional cost.

25.0 Hosting and Permanent Exclusion

- 25.1 If a child is placed in a host school in terms of the Council's Hosting Policy, the following procedures should be followed:
- the host school will ascertain whether the parent/carer has the capacity (including financial capacity) to ensure that their child gets to the host school safely and on time.
 - if this is not possible/feasible then transport will require to be made available.
 - this will be organised and approved by the Headteacher of the base school in liaison with the Headteacher of the host school and the Public Transport Unit.
 - for the period of the hosting (not exceeding six weeks), transport will be funded by the Public Transport Unit.
 - If, after the end of the hosting, the pupil is enrolled at the host school then this shall be treated as a placing request and standard criteria for transport to and from school will apply.
- 25.2 Following a permanent exclusion, the Council will provide transport to the alternative West Lothian school to which the pupil is admitted, as long as the distance from home to school by a suitable walking route is over the qualifying distance (1.5 miles for primary pupils and 2 miles for secondary pupils.)



EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

CONSULTATION ON DRAFT GUIDANCE FOR PARTS 4, 5 AND 18 OF THE CHILDREN AND YOUNG PEOPLE (SCOTLAND) ACT 2014

JOINT REPORT BY HEAD OF EDUCATION (QUALITY ASSURANCE) & HEAD OF SOCIAL WORK

A. PURPOSE OF REPORT

To inform the Education Policy Development and Scrutiny Panel of a combined Social Policy and Education response to the Scottish Government consultation on the draft Statutory Guidance for Parts 4, 5 and 18 (Section 96) and related draft orders of the Children and Young People (Scotland) Act 2014.

This report is also being submitted to the Social Policy, Policy Development and Scrutiny Panel on 12 March 2015.

B. RECOMMENDATION

That the consultation response be noted and recommended to the Education Executive as a suitable response.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs being honest, open and accountable providing equality of opportunities developing employees making best use of our resources working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	The consultation relates to the Children and Young People (Scotland) Act 2014 which will be enacted in Autumn 2016. It is relevant to all agencies working with children and young people.
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	Contributes to the Health and Wellbeing performance indicators
V Relevance to Single Outcome Agreement	Outcomes 1, 2, 4 & 6

VI Resources - (Financial, Staffing and Property)	None
VII Consideration at PDSP	Yes
VIII Other consultations	Social Policy will also be responding to the concurrent consultation on the Corporate Parent as outlined in The Children and Young People (Scotland) Act 2014.

D. TERMS OF REPORT

The Children and Young People (Scotland) Act 2014 was passed by the Scottish Parliament on 19 February 2014, and received Royal Assent on 27 March 2014.

By facilitating a shift in public services towards early intervention whenever a family, child or young person needs help, the legislation encourages preventative measures, rather than crises responses. Underpinned by the United Nations Convention on the Rights of the Child 1989 (UNCRC), and Getting It Right for Every Child (GIRFEC), the Act also establishes a new legal framework within which services are to work together in support of children, young people and families.

The Act places in statute key elements of GIRFEC. The key elements of GIRFEC which are dealt with in this consultation, are, in summary :

- every child and young person in Scotland is to have access to a Named Person
- a statutory Child's Plan should be prepared for every child or young person who requires one as a result of their wellbeing needs
- a holistic explanation of wellbeing, which is set out in the Act

The current consultation relates to the draft Statutory Guidance on Named Person (Part 4), Child's Plan (Part 5) and Assessment of Wellbeing (Part 18) of the Children and Young People (Scotland) Act 2014. It also relates to the draft Orders on the Named Person and the Child's Plan.

The West Lothian GIRFEC Implementation Group comprises representatives from all relevant professional agencies. This group is working together to ensure that the combined professional responsibilities of the Children and Young People (Scotland) Act 2014 are implemented and embedded in practice. Representatives from this group have produced a combined response to the consultation, attached to this report as an appendix.

The deadline for responses to the Consultation is 1st May 2015. In order to ensure due consideration is given to the response, it will be presented to both Social Policy and Education PDSP meetings on the 12th and the 17th March respectively.

There are to be a number of public engagement events relating to this consultation over the coming months. Representatives from across professional groups within West Lothian will be attending these events to further contribute to the consultation process.

E. CONCLUSION

The West Lothian, multi-agency GIRFEC Implementation Group continues to work to ensure that the legislative and organisational requirements of the Children and Young People (Scotland) Act 2014 will be in place to coincide with the implementation of the Act in Autumn 2016.

As a result of careful and ongoing planning, the GIRFEC Implementation Group have drafted a response to the Scottish Government consultation on draft statutory guidance which is attached to this report. The response provides professional feedback on the questions posed by the Scottish Government and represents a combined West Lothian response.

It is recommended that the response be noted and passed for submission as the Council's response to the Scottish Government consultation process.

F. BACKGROUND REFERENCES

Consultation on the draft Statutory Guidance for Parts 4, 5 and 18 (Section 96) and related draft orders of the Children and Young People (Scotland) Act 2014

<http://www.scotland.gov.uk/Publications/2015/02/1851>

Scottish Government guidance on Getting it Right for Every Child

<http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright>

Appendices/Attachments:

West Lothian Council draft response to the Consultation on the draft Statutory Guidance for Parts 4, 5 and 18 (Section 96) and related draft orders of the Children and Young People (Scotland) Act 2014.

Contact Person:

Alison Raeburn, ASN Manager, 01506 282634. Alison.raeburn@westlothian.gov.uk

Elaine Cook, Head of Service, Education (Quality Assurance)

Jennifer Scott, Head of Service, Social Policy

Date of meeting: 12 March (Social Policy) and 17 March (Education)

Consultation inviting views on Draft Statutory Guidance on Parts 18, Section 96 (Wellbeing) 4 (Named Person), and 5 (Child's Plan) of the Children and Young People (Scotland) Act 2014 and draft Orders made under Parts 4 and 5.

Respondent Information Form (RIF)



Please Note this form **must** be returned with your response to ensure that we handle your response appropriately.

1. Name/Organisation Name

West Lothian Council

Title Mr ☐ Ms ☐ Mrs ☐ Miss ☐ Dr ☐

Please tick as appropriate (if completing electronically, double click on box and select default value as 'checked')

Surname

Forename

2. Postal Address (if organisation, please provide organisation address)

West Lothian Civic Centre

Howden South Road

Livingston

West Lothian

Postcode EH54

Phone

Email

3. Permissions - I am responding as...

Individual

/

Group/Organisation

☐

Please tick as appropriate

☒

(a) Do you agree to your response being made available to the public (in Scottish Government library and/or on the Scottish Government web site)?

Please tick as appropriate

☐ Yes ☐ No

(c) The name and address of your organisation **will be** made available to the public (in the Scottish Government library and/or on the Scottish Government web site).

(b) Where confidentiality is not requested, we will make your responses available to the public on the following basis

Please tick ONE of the following boxes

Yes, make my response, name and address all available ☐

or

Yes, make my response available, but not my name and address ☐

or

Yes, make my response and name available, but not my address ☐

Are you content for your **response** to be made available?

Please tick as appropriate

☒ **Yes** ☐ **No**

(d) We will share your response internally with other Scottish Government policy teams who may be addressing the issues you discuss. They may wish to contact you again in the future, but we require your permission to do so. Are you content for Scottish Government to contact you again in relation to this consultation exercise?

Please tick as appropriate

☒ **Yes** ☐ **No**

Consultation questions

General

1) Overall, do you think that the draft guidance gives a clear interpretation of the Act to support organisations' implementation of the duties?

☒ Yes ☐ No

(if responding electronically, please double click on one of the boxes above and select the default value as 'checked')

Please provide details:

Part 18, Section 96 - Wellbeing

2) Do you think the draft guidance on wellbeing provides clarity about what wellbeing means in the context of the Act?

☒ Yes ☐ No

What is helpful and/or what do you think could be clearer?

There is clarity about what wellbeing means. Not, however on how the indicators are to be used to assess wellbeing.

3) Are the explanations of the eight wellbeing indicators helpful? (2.5)

☒ Yes ☐ No

What is helpful and/or what do you think could be clearer?

It is helpful to connect the UN guidance to the SHANARRI indicators here.

4) Are the descriptions and examples of wellbeing concerns sufficiently clear and helpful? (2.7)

☒ Yes ☐ No

What is helpful and/or what do you think could be clearer?

It is helpful to have examples under the SHANARRI headings as well as the general advice about what constitutes a wellbeing concern.

5) Please provide any other general comments about the draft guidance on wellbeing:

The examples relating to the importance of contextual assessment in 2.7.5 are particularly helpful and clear.

The clarity of “support, promote and safeguard” as roles for the Named Person is also helpful.

Part 4 - Named Person

Section 19 – Named Person Service

6) Is the draft guidance clear on the organisational arrangements which are to be put in place by the service provider to support the functions of the Named Person? (4.1.3 - 4.1.4)

☒ Yes ☐ No

What is helpful and/or what do you think could be clearer?

The bullet pointed list is helpful and clear as a mandate for local authorities (education) in outlining their responsibilities in delivering the Named Person Service.

7) The Named Person Order and the draft guidance in support of this relate to training, qualifications, experience and position of who can be a Named Person. (Named Person Order and 4.1.5 – 4.1.17)

Are they sufficient to promote reliability in the quality of the Named Person service while supporting the flexibility to ensure that organisations can provide the service universally and consistently?

☒ Yes ☐ No

Do they provide clarity?

☒ Yes ☐ No

Please give reasons for your answers, including if you think they should be changed:

The information about the qualifications of the Named Person in the guidance (4.1.8) is not the same as that contained in the order. In the guidance it states that the Named Person must be a registered teacher whereas in the Order, there is another category of qualification which does not require the Named Person to be a registered teacher (2.6 (b)).

There is similar lack of clarity for pupils who are “not on a school roll” – in the guidance it suggests that the Named Person for these pupils does not need to be a registered teacher but if they are on a school roll, the Named Person does need to be a registered teacher.

This needs to be clear as there are some schools who employ pupil support managers from social work backgrounds who would meet the criteria in the order (2.6(b) but would not be registered teachers.

8) Is the level of detail provided on the delivery of the Named Person functions within the draft guidance appropriate to guide service providers in the provision of the service? (4.1.19 – 4.1.27)

☒ Yes ☐ No

What is helpful and/or what do you think could be clearer?

The detail is helpful and could easily be adapted into a training programme outline to ensure that all areas are covered. It would be helpful if centrally developed training materials could be provided by Scottish Government that could be locally adapted. Otherwise, all local authorities will be working on developing a training programme for the Named Person which will largely cover the same information. A lot of time and effort could be ameliorated by the provision of a central template for training that could be adapted locally.

9) The draft guidance outlines how arrangements for making the Named Person service available during school holiday periods and other absences should be put in place. Do you agree that this provides sufficient clarity while allowing local flexibility? (4.1.30 – 4.1.32)

☒ Yes ☐ No

What is helpful and/or what do you think could be clearer?

Clarification on “out of hours” would be helpful. (ie out of 9-5 or over and above contracted working days)
Distinction between “urgent” and “non-urgent” would require clarification at local level.
Arrangements will need to be arranged very much at local level depending on the services that are available within Education departments over holiday periods.

Section 20 – Named Person service in relation to pre-school children

10) This section of the draft guidance outlines arrangements for making the Named Person service available for pre-school children. Do you think it provides clarity?

☒ Yes ☐ No

What is helpful and/or what do you think could be clearer?

Perhaps more guidance in this section on transfer of information from one Named Person Service (Health) to Named Person Service (Education) at school entry.

Section 21 – Named Person service in relation to children who are not pre-school children

11) This section of the draft guidance outlines arrangements for making the Named Person service available for children who are not pre-school children. Do you think it provides clarity? (6.1.1 – 6.1.8)

☒ Yes ☐ No

What is helpful and/or what do you think could be clearer?

12) Does the draft guidance make clear arrangements for providing the Named Person service for children who leave school before their 18th birthday? (6.1.9 – 6.1.25)

☒ Yes ☐ No

What is helpful and/or what do you think could be clearer?

Clear that the role of Named Person is required for these pupils and that it will need to be negotiated locally depending on the support services in place within the local authority. Allows for local variation. Is further guidance required for transfer of information at the final stage to adult services required? There is guidance on this at all other key transition points.

13) Does the draft guidance make clear arrangements for providing the Named Person service for children of Gypsy/travellers? (6.1.26 – 6.1.31)

☒ Yes ☐ No

What is helpful and/or what do you think could be clearer?

Clear that the role of Named Person is required for these pupils and that it will need to be negotiated locally depending on the support services in place within the local authority. The planned system will only be as effective as the information provided about the family's living arrangements. It would be helpful to have some guidance on what the service provider should do where the family refuse to engage.

14) Does the draft guidance make clear arrangements for providing the Named Person service for children who are home educated? (6.1.32 – 6.1.39)

☒ Yes ☐ No

What is helpful and/or what do you think could be clearer?

This part of the guidance is helpful for local authorities and re-assuring for families who have chosen to educate their children outwith the system.

15) Does the draft guidance make clear arrangements for providing the Named Person service for those families with more than one Named Person? (6.1.41 – 6.1.43)

☒ Yes ☐ No

What is helpful and/or what do you think could be clearer?

Basically just indicates that effective communication needs to take place and that all professionals undertake their duties to share information with the Named Person. Could still result in families having too many people involved. No flexibility for “multiple Named Person” families. Could be felt by the family to be overkill. Should there be some mechanism for streamlining in these circumstances in order to avoid loss of information as a result of separating the Named Person role across professionals?

Section 24 – Duty to communicate information about the role of the Named Person

16) Does the draft guidance make clear the requirements and expectations in relation to communicating information about the Named Person service and the Named Person?

☒ Yes ☐ No

What is helpful and/or what do you think could be clearer?

Again, template guidance from Scottish Government that could be locally adapted would be beneficial as the key information and messages are the same. The option to adapt templates rather than start from scratch would ensure consistency in approach and also reduce duplication of effort.

Section 25 – Duty to help the Named Person

17) Does the draft guidance make clear the arrangements which should be in place for service providers or relevant authorities to help a Named Person? (9.1.1 – 9.1.8)

☒ Yes ☐ No

What is helpful and/or what do you think could be clearer?

Clear for local authorities / health boards but this will need to be shared widely with all partners at local level in order to be clear about the responsibilities of all to help the Named Person when asked.

Sections 23, 26 and 27 – Information sharing

General

18) Is the draft guidance on these sections clear on requirements in relation to consideration and sharing of relevant and proportionate information when there are wellbeing concerns?

☒ Yes ☐ No

What is helpful and/or what do you think could be clearer?

Significant training will be required across multi-agency groups to ensure everyone understands the parameters related to information sharing.

19) Does the draft guidance make clear the arrangements and processes that authorities will need to put in place to facilitate and support the consideration and sharing of relevant and proportionate information?

☒ Yes ☐ No

What is helpful and/or what do you think could be clearer?

Effective IT solutions continue to be an issue especially across professional groups. It is good to know that there is a Scottish Government working group looking at IT solutions for the future which will support this element of development. 2020 is still a long way off!

20) Does the draft guidance make clear that the sharing of relevant and proportionate information under this Act must meet the requirements of the Data Protection Act 1998 and the European Convention of Human Rights?

☒ Yes ☐ No

What is helpful and/or what do you think could be clearer?

Section 23/Section 26

21) Does the draft guidance make clear the arrangements for managing and sharing information when duties of confidentiality are a consideration? (10.2.14 – 10.2.16 and 10.3.10 – 10.3.13)

☒ Yes ☐ No

What was helpful and/or what do you think could be clearer?

10.3.10-13 – this section is difficult to understand at practitioner level and could benefit from examples to further outline the processes involved.

22) Are the arrangements set out for considering the views of the child clear? (10.3.3 – 10.3.4)

☐ Yes ☒ No

What is helpful and/or what do you think could be clearer?

Gathering Child's views does not come across as the primary purpose of section 10.3.3 but it is mentioned in the initial paragraph.

23) Please provide any other general comments about the draft guidance on the Named Person service, including the information sharing sections:

Draft Named Person Order

See question 7 above; and

24) Please provide any other general comments about the draft order on the Named Person:

The Order is brief but has sufficient clarity to support the implementation of the Named Person Service for local authorities.

Part 5 – Child's Plan

Section 33 - Child's Plan requirement

25) Is the draft guidance clear about the definition and explanation of what constitutes a 'targeted intervention'? (11.2.4. – 11.2.5)

☒ Yes ☐ No

What is helpful and/or what do you think could be clearer?

The examples are helpful. Local dialogue will still be required to be clear about local services but the guidance is clear.

26) Are the arrangements for seeking the views of the child, parents and others during consideration of the need for a Child's Plan set out clearly in the draft guidance? (11.2.7 – 11.2.12)

☒ Yes ☐ No

What is helpful and/or what do you think could be clearer?

This section can be addressed effectively when authorities engage with meaningful planning processes eg. solution focused child's planning meetings where parental and pupil views are included as equal partners. Promotion of solution focused meetings could be helpful as an example here.

Section 34 – Content of a Child's Plan

27) Do you agree that the content of the plan, as set out in the Schedule to the draft Order and described further in the draft guidance is clear and covers the full range of likely circumstances? (11.3.1. – 11.3.9 and draft Child's Plan Order)

☒ Yes ☐ No

What is helpful and/or what do you think could be clearer?

The guidance on local terminology and avoidance of abbreviations is helpful to assist cross authority working.

The Order on the Child's Plan is challenging to access as a practitioner. The Guidance is much more accessible.

Section 35 – Preparation of a Child's Plan

28) Are the arrangements and processes set out in the draft guidance for preparing child's plan clear? (11.4.1 – 11.4.6)

☒ Yes ☐ No

What is helpful and/or what do you think could be clearer?

29) Does the draft guidance give clear support on how the child's plan and the co-ordinated support plan should be integrated? (11.4.7 – 11.4.10)

☒ Yes ☐ No

What is helpful and/or what do you think could be clearer?

While the guidance is clear about how this should happen, there is still too much overlap with planning frameworks. Over time, it would be helpful to consider aligning the legislation to have this level of planning included in the Child's Planning process as one. There should be no need for Co-ordinated Support plans on top of effectively implemented Child's Plans.

Sections 36, 37 and 38 – Responsible authority: general, Responsible authority: special cases and Delivery of a Child's Plan

30) Does the draft guidance make clear the different roles of the responsible, relevant, directing and managing authorities?

☒ Yes ☐ No

What is helpful and/or what do you think could be clearer?

The terminology here is still confusing but is clearly outlined at the start of the whole document. Perhaps a reminder of that or a link to the definitions again at this point would be helpful?

Section 39 – Child's Plan: management

31) Does the draft guidance make clear the processes and arrangements for managing the child's plan? (11.8.1 – 11.8.13)

☐ Yes ☒ No

What is helpful and/or what do you think could be clearer?

There are 3 terms used for "managing" a plan: managing, co-ordinating and maintaining. Whilst these may all be interchangeable, it could be helpful to rationalise the use of these

phrases to one phrase across the board to avoid confusion. Alternatively, if the phrases are deliberately designed for different purposes, this could be clearer to avoid confusion.

There is still some clarity required on the roles of the Named Person and the Lead Professional in relation to the management of the Child's Plan. This should be clearer. That is, does the Named Person maintain responsibility for updating the plan based on information received from the Lead Professional or does the Lead Professional take on the responsibility of updating the plan and ensures that the Named Person is kept informed of changes?

32) Does the draft guidance make clear the arrangements for transferring management of a child's plan? (11.9.1 – 11.9.21)

☒ Yes ☐ No

What is helpful and/or what do you think could be clearer?

11.9.8 – clarity about why this decision would need to be made would be helpful. Should it not just automatically be the responsibility for the school that the child attends?

Section 40 – Assistance in relation to Child's Plan

33) Is the draft guidance helpful in describing the processes and arrangements for providing assistance in relation to functions under this part of the Act? (11.10.1 – 11.10.8)

☒ Yes ☐ No

What is helpful and/or what do you think could be clearer?

11.1.0.3 is unclear and appears to be a refresher of previous guidance on information sharing. A new head here might be helpful to provide clarity.

34) Please provide any other general comments about the draft Child's Plan guidance:

Draft Child's Plan Order

See question 26 above, and:

Part 1, Article 2 - General

35) Whenever possible we have referenced existing regulations to show the interaction with the new duties. Do you find this helpful?

☒ Yes ☐ No

Please provide any comments on this approach:

Part 3, Article 6 – Preparation and content of a child’s plan

36) In terms of the 2014 Act, the Named Person; and, as far as reasonably practicable, the child and their parents, are to be consulted on the preparation of a child’s plan. The draft Order sets out who else should be consulted in certain circumstances. Under the Act, the responsible authority can also consult with anyone it considers appropriate in any particular case. Do you think any other people should be consulted, as far as reasonably practicable, for the preparation of every plan?

☐ Yes ☒ No

Please provide details, including who and why.

Part 3, Article 7 – Copies of a child’s plan

37) Copies of the child’s plan should be provided to persons specified in the draft order, except in certain circumstances. This is set out in article 7 of the draft Order. Does this article meet the intention to ensure that others are not placed at risk of harm as a consequence of copies of the plan being provided?

☒ Yes ☐ No

If no, please provide details including what you think should be changed:

38) Please provide any other general comments about the draft Child’s Plan Order:

Thank you, please send with your respondent information sheet to:

GIRFECConsultations@scotland.gsi.gov.uk

or

*Alan Davidson
Getting it right for every child
Scottish Government
Victoria Quay
Edinburgh
EH6 6QQ*



EDUCATION POLICY DEVELOPMENT SCRUTINY PANEL

WEST LOTHIAN COUNCIL EDUCATION SERVICES: ADDITIONAL SUPPORT NEEDS REVIEW 2014

REPORT BY HEAD OF EDUCATION (QUALITY ASSURANCE)

A. PURPOSE OF REPORT

To provide information to the Policy Development and Scrutiny Panel on the response from the public consultation 'West Lothian Council, Education Services, Additional Support Needs Review 2014'. The initial report authorising the consultation was submitted directly to the Education Executive.

B. RECOMMENDATION

It is recommended that the Policy Development and Scrutiny Panel note that the outcome of the consultation 'West Lothian Council, Education Services, Additional Support Needs Review 2014' has been published in accordance with the Schools (Consultation) (Scotland) Act 2010. The Education Executive will consider the outcome of the consultation at its meeting on 24 March 2015. The published document includes changes to the original consultation proposals as a result of feedback from the consultation process.

C. SUMMARY OF IMPLICATIONS

- | | |
|---|--|
| I Council Values | Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; working in partnership |
| II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment) | Education (Scotland) Act 1980
Education (Additional Support for Learning) (Scotland) Act 2004
Scottish Schools (Parental Involvement) Act 2006
Standards In Scotland's Schools etc Act (2000)
Equality Act 2010
Schools (Consultation) (Scotland) Act 2010
Children and Young People (Scotland) Act 2014
UN Convention on the Rights of the Child (Article12) |
| III Implications for Scheme of Delegations to Officers | None |
| IV Impact on performance and | The educational benefits resulting from the |

	performance Indicators	proposals will impact positively on a range of performance indicators including attainment.
V	Relevance to Single Outcome Agreement	Outcome 1,2 and 5
VI	Resources - (Financial, Staffing and Property)	<p>The approved revenue budget for Schools for 2014/15 includes £501,000 for demographics in the special sector. A further £409,000 for 2015/16, £250,000 for 2016/17 and £58,000 for 2017/18 has been incorporated into the budget model to meet the projected growth in additional support needs provision. One additional special class would be required in order to effect the proposed transition of the ASD classes from Ogilvie School Campus, Livingston, to St Mary's Primary School, Polbeth for school sessions 2015/16 to 2017/18 and would be accommodated within available special school resources.</p> <p>Capital budget provision of £2.3m has been included in the Capital Programme to 2017/18 for development of the special needs school estate to meet demographic requirements. Deployment of this resource will be confirmed on the conclusion of the formal consultation.</p>
VII	Consideration at PDSP	The initial report authorising the consultation was submitted directly to the Education Executive on 14 October 2014. The Education Executive will consider the report on the outcome of the consultation on 24 March 2015.
VIII	Other consultations	<p>In compliance with the Schools (Consultation) (Scotland) Act 2010</p> <p>Legal Services, Finance, Information Technology (IT), Construction, Planning, Transportation, Human Resources, Social Policy and NHS Lothian.</p>

D TERMS OF REPORT

D.1 Background

A formal public consultation started on 16 October 2014 entitled "West Lothian Council, Education Services, Additional Support Needs Review 2014". The proposals contained within the consultation document are summarised below. The consultation period lasted for 39 school days and concluded on 18 December 2014.

D.2 Outcome of the Consultation

The purpose of the consultation was to ensure equitable, high quality and sustainable provision to meet the needs of increasing numbers of pupils with additional support needs through the following 4 proposals:

1. A proposal to establish Connolly School Campus, a new primary school for Additional Support Needs (ASN) located at Connolly House, Blackburn from August 2015 containing 4 primary special classes (for the provision of Social, Emotional and Behavioural Needs (SEBN) education across P1 to P7) under the management of the Principal of the West Lothian Behaviour Support Service.
2. A proposal to re-locate the existing 4 Social, Emotional and Behavioural Needs (SEBN) primary special classes (providing education across P1 to P7) from Ogilvie School Campus, Knightsridge, Livingston to Connolly School Campus, Blackburn; this relocation process from Ogilvie School Campus to Connolly School Campus to be completed by August 2015.
3. A proposal to establish 3 primary special classes at St Mary's Primary School, Polbeth (for the provision of primary education for children with Autism Spectrum Disorder (ASD) across P1 to P7) under the management of the Head Teacher of St Mary's Primary School, Polbeth; 2 classes commencing from August 2015 and a 3rd class commencing from August 2018.
4. A proposal to re-locate the existing P1 to P3 pupils from the Autism Spectrum Disorder (ASD) special classes at Ogilvie School Campus, Knightsridge, Livingston to St Mary's Primary School, Polbeth with effect from August 2015; the existing P4 to P6 pupils from the ASD classes at Ogilvie School Campus to complete their primary schooling within Ogilvie School Campus.

The Schools (Consultation) (Scotland) Act 2010 requires Education Scotland, in the case of every proposal requiring consultation, to consider the educational aspects of the authority's proposal(s). Education Services has received Education Scotland's report and reviewed the consultation proposals in light of these and all other written and oral representations received. In accordance with the legislative requirements, Education Services has published a report on the reviewed proposals on 2 March 2015 in both electronic and printed form. This report can be inspected in hard copy at all affected schools and at local public libraries. The report will be presented to the Education Executive on 24 March 2015. Although the proposals contained within the consultation document were connected as part of a strategic review of ASN provision across West Lothian, throughout the consultation period consultees were able to comment on each proposal in its own right, independently of the others.

D.3 Recommendations

Having carefully considered all of the information and responses obtained through the consultation process including the , written and verbal representations and Education Scotland reports, it is proposed that further enhancement to the original proposals should be made in relation to: collaborative and transition planning, refurbishment and parity of provision, and also responsibility of promoted staff within a denominational school setting. It is considered that these enhancements to the proposals offer the delivery of the optimum educational environment and minimise educational disruption for pupils. Accordingly, the published document recommends that the Education Executive agree to implement proposals 1 to 4 as enhanced by:

1. consideration of opportunities for the children of the proposed Connolly School Campus and Our Lady of Lourdes Primary School to benefit from shared experiences, facilitated through collaborative planning between both Head Teachers and in partnership with parents/carers;
2. appropriate individualised transition plans implemented timeously for all affected children;
3. clarification for parents/carers on the parity of accommodation and resources with the provision the children currently enjoy within Ogilvie School Campus;
4. planned refurbishment of St Mary's RC Primary School to be implemented promptly should the proposals be accepted by the Education Executive; and
5. clarification of the provision of management posts and responsibilities at St Mary's RC Primary School to ensure that there is a shared understanding about the proposed provision and responsibility of promoted staff within St Mary's RC Primary School.

It is also proposed that a feasibility be undertaken in relation to breakfast club provision at both pinewood and Ogilvie schools.

CONCLUSION

The consultation process for the 4 proposals contained within the consultation document "West Lothian Council, Education Services, Additional Support Needs Review 2014" has progressed within agreed timescales. A report on the consultation, which includes the response of Education Services to the Education Scotland reports and all other written and oral representations, has been published in line with legislative requirements and will be presented to the Education Executive on 24 March 2015. If the reviewed proposals are accepted, supported transitions for pupils, families and staff would be facilitated through the 2015 summer term to allow for a planned transition period for implementation of the Education Executive's decision.

F. BACKGROUND REFERENCES

<http://www.westlothian.gov.uk/media/6522/ASN-Review-2014---Report-of-the-Consultation/pdf/report-on-consultation-asn-review-2014.pdf>

Appendices/Attachments: None

Contact Person: Elaine Cook, Head of Education (Quality Assurance), 01506 283050.

Elaine.cook@westlothian.gov.uk

Date of meeting: 17 March 2015



EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

SPORTSCOTLAND INVESTMENT AGREEMENT 2015-19

REPORT BY HEAD OF EDUCATION (QUALITY ASSURANCE)

A. PURPOSE OF REPORT

To inform the Panel on the proposed investment agreement with **sportscotland** for the period 2015-19.

B. RECOMMENDATION

To recommend to the Education Executive approval of the **sportscotland** partnership agreement 2015-19.

C. SUMMARY OF IMPLICATIONS

- | | |
|---|--|
| I Council Values | Being honest, open and accountable

Making best use of our resources

Working in partnership |
| II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment) | None |
| III Implications for Scheme of Delegations to Officers | None |
| IV Impact on performance and performance Indicators | None |
| V Relevance to Single Outcome Agreement | Outcome 2 - We are better educated and have access to increased and better quality learning and employment opportunities

Outcome 6 – We live longer, healthier lives and have reduced health inequalities |
| VI Resources - (Financial, | As per proposed Investment Agreement with |

Staffing and Property)

sportscotland 2015 - 2019:

- £1,771m total contribution from **sportscotland**

Approved recurring resources in the Revenue Budget for 2015-16 of £140,000

VI Consideration at PDSP I

None

VI Other consultations II

Finance and Estates; **sportscotland**

D. TERMS OF REPORT

D.1 Background

sportscotland, the Scottish national agency for sport, provided partnership investment to West Lothian Council for a range of programmes across Education and Area Services during 2011-15.

The current investment period terminates in March 2015 with a new investment structure proposed for 2015-19 to ensure the continuation of Active Schools, PE Support, School Sport Competition, Community Sport Hubs and Positive Coaching Scotland (PCS) programmes.

D.2 Active Schools

Active Schools is a national programme working across each of Scotland's 32 local authorities. In West Lothian a team of 11 FTE Active Schools Coordinators and 1 FTE Manager work in partnership with a wide range of organisations and individuals to provide integrated, high quality opportunities and support relating to physical education, school sport and club sport for all primary, secondary and ASN schools.

The aims of Active Schools are:

- More, and higher quality, opportunities to participate in sport within schools
- Building capacity through the recruitment, retention and development of a network of volunteers
- Motivating and inspiring children and young people to participate in sport

As **sportscotland**'s flagship programme, Active Schools has enjoyed considerable success over the past 10 years and now records in excess of 5 million attendances at extracurricular opportunities annually across Scotland. Within this timeframe in West Lothian, participation in extracurricular sport and activity has doubled and pupil involvement in school sport has increased by 248%. Active Schools also supports a range of programmes including Active Girls, Young Ambassadors, ClubGolf and the School Sport Award. Active Schools are based within the Central Education Service with key areas of work identified within the Education Services Management Plan.

During 2013/14 Active Schools recorded the highest ever figures for volunteer numbers, extracurricular attendance sessions, participants within the ClubGolf programme, schools delivering the ClubGolf programme, delivery of vocational qualifications for secondary pupils, school-club links and Sport and Physical Education CPD customer feedback ratings. In addition, the 7,145 individual pupils recorded as taking part in regular extracurricular physical activity sessions indicates that more West Lothian pupils are active than ever before.

D.3 PE Support

sportscotland, in partnership with Education Scotland, have provided financial support for all local authorities since 2012 to help achieve the Scottish Government's target of at least two hours per week of physical education in primary schools and at least two periods of PE in secondary schools for pupils in S1-S4.

The national aims of this investment are to:

- Maintain 2 hours/ 2 periods of PE in all schools.
- Improve the quality of learning and teaching in PE.

In West Lothian, this funding has enabled the creation of a PE Lead Officer (PELO) position with responsibility for the quantity and quality of PE delivery across all primary, secondary and ASN schools. 98.7% of West Lothian schools are currently achieving the Scottish Government target.

D.4 School Sport Competition

School sport competition is one of the key strands within the Active Schools service provision in West Lothian. A formal structure was established in 2009 with the creation of the School Sport Partnership (SSP). School sport competition has evolved and developed since 2009 and now includes 1 FTE School Sport Competition (SSC) Coordinator and 3 School Sport Development Posts (SSDPs). The SSC model in West Lothian receives additional funding from **sportscotland** on top of the contribution provided for Active Schools.

The table below provides a concise overview of the impact of the SSC model from 2009 to 2014.

Secondary School Competition	08-09	09-10	10-11	11-12	12-13	13-14
Number of competitive opportunities provided	26	36	40	48	32	38
Number of sports and activities on offer	12	12	15	16	12	12
% of all schools attending the competitions	30.04%	48.05%	71.90%	75.17%	76.19%	84.85 %
Total pupil attendances	N/R	1815	3162	4213	3909	4222
Total individual participants	N/R	N/R	N/R	N/R	N/R	2277

Table 2.1: School Sport Competition 2009-14. N/R- Not Recorded

D.5 Community Sport Hubs

The Scottish Government's 2014 Legacy Plan identifies the Community Sport Hub (CSH) project as a key mechanism for supporting sport clubs, working groups and organisations to achieve sustainability and increase provision of sport and physical activity in local communities.

sportscotland has provided investment of £44,000 per annum to West Lothian Council to support the development of CSHs since 2011. **sportscotland** recognises the CSH in Armadale as a national example of good practice.

The table below demonstrates investment impact across clubs and participation, a result of receiving **sportscotland** investment for Armadale CSH.

Armadale CSH	2010/11	2011/12	2012/13	2013/14	2014/15
Total number affiliated clubs	N/R	9	30	31	A/D
Total number active members (adult + youth)	N/R	373	1337	1807	A/D

Table 2.2: Impact Assessment, Armadale Community Sports Hub. N/R – Not Recorded, A/D – Awaiting Data

The key aims of CSHs, as identified by the Scottish Government are:

- Growth in participation
- Engage the local community
- Promote community leadership
- Offer a range of sporting opportunities
- Bring all appropriate (key) partners / groups / people together

Proposed CSHs in West Lothian over the next investment period include:

- Whitburn Academy
- Bathgate Academy Sports Trust
- Linlithgow Academy
- St Margarets RC Academy
- West Calder High School

More information relating to the proposed development of the CSHs can be found in the Community Sport Hub paper submitted to the Culture and Leisure Policy Development and Scrutiny Panel 16 October 2014.

D.6 Positive Coaching Scotland (PCS)

PCS is designed to transform attitudes and behaviours and support those involved in sport to create and maintain a positive sporting environment for all. Through this positive environment, young people are encouraged to stay in sport longer.

During 2014/15 to date, 14 West Lothian community sports clubs have been engaged in PCS via 12 Club Leaders workshop, 4 Double Goal Coach workshops and 1 Parents Workshop. Furthermore, in schools 22 Young Leaders workshops have been delivered in addition to a teacher's workshop for the Basketball Primary League PE specialists. Overall 506 individuals have been engaged in PCS thus far during 2014/15.

The delivery plan for 2015/16 will follow a more qualitative approach and aims to support a minimum of 8 community clubs through the entire PCS process, consisting of Club Leaders, Double Goal Coach and Parents workshops, in addition to further supportive follow-ups. This approach provides a blueprint for clubs to create and maintain strong cultures and identities and to ultimately help themselves moving forward. We aim to develop strong, sustainable clubs and PCS can support this by aiding the recruitment, training, support and retention of coaches, athletes, committee members and other volunteers.

By March 2016, we will have achieved:

- One designated PCS Lead within each targeted Community Sports Club
- A minimum of 8 community sports clubs supported through the ten touch-point process
- A minimum of 8 community sports clubs to be recognised at Celebrating Sport as West Lothian Council PCS endorsed Community Sports Clubs
- One case study per endorsed club

sportscotland have provided funding to support a Sport Development Officer post to lead PCS delivery. The officer will lead a group of tutors in addition to delivering Sports Leaders and Teachers workshops. The officer will also be responsible for follow-ups, ongoing contact/support with community clubs, case study write-ups and monitoring and reporting.

D.7 Proposed Partnership Investment Agreement

Following **sportscotland**'s Board meeting in February 2015, an in principle four year investment figure to support the delivery of the partnership agreement 2015-2019 with West Lothian Council was agreed as follows:

	sportscotland				
	2015/16 £'000	2016/17 £'000	2017/18 £'000	2018/19 £'000	Total £'000
Active Schools*	354	354	354	354	1,416
PE Support Programme	51	£0	£0	£0	51
School Sport Competition	26	28	28	29	111
Community Sport Hubs	44	44	44	44	176
PCS	11	6	0	0	17
Total	486	432	426	427	1,771

** To financially resource and support the Active Schools programme with 11 FTE coordinators and 1 FTE manager. Annual planning will be embedded within the Education Management Plan and the School and Community Sport action plan.*

If approved at Executive, West Lothian Council's contribution to the partnership agreement 2015-2019 will be as follows:

	West Lothian Council				
	2015/16	2016/17	2017/18	2018/19*	Total
	£'000	£'000	£'000	£'000	£'000
Active Schools	140	140	140	140	560

** Indicative budget for 2018-19*

E. CONCLUSION

The proposed investment with **sportscotland** covering period 2015 - 19 enables West Lothian Council to maintain and develop existing services. This investment demonstrates significant financial and social return with services working in partnership to achieve a variety of outcomes, detailed within the Education and Area Services Management plans, and contributes towards the key strategic aims of the Council identified in the Corporate Plan and SOA.

F. BACKGROUND REFERENCES

None

Appendices/Attachments: None

Contact Person: Paul Stark, Active Schools Manager, Civic Centre, West Lothian

Tel: 01506 281755 Email: paul.stark@westlothian.gov.uk

Elaine Cook, Head of Education (Quality Assurance)

Date of meeting: 17 March 2015



EDUCATION POLICY DEVELOPMENT AND SCRUTINY PANEL

TEACHER NUMBERS

REPORT BY DEPUTE CHIEF EXECUTIVE

A. PURPOSE OF REPORT

The purpose of this report is to inform the Panel of a proposal to allocate the additional teaching resource required to maintain teacher numbers and the Pupil Teacher ratio at 2014/15 levels in financial years 2015/16 to 2017/18.

B. RECOMMENDATION

That the Panel

1. note the staffing requirements over the next three years to deliver the Teacher numbers commitment to maintain both teacher numbers and the teacher/pupil ratio at 2014/15 levels; and
2. recommend to the Education Executive the proposed allocation arrangements detailed in this report.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Devolved School Management staffing allocations for teaching staff.
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	Scottish Qualifications Authority (SQA) examination results, Standard tests (adaptive – CEM) results, validated self-evaluation and Education Scotland quality indicators are used to measure the performance of schools.
V Relevance to Single Outcome Agreement	Positive Education Scotland inspection reports are used as a key outcome measure in the

	Single Outcome Agreement (SOA). Adaptive (CEM) test results and SQA examination results form indicators within the SOA.
VI Resources - (Financial, Staffing and Property)	Additional recurring resources of £2.28 million within the revenue budget for schools over financial years 2015/16 to 2017/18 to provide 57 FTE teachers.
VII Consideration at PDSP	
VIII Other consultations	Finance & Estates

D. TERMS OF REPORT

D.1 Background

West Lothian Council set its financial strategy for the three year period 2015/16 – 2017/18 on 29 January 2015 following extensive public consultation. Education Services were confident that the budget provided sufficient resource to continue to raise attainment given the development of robust collaborative strategies and focussed school support.

On 5 February 2015 the Deputy First Minister of Scotland wrote to the President of COSLA and copied to all local authority leaders setting out the revised offer and commitment with regard to teacher numbers.

The Council Executive agreed on 19 February 2015 that it would confirm its intention to the Scottish Government to deliver the Teacher numbers commitment to maintain both teacher numbers and the teacher/pupil ratio in 2015/16. As outlined in the report, this would require an additional 42 FTE teachers to be employed in 2015/16, at a total cost of £1.68 million. Failure to deliver the Scottish Government commitment would result in £1.604 million of current revenue funding being deducted from the council's 2015/16 Scottish Government grant settlement and would also mean the council would not receive its share of an additional £10 million funding for teacher numbers, estimated to be £382,000.

The net cost to the council of this commitment is dependent on the funding the council will receive for fully funded probationer teachers. The council receives funding for 15 FTE fully funded probationers in the current year. Funding for 2015/16 will be confirmed in May 2015, however initial indications are that the council will receive funding for four FTE. The Scottish Government announcement on teacher numbers is for 2015/16 only, however for planning purposes it is assumed that the commitment will be retained for 2016/17 and 2017/18. On current pupil and teacher number projections, this will require the council to employ an additional 13 FTE teachers in 2016/17 and two FTE teachers in 2017/18, at a total cost of £600,000.

Based on the assumptions set out above, the council faces additional cost pressures over the next three years totalling £2.28 million in relation to the teacher numbers commitment. It is estimated that the council will receive £382,000 from the £10 million teachers funding and £160,000 funding for fully funded probationers, resulting in a net additional budget gap of £1.738 million. This is summarised below:

Additional Cost Pressures 2015/16 to 2017/18	2015/16 £'000	2016/17 £'000	2017/18 £'000	Total £'000
Teacher Number Commitments	1,680	520	80	2,280
Funding				
Share of £10 million for Teacher Numbers	(382)	0	0	(382)
Fully Funded Probationers (4 FTE)	(160)	0	0	(160)
Total Additional Funding	(542)	0	0	(542)
Additional Budget Shortfall	1,138	520	80	1,738

Officers are actively working to identify options to address the budget gap of £1.738 million and will report in due course.

Projections indicate that an additional 57 FTE teachers would be required to deliver the teacher number commitment over the three year period, 42 FTE in 2015/16, 13 FTE in 2016/17 and 2 FTE in 2017/18.

D.2 Proposed allocation of increase in teacher FTE

It is proposed that the additional teaching resources of 57 FTE are allocated towards enhancing nurture within the primary sector and raising attainment within the secondary sector.as follows:

	2015/16	2016/17	2017/18	Total
	FTE	FTE	FTE	FTE
Primary Sector				
Fully Funded Probationers to match 2014/15 levels	13	0	0	13
Nurture	0	13	2	15
Total – Primary	13	13	2	28
Secondary				
Fully Funded Probationers to match 2014/15 levels	2	0	0	2
Attainment	27	0	0	27
Total - Secondary	29	0	0	29
Total FTE	42	13	2	57

It is widely acknowledged that, notwithstanding the provision of funding for additional teachers, there will be challenges in securing sufficient numbers of teachers from a limited national pool and therefore a risk to the council receiving funding from the Scottish Government. It is of critical and urgent importance therefore, to secure permanent contracts for existing high quality probationers and temporary teaching staff in West Lothian.

D.3 Primary Nurture

Education Services first introduced the nurture approach into schools in 2004 with the successful development and implementation of part-time extraction Nurture Groups in some Primary schools. The Educational Psychology Service provided a wide range of evidence to identify the impact of these primary nurture groups with pupils displaying increased confidence, self-esteem and improved behavior. Following on from this success, the council provided time-limited investment funding for a period of two years 2012/13 – 2013/14, for a number of new groups to be established across late primary (P5-7 and early secondary school (S1-2) stages.

It is the view of Education Services, including Headteachers, that the Nurture Approach has been a successful targeted early intervention strategy and that the focus should now be on early stages of primary education and transitions from pre-school. The forthcoming redesign of pre-school education will involve a re-focusing of the role of the teacher in supporting high quality transitions from early learning in nurseries to early years in primary. The additional 28 FTE primary teachers over three years will enable this targeted intervention to be extended across a wider range of schools and provide more dedicated resource in each school. It is the view of Education Services, Headteachers and the Educational Psychology Service, that this approach will produce measurable, successful key outcomes for learners and is preferable to an arbitrary input measure of seeking to maintain a class size ratio of 1:18 in P1-P3.

D.4 Secondary Attainment

West Lothian Council aims to ensure that every young person is able to realise their educational potential. Closing the gap in performance, therefore, between schools and within schools is critical for West Lothian to continue to improve the attainment levels of all young people.

The average tariff score for the lowest attaining S4 pupils in West Lothian has continued to improve over the years. We must, however, endeavour to make a significant and sustainable improvement with strategies in place which will make a material difference in narrowing the gap for our most vulnerable young people.

The established methodology for improving positive destinations involves identifying the young people in vulnerable groups, e.g. looked after children, children with English as an additional language, children with additional needs, children eligible for free school meals etc. A risk matrix was created to map vulnerable groups within schools in order for key worker caseloads to be identified. This allows targeted support for young people regardless of the school attended. In order to address the attainment gap, the same methodology will be used for the analysis of all young people in these groups. This analysis will be shared to enable every secondary school with the necessary data to determine the extent of their attainment gap and the baseline for the measurement of the impact of future interventions and improvements. This forensic and consistent approach will produce measurable outcomes for learners.

Key variables across schools will be identified. These variables include: educational attainment from the primary adaptive testing; young people not achieving National 3 level in English, Mathematics and three other subjects; analysis of the grades of the lowest attaining young people; and availability of appropriate vocational pathways and work placements as part of the curriculum. It is important to understand fully why varying attainment has emerged across schools and between differing groups of pupils.

There needs to be a strategic approach across all schools to develop and implement processes to narrow the gap in performance between the lowest and highest performing schools and the lowest and highest performing pupils within schools. We will continue to scrutinise performance and use the rich data available to underpin continued improvement. This forensic and targeted approach to raising attainment and narrowing the gap in education performance will benefit young people in areas of social deprivation in particular.

D.5 Improvement Proposal

In order to achieve sustained improvement in attainment and skills and to narrow the attainment gap, it is proposed that 29 FTE teachers are allocated to specific secondary schools in 2015/16. The number will be dependent on the numbers of children in vulnerable groups attending that school and the extent of the attainment gap.

This common strategy to narrow the attainment gap will be a priority in all secondary schools' improvement plans. Progress will be closely monitored through the Hubs and Headteacher group. The allocated teachers will implement the identified strategies, working in collaboration with colleagues to achieve consistency across all schools.

Similarly, to raise attainment and narrow the educational performance gap in the primary sector, the deployment of 28FTE teachers over the three year period will be closely supported and monitored to ensure improved educational outcomes for our children.

E. CONCLUSION

It is acknowledged that, while attainment has shown improvement across West Lothian secondary schools, the performance difference between students from higher and lower income households is still too wide. The proposal is to address this issue by targeting enhanced resources on schools evidencing the higher attainment differentials and larger vulnerable groups. There will also be additional concentration on improving positive destinations for these young people. A detailed initial analysis will provide every secondary school with the required data. A comprehensive strategy for improvement will be implemented. This will be based on achievable and measurable attainment and positive destination targets. Regular monitoring and reporting on progress will indicate the requirement to reallocate resources or alter strategy.

F. BACKGROUND REFERENCES

Council Executive Report: Teacher Numbers in 2015/16 on 19 February 2015.

Appendices/Attachments: None

Moira Niven, Depute Chief Executive, 01506 281673, moira.niven@westlothian.gov.uk,

Date of meeting: 17 March 2015



EDUCATION POLICY DEVELOPMENT SCRUTINY PANEL

WIDENING SENIOR PHASE CURRICULAR PROVISION

REPORT BY HEAD OF EDUCATION (QUALITY ASSURANCE)

A. PURPOSE OF REPORT

To inform the panel of the widening senior phase curricular provision being offered across all secondary schools in school Session 2015/16 which supports local and national priorities.

B. RECOMMENDATION

That the panel note the widening senior phase curricular provision is strategically planned and delivered to meet local and national labour market trends, raise attainment and positive destinations figures across the local authority and deliver best value.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; developing employees; making best use of our resources; working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Education (Scotland) Act 1980
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	<p>Improved attainment, achievement and positive destination performance indicators. Contribution to raise the overall positive destinations for young people in West Lothian.</p> <p>Joint curriculum planning to fully implement the entitlements of the senior phase and maximise the capacity of the West Lothian Campus.</p>

		Innovative timetabling approaches which deliver more holistic, equitable and corporate approaches to senior pupils' experience and outcomes.
V	Relevance to Single Outcome Agreement	We are better educated and have access to increased and better quality learning and employment opportunities.
VI	Resources - (Financial, Staffing and Property)	Fully funded by West Lothian College and Queen Margaret University.
VII	Consideration at PDSP	Underway.
VIII	Other consultations	West Lothian College, Education Services, West Lothian employers, Skills Development Scotland, Head Teachers.

D. TERMS OF REPORT

D.1 Queen Margaret University and West Lothian College Academies

In academic session 2015/16 the senior phase curricular provision, available to all secondary school across the authority, will be further expanded to include a number of innovative curricular options developed and delivered in collaboration with our partners at West Lothian College, Queen Margaret University (QMU), NHS Lothian, Fife College and The Wood Foundation. Each of these new courses have been carefully planned and designed to ensure they meet the recommendations made in Developing Scotland's Young Workforce and support West Lothian's strategic priorities.

As part of their S5 and S6 curriculum, pupils across the authority can now apply for one of the three QMU academies: The Creative Industries Academy, The Health and Social Care Academy or the Hospitality and Tourism Academy. These 2 year courses are delivered jointly between West Lothian College and QMU and provide clear career pathways from school to college to university and then onto employment. Most of the teaching will be delivered through West Lothian College and the classes, comprising of 20 pupils per course, will be timetabled in the Tuesday and Thursday travel columns. Pupils will also attend some Friday afternoon classes at QMU, giving them a genuine higher education experience on a university campus and supporting their post school transition process. Upon successful completion of these courses pupils will achieve a Higher National Certificate (HNC) and in the case of Health and Social Care, a Skills for Work Higher will be achieved.

D.2 Science Training School, St. John's Hospital

Resulting from our new partnership with NHS Lothian and Fife College we are also offering the opportunity for senior phase pupils to become part of the Science Training School at St John's Hospital and work towards achieving a National Progression Award (NPA) or a HNC in Applied Sciences. Life Sciences is an industry employing approximately 32,000 people across Scotland. This course introduces students to the key skills required to pursue a career within this sector across a range of scientific disciplines. The NPA/ HNC will be jointly delivered between West Lothian Schools and the Science Training School staff. The Science Training School is a unique purpose built training facility situated in St John's Hospital. This joint approach allows pupils to benefit from learning and teaching with both a vocational and academic focus and provides excellent pathways into high quality employment opportunities within the NHS or progress onto a higher education qualification.

D.3 The Youth Philanthropy Initiative

The Youth Philanthropy Initiative (YPI) is a school based initiative developed by the Wood Foundation and will be introduced into the secondary school curriculum in Armadale Academy and Broxburn Academy for session 2015/16. This programme provides secondary school students with a hands-on, reality-based experience through a strong academic philanthropy course which gives them the skills to assess the needs of their community and provide financial support to grassroots, community based charities meeting those needs. The course empowers young people to authentically participate in the development of their communities, engaging them as dedicated problem solvers and volunteers. YPI sits comfortably within a number of curricular areas and supports the underpinning principals of Curriculum for Excellence by promoting a sense of responsibility, respect and a commitment to building compassionate communities in which young people play a leading role.

D.4 Foundation Apprenticeship

A Foundation Modern Apprenticeship (FMA) in Civil Engineering will be offered to pupils entering S4. This 2 year course allows a group of 32 pupils from across the 11 secondary schools to gain the knowledge and qualifications underpinning a Modern Apprenticeship before taking up an apprentice position with an employer. This option builds upon the success of the present FMA in Manufacturing Engineering being delivered jointly between West Lothian College and school staff. 32 pupils embarked upon this ground breaking course in July 2014 and the attainment levels have been very encouraging. This high profile pilot project has received considerable national attention and it is likely to be rolled out across the country in the coming years.

Fife and West Lothian are the only two Councils which progressed the Foundation Apprenticeship Pathway in 2014/15. There has been a great deal of interest in this at national level.

E. CONCLUSION

These curricular options for academic session 2015/16 involve a number of new partnerships and build upon an increasingly work and career relevant senior phase provision. They also add to the number of industry recognised qualifications offered to pupils across West Lothian, making them more work ready, and provide career pathways to employment.

These new courses also offer clear progression routes into further and higher education, are clearly aligned to the recommendations made in Developing Scotland's Young Workforce and support West Lothian Council's strategic priorities for young people.

F. BACKGROUND REFERENCES

Developing Scotland's Young Workforce

Appendices/Attachments: None

Contact Person: Paul Durkin, Senior Phase Officer, Education Services.

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Elaine Cook, Head of Education (Quality Assurance)

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Date of meeting: 17 March 2015



EDUCATION POLICY DEVELOPMENT SCRUTINY PANEL

**PRIMARY SCHOOL ACCOMMODATION – REFURBISHMENT OF KIRKNEWTON
PRIMARY SCHOOL - UPDATE**

REPORT BY HEAD OF SCHOOLS WITH EDUCATION SUPPORT

A. PURPOSE OF REPORT

To update the Education Policy and Development Panel of the arrangements to decant the pupils at Kirknewton Primary School for the academic year 2015/16 to East Calder Primary School, in order to facilitate the refurbishment of the school building.

B. RECOMMENDATION

The Panel is asked to:

1. Note the progress in relation to the decant arrangements for Kirknewton Primary School to East Calder Primary School whilst property planned improvements are undertaken at the school; and
2. Note the progress in relation to the decant arrangements for the Kirknewton Nursery class to accommodation to be located at the recreation park in Kirknewton.

C. SUMMARY OF IMPLICATIONS

I Council Values	Focusing on our customers' needs; being honest, open and accountable; providing equality of opportunities; making best use of our resources; working in partnership
II Policy and Legal (including Strategic Environmental Assessment, Equality Issues, Health or Risk Assessment)	Education (Scotland) Act 1980 Standard's in Scotland's Schools etc Act 2000
III Implications for Scheme of Delegations to Officers	None
IV Impact on performance and performance Indicators	The need to undertake planned improvements at the school will ensure its condition and suitability is improved and it remains statutorily compliant.
V Relevance to Single Outcome Agreement	Our children have the best start in life and are ready to succeed

VI Resources - (Financial, Staffing and Property)	<p>Approved General Services capital budgets:</p> <p>Kirknewton PS Planned Improvements - £ 1.35m 2014/15 – 2016/17 (which includes £138,000 transport costs).</p> <p>Kirknewton Changing Pavilion - £352,000 – 2016/17.</p>
VII Consideration at Policy Development and Scrutiny Panel	<p>Considered at Education PDSP 9 December 2014</p> <p>Approved at Education Executive on 16 December 2014</p>
VII Other consultations	<p>The Headteachers and Parent Councils have been advised of the proposal and there has been ongoing engagement with the Parent Councils and Parent Forums on the decant arrangements.</p> <p>Community Councils.</p>

D. TERMS OF REPORT

D.1 Background

In order to facilitate the safe refurbishment of Kirknewton Primary School, the Education Executive agreed in December 2014 that it is necessary to decant the pupils from Kirknewton Primary School for an academic year from August 2015 to enable the project to be completed.

D.2 Primary Decant Proposals

The Education Executive agreed that pupils will be transported to East Calder Primary School which currently has sufficient surplus accommodation for pupils (P1-P7) from Kirknewton.

East Calder Primary School is currently a 10 class organisation (243 pupils) with a 40/30 nursery (which is provided in a separate building on the school site). The new nursery extension approved previously as part of the approved General Services Capital Programme is expected to be completed in October 2015 and will help support the project through the old nursery building being retained for a year as general purpose accommodation which can be utilised by the school.

Work has commenced to upgrade the current surplus accommodation at East Calder Primary School which will be used by Kirknewton Primary School. Arrangements have been made by both Head Teachers to enable the parents from Kirknewton Primary School to visit East Calder Primary School over the next school term to view the facilities.

Separate accommodation for the nursery will be provided at the local Kirknewton Recreation Park in Kirknewton, as it would not be feasible to provide transportation for such young children. Officers have developed plans for temporary nursery accommodation on the Kirknewton Recreation Park, subject to the necessary applications for statutory approvals, with tender documentation to be issued in March 2015. Access arrangements to the nursery in the park will be via a one way system in order to reduce congestion in the local area.

D.3 Transport

Transportation will be provided to take pupils from Kirknewton to East Calder each day, escorted by school support staff. The pick-up and drop off points at each location will be agreed with both schools and transportation, along with a full risk assessment.

A detailed brief for pick-up/drop off at each location are currently being drafted by transportation and the details will be shared with the Parent Council at both schools. The timing of the school day for Kirknewton Primary School may require to be altered slightly (10 minutes) to ease potential congestions/ensure pupil safety for the drop-off/pick up from East Calder Primary School, full consultation will be undertaken with the parent body on this issue.

Parents will be responsible for transportation of Kirknewton pupils attending out of school care in East Calder.

E. CONCLUSION

In order to progress the refurbishment works required at Kirknewton Primary School building it is necessary to decant the pupils to East Calder Primary School for the academic year from August 2015.

The panel are asked to note the progress made to date.

F. BACKGROUND REFERENCES

None

Appendices/Attachments: None

Contact Person: Donna Adam, Strategic Resource Manager,
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James Cameron,
Head of Schools with Education Support

17 March 2015

Education Policy Development and Scrutiny Panel Timetable – 2015-2016

Deadline for Submission of Items for Agenda	Committee Issue Final Agenda	Meeting Date	Venue
<i>Tuesday 25/08/2015</i>	Wed 26 August 2015	Tuesday 1 September 2015	Council Chambers
<i>Tuesday 29/09/2015</i>	Wed 30 September 2015	Tuesday 6 October 2015	Council Chambers
<i>Tuesday 17/11/2015</i>	Wed 18 November 2015	Tuesday 24 November 2015	Council Chambers
<i>Tuesday 29/12/2015</i>	Wed 30 December 2015	Tuesday 5 January 2016	Council Chambers
<i>Tuesday 02/02/2016</i>	Wed 3 February 2016	Tuesday 9 February 2016	Council Chambers
<i>Tuesday 15/03/2016</i>	Wed 16 March 2016	Tuesday 22 March 2016	Council Chambers
<i>Tuesday 10/05/16</i>	Wed 11 May 2016	Tuesday 17 May 2016	Council Chambers
All meetings will be held at 10.00 am unless otherwise advised			

EDUCATION PDSP WORKPLAN 2014-15

Title	Purpose	Lead Officer	Frequency	PDSP	Referral to Education Executive
School Transport Policy	To inform members of proposed changes to the School Transport policy	Andrew Sneddon	One Off	17/03/2015	24/03/2015
Teacher Numbers	To inform the panel of proposed additional teaching resources to maintain teacher numbers in 2015/16 & 2017/18	Moirra Niven	One Off	17/03/2015	24/03/2015
Widening Senior phase curricular provision	To update members on academies & Youth Philanthropy Initiative (YPI) model. Schools/college/university collaborations for Senior Phase	Paul Durkin	One Off	17/03/2015	No
Primary School Accommodation - Kirknewton Refurbishment (Action from 09/12/14 PDSP)	To update members on the status of the refurbishment at Kirknewton PS	Donna Adam/James Cameron	One Off	17/03/2015	No
Additional Support Needs (ASN) Review	To update members on the outcome of the ASN Review	Alison Raeburn	One off	17/03/2015	24/03/2015
GIRFEC Consultation Response	To inform members about the joint Education & Social Policy response to the consultation on draft guidance on Named Person	Jennyfer McNiven	One Off	17/03/2015	24/03/2015
Sportscotland Investment Agreement	Proposed investment structure for 2015-2019 Sportscotland investment of £1.771m	Paul Stark	Yearly	17/03/2015	24/03/2015
Relationships, Sexual Health and Parenting (RSHP) update	To update members on RSHP in the curriculum	Phyllis Wood	One Off	17/03/2015	No
Traffic Safety In and Around Schools	To inform members of proposed changes to the Traffic Safety In Schools policy	Andrew Sneddon	One off	17/03/2015	24/03/2015
Attendance Policy	To inform members of proposed changes to the Attendance Policy	Alison Raeburn	One Off	05/05/2015	09/06/2015
ASN Admissions Consultation	To update members on the ASN admissions consultation	Andrew Sneddon and Alison Raeburn	One Off	05/05/2015	09/06/2015
Base School Forecasts – Update	To inform members as per PDSP 25/02/14 Action Note	David McKinney	Yearly	05/05/2015	09/06/2015
Session Dates 2016-17	To inform members of planned session dates for 2016-17	Andrew Sneddon	Yearly	05/05/2015	09/06/2015

Title	Purpose	Lead Officer	Frequency	PDSP	Referral to Education Executive
Medication In Schools Policy	To seek approval for changes to the Policy Document	Alison Raeburn	One Off	05/05/2015	09/06/2015
Better Relationships, Better Learning, Better Behaviour In West Lothian Schools – A Strategy For Inclusion	To inform members of West Lothian Council progress on national guidance for inclusion	Alan Millar	One Off	05/05/2015	09/06/2015
Education Services Management Plan	To inform members of the details of the Education Services Management Plan	Andrew Sneddon	Yearly	05/05/2015	No
Careers and Employability	Update on Careers and Employability	Michelle Robertson	Yearly	05/05/2015	No
Quality Improvement (QI) Model	To update members on changes to the QI Model	Meg Morrison/Phyllis Wood	One Off	05/05/2015	No
IT Investment in Schools	To inform members of the IT Investment in Schools	Jennifer Milne/John Low	One Off	16/06/2015	
Numeracy and Mathematics Framework	To inform members of the new Numeracy and Mathematics Framework	Jan Ingram	One Off	16/06/2015	
Early Learning and Childcare	To update members on the expansion of Early Learning and Childcare	Andrew Sneddon/Donna Adam	One Off	16/06/2015	August 2015
Work Experience Pilot - Evaluation	To update members on an evaluation of the Work Experience Pilot	Michelle Robertson	One Off	01/09/2015	No
Wood report recommendations update	To update members on the joint planning to implement Wood report recommendations	Paul Durkin	One Off	01/09/2015	
Home Education Policy	To inform members of proposed changes to the Home Education Policy	Andrew Sneddon	One Off	01/09/2015	15/09/2015
Education Support for Looked After Children	To inform members on Education Support for Looked after Children	Alison Raeburn	One off	TBC 2015	
Special School Staffing Review	To inform members about the Special School Staffing review	Elaine Cook	One Off	TBC 2015	TBC
Nurture Groups	To update members on the nurturing framework	Jennyfer McNiven	One Off	TBC 2015	