Education Executive

West Lothian Civic Centre
Howden South Road
LIVINGSTON
EH54 6FF

12 December 2013

A meeting of the **Education Executive** of West Lothian Council will be held within **Council Chambers, West Lothian Civic Centre** on **Tuesday 17 December 2013** 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 Education Executive held on Tuesday 12 November 2013 (herewith)

5.   Raising Attainment Team - Update

        (a)   Presentation by Lorna MacDonald and Allison Phillips, Raising Attainment Project Coordinators

        (b)   Report by Head of Education (Quality Assurance) (herewith)

6.   Child Protection Procedures

        (a)   Presentation by Anne Craig, Child Protection Officer Education

        (b)   Report by Head of Education (Quality Assurance) (herewith)

DATA LABEL: Public

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

MINUTE of MEETING of the EDUCATION EXECUTIVE of WEST LOTHIAN COUNCIL held within COUNCIL CHAMBERS, WEST LOTHIAN CIVIC CENTRE on 12 NOVEMBER 2013.

Present – Councillors Lawrence Fitzpatrick (Chair), Tony Boyle, Harry Cartmill, Alexander Davidson, David Dodds, Carl John, Peter Johnston, Dave King, Danny Logue, John McGinty, Anne McMillan, Andrew Miller, Angela Moohan, George Paul, Frank Toner and Jim Walker; Appointed Representatives Elsie Aitken, John Hendrie and Myra MacPherson.

Apologies – Councillors Borrowman and Conn; Appointed Representatives Graham Stormont, Lynne McEwen and Eric Lumsden.

1.   DECLARATIONS OF INTEREST

Councillor David Dodds declared a general non-financial interest in that his wife was employed as a nursery nurse within West Lothian Council and his son was employed as a teacher within West Lothian Council.

2.   MINUTE

The Education Executive confirmed the Minute of its meeting held on 1st October 2013 as being a correct record. The Chair thereafter signed the Minute.

3.   REVIEW OF ADDITIONAL SUPPORT NEEDS (ASN) PROVISION

The Education Executive considered a report (copies of which had been circulated) by the Head of Education (Quality Assurance) which provided details of the proposals to create more inclusive school communities, in line with national best practice, which would result in increased opportunities for inclusion and access to mainstream education for pupils with additional support needs.

The report provided background information regarding the Additional Support Needs (ASN) provision within West Lothian Council, which had gone through a sustained period of expansion which had a significant impact upon the availability of resources, which included school buildings. In order for the most efficient deployment of resources to ensure optimal use of provision and for the benefit of pupils and their families a review of existing provision was undertaken. The review of ASN provision was coordinated by a steering group and sub groups which included representatives from Education Services, Psychological Services, Human Resources, School Transport, Social Policy and NHS Lothian. The specific focus of the ASN review was the relocation of services to accommodation that would best meet the needs of the children in line with best practice. "Getting it Right For Every Child" (GIRFEC) provided the context for the review of provision for pupils with ASN.

The Head of Education (Quality Assurance) advised that the ASN review focused on the following three key areas of provision for pupils with:

1. Social, Emotional and Behavioural Needs (SEBN) within Ogilvie School Campus;

2. Autism Spectrum Disorder (ASD) within Ogilvie School Campus; and

3. Severe and Complex Needs within Pinewood School Campus, Pinewood Annex within Blackburn Primary School and Ogilvie School Campus.

The review was based on the requirement for Education Services to work collaboratively with multi agency partners towards building capacity and developing an inclusive culture within mainstream schools. Securing the future of long term provision was dependent upon appropriate staff development and the development of an inclusive ethos within schools.

The following three proposals were presented in line with the three key areas of provision detailed above:

1. Relocating provision for primary pupils with SEBN from Ogilvie School Campus to Connolly House in Blackburn under the management of the Head Teacher of the West Lothian Behavioural Support Service (WLBSS), details of which were provided in appendix 1 to the report;

2. Relocating provision for children with Autism Spectrum Disorder from Ogilvie School Campus to available space at St Mary's Primary School (Polbeth). This would consolidate ASD provision and would provide further opportunities for networking, staff development, mutual support and the sharing of skills, resources and expertise, details of which were provided in appendix 2 to the report;

3. Establishing Severe and Complex Needs primary provision at Ogilvie School Campus and consolidating secondary provision at Pinewood School Campus, details of which were provided in appendix 3 to the report.

It was also noted that Education Services would carry out a formal consultation in relation to the proposed review of provision commencing on 13 November 2013 till 17 January 2014 (38 school days). The consultation would involve pupils, parents and Parent Councils, staff and their representative trade unions and professional associations.

During the question and answer session the Panel recommended that the consultation process as detailed in appendix 1 (Provision for Primary Pupils Who Have additional Social, Emotional and Behavioural Needs); point 6.5 should include a public meeting be held at Our Lady of Lourdes Primary School, which Education Officers agreed to arrange.

The Panel also requested that members be invited along to visit Connolly House in Blackburn which the Education Officer agreed to facilitate.

In conclusion, a systematic review of ASN provision would be undertaken to consider the most appropriate provision for pupils to meet their needs in line with best practice and to ensure efficient deployment of resources, thereby making optimal use of provision for the benefit of pupils and their families within West Lothian.

The Education Executive was asked to authorise Education Services to:

- Undertake formal consultation by 17 January 2014 concerning the proposed review of provision; and

- Note that the underlying principle upon which the review was based was the requirement for Education Services to work collaboratively with multi agency partners towards building capacity and developing an inclusive culture within mainstream schools. Securing the future of long term provision was dependent upon appropriate staff development and the development of an inclusive ethos within mainstream schools.

<u>Decision</u>

1. To approve the terms of the report;

2. To agree that a public meeting would be arranged at Our Lady of Lourdes Primary School; and

3. To agree that members would be invited to visit Connolly House in Blackburn.

4.   <u>COMMERCIAL ACTIVITY IN SCHOOLS</u>

The Education Executive considered a report (copies of which had been circulated) by the Head of Schools with Education Support providing details of the new Commercial Activity in Schools Policy, which was intended to replace the Collections and Trading Policy.

The report advised that the Collections and Trading Policy had been in operation for a number of years The policy had been reviewed in light of comments received from parents and Headteachers and to reflect advice given to schools and emerging best practice in schools. Commercial activity may take place in schools as part of the curriculum, as part of the wider social activities of the school, to supplement core educational funding and to provide services to parents. The policy covers activities undertaken by the school and not activities undertaken by Parent Council or other parental body.

The Customer and Performance Manager, Education Services, stated that the Commercial Activity in Schools Policy was designed to be clearer and easier to understand and highlighted the major changes which were outlined in the report. The policy, attached as an appendix to the report, provided details in relation to:

- Fund raising and collections;

- Donations and sponsorship;

- Advertising;

- Other commercial activity; and

- Enterprise.

It was also noted that discussions had taken place with Parent Council representatives, teaching unions and Headteachers, who recognised that the proposals in the report represented good practice.

The report recommended that the Education Executive approve the Commercial Activity in Schools Policy to replace the existing Collections and Trading Policy.

Decision

To approve the terms of the report.

5.   APPOINTMENT OF HEADTEACHERS AND DEPUTE HEADTEACHERS

The Education Executive considered a report (copies of which had been circulated) by the Head of Schools with Education Support providing details of the proposed revisions to the Appointment of Headteachers and Depute Headteachers Policy. The draft Appointment of Headteachers and Depute Headteachers Policy was attached as an appendix to the report.

The Customer and Performance Manager, Education Services, advised that the Appointment of Headteachers and Depute Headteachers policy was kept under regular review in order to ensure that it addressed the issues that arose during the appointment process. The most recent review took account of comments received from Parent Councils, Headteachers and the Teaching Unions and reflected advice given to Appointment Panels, Parent Councils and current practice.

The major changes outlined in the report included:

- Requiring a potential conflict of interest to be considered right at the start of an appointment process, including during discussions with the Parent Council and not simply at the Appointment Panel; and

- Introducing flexibility in the timing of feedback to an unsuccessful candidate, dependant on the particular circumstances of the recruitment.

The report recommended that the Education Executive approve the proposed revisions to the Appointment of Headteachers and Depute Headteachers Policy.

<u>Decision</u>

To approve the terms of the report.

- 7 -

DATA LABEL: PUBLIC

EDUCATION EXECUTIVE

RAISING ATTAINMENT TEAM - UPDATE

REPORT BY HEAD OF EDUCATION (QUALITY ASSURANCE)

A.   PURPOSE OF REPORT

To invite the Education Executive to view a presentation on the current work and progress of the raising attainment team.

B.   RECOMMENDATION

The Education Executive is recommended to note the contents of this report and the presentation.

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)**	An equality relevance assessment has been carried out.
III	**Implications for Scheme of Delegations to Officers**	None
IV	**Impact on performance and performance Indicators**	Raising Attainment Strategy
V	**Relevance to Single Outcome Agreement**	Young people are better educated and have access to increased and better quality learning and employment opportunities.
VI	**Resources - (Financial, Staffing and Property)**	£1,501,000 from Time Limited investment monies between 2012/13 and 2014/15
VII	**Consideration at PDSP**	Not required
VIII	**Other consultations**	None

1

D.   TERMS OF REPORT

D.1   Rationale

A key priority of the administration is to improve attainment and achievement for all within the framework of Curriculum for Excellence. In session 2012/13 time limited investment funding was used to establish a Raising Attainment team. This team's focus was to support schools in raising attainment in literacy and numeracy through improved curricular continuity in transition from primary into secondary school

D.2   Key Points

The Raising Attainment team is lead by two 0.5 FTE seconded primary head teachers. The two head teachers take a strategic role in working with cluster head teachers to build capacity across the clusters to ensure that improved collaborative working consistently occurs at a variety of levels, within and between associated primary schools and between departments at secondary level.

Raising attainment is the key priority in all school and cluster improvement plans. Through professional dialogue between staff the foundations for further success in improving pupil attainment in literacy and numeracy is taking place. There has been significant progress made in engaging school staff to impact positively on pupils' attainment and achievement. Over the period of the funding (2 school sessions) there is the expectation that clusters will prioritise raising attainment in both literacy and numeracy. However clusters were given flexibility about the order in which this was done to ensure the needs of the schools were met. There is also strength in the fact that the work of the Development Officer Raising Attainment team members (DORAs) at a school level is directed by the cluster head teachers.

Improved transition procedures for P7-S1 pupils have highlighted the need for consistent approaches and curricular continuity in pupil learning. The input from the raising attainment team has been key to ensuring that cluster improvement plans have been supported and reviewed.

Key aspects of the work carried out by the Development Officers Raising Attainment (DORAs) Team Leaders in session 2012/13 centred on developing a shared approach to raising attainment by improving continuity and progression through:

- Working with the head teachers within West Lothian cluster schools to ensure that attainment and achievement is at the centre of all improvement planning.
- Ensuring that the cluster improvement plan is at the heart of cluster working.
- Building capacity of staff at all levels to promote collaborative practices which has an impact on literacy and numeracy programmes.
- Building capacity of staff at all levels to promote collaborative practices which have an impact on assessment and moderation of pupils' work.
- Building capacity of staff at all levels to improve the learners' experiences and meet the needs of all pupils.
- Building capacity of staff to provide effective feedback for pupils and to develop self evaluation processes which identify next steps in pupils' learning.
- Sharing the work of the raising attainment team in all West Lothian schools

Success in aligning with other initiatives has greatly increased the impact of the project. This can be seen in work being done in relation to:

- Co-operation with colleagues in Psychological Services, providing research materials to support staff training

2

- Active involvement in the development of West Lothian's Literacy Framework
- Peer collaboration tasks for all probationers
- Links with Education Scotland to ensure literacy developments are in line with national advice
- Links with the Physical Literacy Project in West Lothian schools
- Links with Curriculum for Excellence Moderation Project at local and national level

The continued success of the project relies on the culture of collaboration and collegiate working already established within West Lothian. Raising attainment remains a key focus at each cluster head teacher meeting. There needs to be continued efforts to promote effective learning communities and to build on the work of the raising attainment team. Sustained improvement will come through building the capacity of teachers and promoting effective leadership at every level. It is essential that teaching staff continue to embrace change and make the effective interventions that best meet the needs of young people in West Lothian.

E.   CONCLUSION

Education Services will continue to build on the success of the work of the Raising Attainment Team to date and further develop and implement changes which impact positively on learners in West Lothian.

F.   BACKGROUND REFERENCES

None.

Appendices/Attachments: 1. Key aspects of the work carried out by the raising attainment development officers 2012-2013.

Contacts:

Mrs Lorna MacDonald, Raising Attainment Project Coordinator

Email: lorna.macdonald@wled.org.uk

Mrs Allison Phillips, Raising Attainment Project Coordinator

Email: allison.phillips@wled.org.uk

Elaine Cook, Head of Education (Quality Assurance)

Date of meeting: 17 December 2013

Raising Attainment Team

Key aspects of the work carried out by the Development Officers Raising Attainment (DORAs) in session 2012/13 centred on developing a shared approach to raising attainment.

Outlined below are the significant aspects of the work carried out in each cluster.

Armadale Cluster(Armadale Learning Community) – Lorraine Traynor Primary(0.5) and Alison Brown Secondary PE(0.5)

- Working with staff to improve outcomes for pupils through professional dialogue
- Collaborative teaching in primary schools to develop skills with targeted groups in reading and writing
- P7 into S1 Writing Jotters initiative to promote progression of skills in writing at transition
- The development of a consistent approach on feedback to learners
- Links with Armadale Learning Community Literacy Group with a focus on moderation
- Ensuring the sharing of good practice across sectors
- Working with school and community librarian to encourages young people to use the service
- Securing Early Arithmetical Learning Training for lead learners in cluster primaries

Bathgate Cluster - Brenda Hamilton   Secondary SfL

- Delivering a programme in Thinking Skills & Emotional Intelligence taught discreetly to all P6 and P7 primary pupils and in one S1 class. Commitment to rolling this out to all S1 pupils in August
- Establishing consistency across sectors by increasing professional dialogue and improving understanding of the use of higher order thinking skills through staff training
- Supporting effective use of Transition Jotters which would include collaborative assessment opportunities using an identified resource
- Improving the use of P7 profiles to ensure continuity & progression for each learner
- Collaborating with PTC Humanities in developing S1 Philosophy Programme in RME
- Developing aspects of interdisciplinary learning in the secondary sector
- Encouraging the development of Thinking Skills
- Facilitating ongoing assessment and moderation as part of Bathgate Cluster reading project

Broxburn Cluster – Rosie Hernon-Lynch   Secondary English until June 2013

- Whole cluster focus on developing rich questioning to enhance the teaching of reading
- Supporting Cluster Learning Round
- Learning Ladders introduced and moderation sessions used to ensure a shared understanding of standards and a deeper understanding of CfE outcomes
- Curricular Transition Reading Project established. Higher order questioning resource banks created and used in each school
- Raising Attainment cross sector focus group established and undertaking professional reading with a focus on feedback
- All cluster novels graded according to content reading level
- Work with targeted reading groups ongoing

Inveralmond Cluster – Janice Nisbet   Peel Primary

- Delivering cluster staff training across sectors on higher order thinking skills.
- Planning with cluster staff to team teach from P6 to S1 with a focus on developing higher order thinking, effective questioning and collaborative skills.
- Leading professional dialogue on a wide range of reading strategies to improve learning and teaching
- Teaching targeted groups of pupils to develop core literacy skills.
- Reading Skills Pathways from Early –Fourth Level collaboratively produced and used in cluster schools
- Note Making Strategies booklet produced and used across schools and departments
- All novels used in cluster schools graded according to content reading level
- Staff training provided to Primary and Secondary staff on Reading Strategies and Critical Literacy
- Working with colleagues to produce guidance on pupil profiles
- Supporting staff in making literacy connections across curricular areas

Linlithgow Cluster – Sarah Carney   Secondary English

- Cross cluster programme of reading intervention focussing on p6 – S2 delivered
- Closer alignment of approaches to reading introduced between Secondary English department and cluster primaries
- P7 writing transition jotters established and shared with Secondary English department as part of a cluster moderation project
- Working with CfE post-holder on cross cluster moderation of writing
- Participation in Education Scotland Innovation Project assessing talking and listening
- Supported all cluster schools in working towards using an agreed reading framework in session 13/14

St Kentigerns Cluster – Bridie Gibb   St Anthony's Primary

- Assisting with the implementation of agreed approaches in teaching mental maths using Mathletics and Big Maths in all primary schools
- Supporting colleagues to establish a shared approach to the teaching of maths
- Working with staff to make best use of Education Scotland's Scottish Survey of Literacy and Numeracy resource – including cross sector staff training to develop consistency of approaches
- Collated a bank of shared resources which were made accessible to all staff in the cluster.
- Facilitating cross sectors visits to enhance transition
- Further develop moderation in Maths and Numeracy using agreed progression pathways.

Whitburn Cluster – Gemma Louden   Secondary Science

- Cluster assessment data information shared with key staff and used to identify cluster priorities
- Staff training used to develop the teaching of agreed common approaches to guided reading and the importance of higher order thinking skills
- Contribute to the ongoing professional dialogue which would impact on improved pastoral and curricular transition
- Organised opportunities for staff to moderate and assess reading texts at all levels across the cluster to establish common standards
- Working with staff on agreed strategies for the teaching of reading and comprehension skills

- Used good practice visits to challenge and influence staff in cluster schools about approaches to the teaching of reading
- Collaboratively working with cluster staff to organise P7 Literacy morning
- Auditing and analysing teacher and pupil evaluations of attitudes to reading

St Margaret's Cluster – Mary Gibson   Secondary English

- Development of reading skills across the cluster using a common approach and resource
- Working with staff on agreed strategies for the teaching of reading and comprehension skills
- Modelling whole class teaching of close reading to share practice between secondary and primary sector
- Support primary staff to develop skills in teaching critical analysis of text
- Plan team teaching with primary staff to support implementation of common approaches of the skills required in teaching critical analysis of text.
- Working with Health and Technology and Social Sciences teachers to address feedback in response to literacy outcomes.
- Liaised with Head Librarian to offer library course for P6/P7 in each school with a focus on reading for information.
- Organised opportunities for staff to moderate and assess reading texts at all levels across the cluster to establish common standards
- Modelling preparatory lessons and teaching of how to structure critical essay.

The James Young Cluster – Kathryn French   Williamston Primary

- Facilitating transition project with a maths/numeracy focus
- Organising moderation opportunities for P6 and P7 staff - involving collaborative teaching and collegiate assessment
- Providing extensive staff training at cluster level which allows for the implementation of SEAL (Stages of Early Arithmetical Learning) to improve consistency and quality of learning
- Supporting identified cluster schools in adopting and delivering SEAL approaches
- Created resource bank to support the delivery of SEAL lessons
- Auditing and analysing teacher and pupil evaluations at transition and also attitudes to maths
- Improving collaborative working by establishing and working with lead learners for each school

West Calder Cluster – Wilma Gordon   Mid Calder Primary

- Reading and comprehension assessment information analysed and shared with staff
- Identifying staff training needs through cluster questionnaires
- Leading staff training on the use of higher order reading skills and the impact on reading comprehension
- Modelling Higher Order Thinking Skills for P6 and P7 class teachers
- Working with colleagues from Education Scotland to develop a planning format which provided opportunities for interdisciplinary planning and assessment
- Facilitating group discussion through a GLOW Meet for assessment and moderation purposes
- Collaborated with colleagues to provide more consistent practices at transition
- Offering advice to parents about how to support their child with reading

Deans CHS Cluster- Paul Coupar   Secondary Science

- Developing a framework for reading progression with a focus on retrieval of information and note taking
- Facilitating collegiate working across cluster and sectors
- Surveying attitudes of students and staff to transition, feedback and questioning
- Arranging cluster staff training on feedback and questioning
- All cluster novels graded according to content reading level
- P7 profiling – focus on vocabulary and content and consistency across the cluster primaries
- Move towards an increased number of transition activities

![West Lothian Council logo]

EDUCATION EXECUTIVE

CHILD PROTECTION PROCEDURES

REPORT BY HEAD OF EDUCATION (QUALITY ASSURANCE)

A. PURPOSE OF REPORT

To inform the Education Executive of Child Protection processes and procedures within schools.

B. RECOMMENDATION

The Education Executive notes the content of the attached report

C. SUMMARY OF IMPLICATIONS

I	**Council Values**	Focusing on our customers' needs; Being honest, open and accountable; 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)**	National Guidance for Child Protection Scotland 2010. Edinburgh and Lothian Inter–Agency Child Protection Procedures 2012
III	**Implications for Scheme of Delegations to Officers**	None
IV	**Impact on performance and performance Indicators**	Child Protection Committee Management Information HMIe Joint Inspection 2010 Education Scotland School Inspections
V	**Relevance to Single Outcome Agreement**	Our children make the best possible start in life People most at risk are protected and supported to achieve improved life chances Our young people are successful learners, confident individuals, effective contributors and responsible citizens
VI	**Resources - (Financial, Staffing and Property)**	None
VII	**Consideration at PDSP**	None

1

       VIII   Other consultations   None

D.   Terms of Report

D.1   Background

The Scottish Government has set out a clear vision in the publication of National Guidance for Child Protection Scotland 2010. This states that all children and young people have the right to be cared for, protected from harm and abuse and to grow up in a safe environment in which their rights are respected and their needs met.

All children and young people have the fundamental right to proper care and protection and everyone has a duty and responsibility to protect them from harm. All agencies in West Lothian follow Edinburgh and Lothian Inter-agency Child Protection Procedures (revised 2012). No one agency can protect children and young people alone and these procedures ensure effective multi-agency communication and joined up collaborative working through the provision of a consistent framework for practice.

Each service has its own process in line with these procedures and within the education service every school and educational establishment is provided with specific resources, documents, templates and training programmes to ensure a consistency of procedure and approach within the area of Child Protection. Information on the resource content can be found in Appendix1.

Each school is required to identify Designated Members of Staff with responsibility for Child Protection. They have clear roles in provision of training, supporting young people, families and staff, assessing risk, record keeping, liaising with core agencies, writing child protection reports and attending child protection case conferences. This information can be found in Appendix 1.

The Designated Members of Staff for Child Protection are supported by the Child Protection Officer and Child Protection Tutors who are linked to each cluster. The tutors are from nursery, primary, special and secondary sectors and comprise of head teachers, deputes, pupil support managers and teachers. The Child Protection Officer and tutor group meet regularly to identify staff development and training needs and provide support and advice to clusters.

This information can be found in the Child Protection Action plan report, Appendix 1. Education is represented on the following Child Protection multi-agency sub groups: Practice and Trainers, Quality Assurance, Initial Referral Discussion, Significant Case Review, and Domestic Abuse Screening.

Child Protection training is delivered to Designated Members of Staff in the summer term each year to build on skills, increase awareness and develop understanding in the area of child protection. The content is identified through evidenced need and issues or concerns highlighted at a local and national level. These staff are provided with the resources and the programme to be delivered to all staff, teaching and non teaching at the start of each school session. A record of the type of training covered and attendees is recorded and retained in the school's Child Protection admin file.

The following are examples of the areas covered in child protection training since 2007:

- Edinburgh and Lothian Child Protection Procedures
- Recognition of signs and behaviours and definitions of abuse

<div align="center">2</div>

- Impact of Domestic Abuse on Children and Young People
- Internet Safety, Child Exploitation Online Protection
- Lesbian, Gay, Bi-sexual, Transgender (LGBT), FIT DVD, Homophobic Bullying
- Code of Conduct - Staff Professional Behaviours
- Child Sexual Exploitation
- On - Line Behaviours for Professionals
- Back to Basics –Child Protection, signs and behaviours

This training has also included workshops on: Children living with problem substance misusing parents/carers, Self harm, Female Genital Mutilation, Forced Marriage, Child protection risk assessment framework, Report writing, Child trafficking, Neglect-signs and impact, Sexual abuse, Violence against women, Child protection and children with a disability.

Annual training must also include the procedures all staff should follow when they have child protection concerns both during and after the school day. All staff are provided with an aide – memoire card and posters are displayed outlining how to manage a disclosure in school. An exemplar of the aide –memoire card and poster can be found in Appendix 1.

After the annual training, Designated Members of Staff are provided with a resource pack which includes the training programme to be delivered at the start of the new session thus ensuring consistency of training and messages to staff.
Sessions specifically designed to train new Designated Members of Staff are provided twice yearly and Child Protection training is also included within the Induction programme for Probationer teachers.

Multi agency training in aspects of child protection supported by West Lothian Child Protection Committee is also offered to members of staff on a regular basis.

Quality assurance of child protection processes and procedures in each school is carried out by Education Officers during the first Quality Assurance visit. The Child Protection Officer also audits processes in schools at times of review, Education Scotland inspections and at the request of Head Teachers or Education Managers. Performance is evaluated using performance indicators from the Scottish Government document: How Well Are Our Children and Young People Protected and Their Needs Met. The Quality Assurance report is completed and forwarded to the Child Protection Officer. An example of this report can be found in Appendix 1

D.2 The way forward

The welfare of our children and young people is always paramount.

West Lothian Education Services will continue to develop its quality improvement approach to child protection processes and procedures and provide all teaching and non teaching staff with current and relevant training

E. CONCLUSION

The information provided demonstrates that Child Protection processes and procedures in West Lothian Education Services comply with national guidance and local procedures. The child protection framework ensures staff receive relevant training and have the knowledge, understanding and support to ensure processes and procedures are implemented to safeguard our children and young people.

3

F.   BACKGROUND REFERENCES

National Guidance for Child Protection Scotland 2012

Edinburgh and Lothian Inter-Agency Child Protection Procedures 2012

Appendices/attachments: 1

Contact Person: Anne Craig (Child Protection Officer Education)

West Lothian Civic Centre, Howden South Road, Livingston EH54 6FF

Tel No: 01506 282636   Email: anne.craig1@westlothian.gsx.gov.uk

Elaine Cook

Head of Education (Quality Assurance),

Date of meeting: 17 December 2013

4

CHILD PROTECTION FOLDER

CONTENTS PAGE

SECTION 1 (School Procedures)	1	Policy – School Name
	2	Roles – DMS, HT & SMT
	3	Flow Chart/Procedures
	4	Tutor Network
	5	Training Log Register
	6	CP Cards
	7	Quality Assurance
	8	CP Action Plan

SECTION 2 (Masters)	1	CP Log
	2	Standard for CP File
	3	Standard for PPR
	4	Personal Details
	5	Allegation Form
	6	Chronology
	7	Referral Proforma to CP Officer
	8	Initial Child Protection Case Conference Proforma
	9	Child Protection Case Conference Review Proforma
	10	Children's Hearing Report
	11	Domestic Abuse Proforma (including screening group procedures)
	12	Children Missing from Education Proforma
	13	Children's Charter

CHILD PROTECTION FOLDER

CONTENTS PAGE

SECTION 3 (Relevant Documents)	1	National CP Guidance www.scotland.gov.uk
	2	How well do we protect children and meet their needs. www.hmie.gov.uk
	3	Risk Assessment Framework
	4	Health & Wellbeing Personal Safety Resource List
	5	CEOP (Internet Safety School Plan)
	6	Children Missing from Education
	7	West Lothian CPC Child Trafficking Guidance
	8	Safe & Well
	9	Use of PPR
	10	Scottish Guidance Travellers
	11	Forced Marriage
	12	ICPCC Exemplar school report Secondary
	13	ICPCC Exemplar school report Primary
	14	RCPCC Exemplar school report Nursery
	15	Guide to Writing Reports –Child Protection
	16	Suicide Prevention –Guide for LAC Young Peole
	17	SCRA Briefing sheet for partners
	18	V171 UAS Guidance (3)
	19	Cyberbullying –are you switched on?
	20	Child Protection Procedures
	21	Facebook fbparents pdf
	22	Access to personal information held by schools scotland

SECTION 4 (Training Materials)	1	Basic CP Powerpoint
	2	Managing Allegation Powerpoint
	3	Staff Behaviours
	5	Best Practice (a) Child Protection Assembly (b) Parent Leaflet
	6	Online Professional Behaviours
	7	Domestic Abuse
	8	Child sexual exploitation

Role of Designated Member of Staff in Education

Everyone plays a role in ensuring our children and young people live safely and can reach their full potential. Education staff provide support to our children and young people in their daily work and play a vital role in protecting them from harm.

DMS should have the following qualities:
- accessibility and ready to listen
- empathy with children and young people
- clear thinking and ability to be objective
- prepared to seek advice and draw on others' experience
- familiar with the roles of other professionals who work with children and young people and who are concerned with child protection
- determination

School staff must be effectively prepared and supported for their role and any action in response to our young people's needs for help and support or action to protect them must be properly coordinated.

DMS should:
- help all staff to maintain an awareness of child protection issues –mandatory annual training. Training log kept in CP file
- ensure school based information on care and welfare and child protection issues are up to date and easily accessed
- provide advice to staff on aspects of their day to day work on care and welfare and child protection issues

Communication
DMS will:
- be the first point of contact for staff who have a concern or who hear an allegation.
- respond by following procedures -see flow chart and school policy
- liaise with core agency staff to support investigations, court proceedings, CPCC, core groups, supervision requirements and case reviews.
- liaise with school staff to ensure appropriate support to pupils and parents affected by care and welfare and child protection issues
- liaise with designated senior manager to ensure appropriate staff support affected by an allegation or dealing with an issue
- contact child protection officer for education or cluster tutor for advice when necessary

Recording
DMS will:
- follow the reporting process provided in the school Child Protection file
- record all action taken on allegation form and attach notes from member of staff who initiated action
- record all actions and feedback given by core agency on allegation action form
- record each incident in the child protection log
- information placed in child protection file and chronology started/ updated
- ensure storage of information is secure –locked cabinet in Head Teachers office
- CP file identified by red dot placed on PPR

School staff should know:
- who the DMS are –poster, aide memoire
- the procedures they must follow –poster, aide memoire and school policy
- where they can access the procedures
- be there for children if needed

Staff Role
All staff should be:
- aware of their role in helping to keep our children and young people safe – school policy
- trained in recognising signs and behaviours in children who are at risk, are suffering neglect or being abused
- understand their responsibility to explain to children and young people that they must pass on information when they believe they are at risk of harm
- know procedures to follow if they cannot contact DMS –flow chart poster and aide memoire
- feel supported to contribute to schools role in taking action or supporting children following identification of concerns
- All staff should be aware they have the same power as any other individual to pass information directly to police, Social Work or Health. The school's main priority is to keep all our children safe and well.

Role of Head Teachers and Senior Managers

'The Head teacher is ultimately accountable for the schools/centres actions in response to child protection concerns and its activities to keep children safe and well'

'Safe and Well' Handbook for staff, schools and education authorities.

The Head should:
- review with all staff the school's policies and procedures on child protection and care and welfare
- ensure the curriculum reflects a progressive approach to enable children to develop skills to respect others, to protect themselves and develop resilience
- undertake strategic development of relationships with our partner agencies
- ensure that contact with our service providers and other services used by the school reflect appropriate consideration of care and welfare and child protection

Staff preparation and support

- ensure training for all staff on child protection is given appropriate priority
- ensure recruitment and induction procedures give due regard to child protection
- ensure support and debriefing for staff involved in child protection cases

The Head Teacher must maintain an overview of any information received by DMS, decisions on recording and referral, liaison with core agencies during investigation, proceedings and actions planning to support our children.

Develop school's response to needs of all other children following child protection action

Undertake appropriate action in conjunction with authorities CP Senior Manager when there are concerns or allegations against a member of staff

Child Protection Procedures (school)

- All members of staff have the responsibility to follow Edinburgh and Lothian Inter-Agency Child Protection Procedures.
- The Procedures can be accessed in the child protection in Staff Shared
- **Designated members of staff for Child Protection are:**
- Action procedures for managing an allegation are in the school Child Protection Policy and E&L Inter-Agency Procedures.

Remember –

When faced with an allegation or concern –

- Do not guarantee confidentiality.
- Be receptive and reassuring.
- Sign and date record of concerns including time of when matter was passed to DMS.
- Share your concerns with the DMS immediately.
- Where the DMS is unavailable you must not delay but make a referral immediately to one of the Core Agencies.

Social Work - 01506 282252
Police PPU   - 01506 833835
Zone Paed   - 01506 524412

Child Protection Procedures (school)

Golden Rules

Do –

- Listen.
- Reassure pupil that they have done nothing wrong. It is not their fault
- Take allegations seriously.
- Affirm student's feelings.

Do Not –

- Guarantee confidentiality.
- Tell them how they should feel.
- Be judgmental about information supplied by student or show disbelief.

Questions -

- Only ask enough questions to gain basic information. Do not interrogate.
- Examples – What happened?
  Who – did this?
  When – did it happen?
  Where – did it happen?
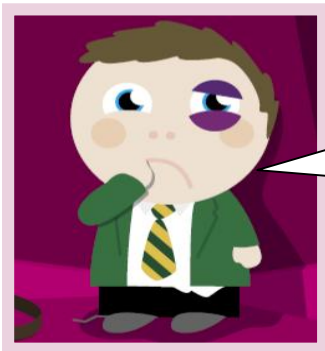- Do not ask leading questions.

Action if DMS is unavailable

Contact Core Agency and give details-
Why there is a concern.
Is student in imminent danger, are there other children who may be at risk?
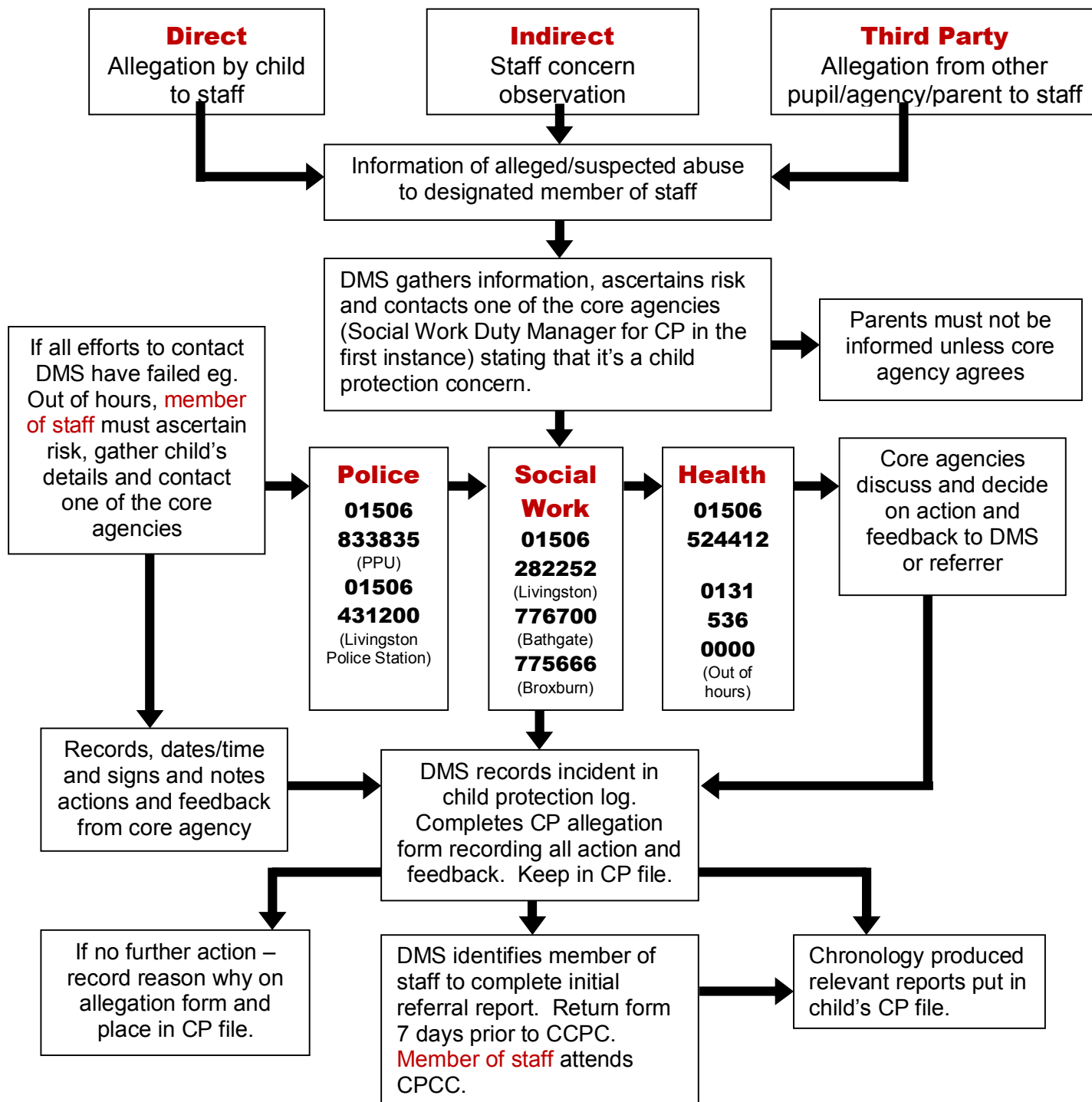Student's name, age, D.oB. and address.
Name of adult who has care of student

Child Protection

"It's everyone's job to make sure I'm alright"

Procedures when you have a concern or an allegation

Direct
Allegation by child to staff

Indirect
Staff concern observation

Third Party
Allegation from other pupil/agency/parent to staff

Information of alleged/suspected abuse to designated member of staff

DMS gathers information, ascertains risk and contacts one of the core agencies (Social Work Duty Manager for CP in the first instance) stating that it's a child protection concern.

Parents must not be informed unless core agency agrees

If all efforts to contact DMS have failed eg. Out of hours, member of staff must ascertain risk, gather child's details and contact one of the core agencies

Police
01506 833835 (PPU)
01506 431200 (Livingston Police Station)

Social Work
01506 282252 (Livingston)
776700 (Bathgate)
775666 (Broxburn)

Health
01506 524412

0131 536 0000 (Out of hours)

Core agencies discuss and decide on action and feedback to DMS or referrer

Records, dates/time and signs and notes actions and feedback from core agency

DMS records incident in child protection log. Completes CP allegation form recording all action and feedback. Keep in CP file.

If no further action – record reason why on allegation form and place in CP file.

DMS identifies member of staff to complete initial referral report. Return form 7 days prior to CCPC. Member of staff attends CPCC.

Chronology produced relevant reports put in child's CP file.

- 27 -

QI	Theme	Question	How well are we doing?	Comments/Evidence
3.1 7.3	Training and Development Joint Training with staff from Partner Agencies	Annual training up to date? • Teaching Staff • Non-teaching staff • Parents helpers	5	Training completed with teaching and non-teaching staff. Kitchen staff now have emergency red cards and disclosure card. NS – Parents/volunteers
7.3	Training and development	Type of training covered including disclosure procedures?	4	Annual CP and staff code of conduct training completed as per WLC guidance.
6.1 8.4	Managing Information	Child protection File and CP log in order?	3	CP log started last session – not back dated.
8.4	Managing Information	Sample/check CP folder Identify folder from Log and check contents (use standard for file content)	2	Contents pages being used in new folders. Some folders still need to be reviewed and finalised. Anne Craig supporting Nov 2013
1.1	Managing Information	Quality Assuring Reports	4	HT completes most reports and quality assures any completed by PT.
5.7	Partnerships with learners and parents	Are children's and parents views sought? Hearing reports etc discussed with child and parents?	3	Views are sought informally but there is room for greater involvement of children and parents. New GIRFEC documentation and policy will support this process.
5.1 8.3	The Curriculum Programmes and resources/courses	Personal Safety in the Curriculum What programmes are delivered? Are outside speakers involved/invited?	4	CEOP/Thinkuknow, Junior Keeping Myself Safe and Keeping Myself E-Safe, Scholastic HWB all units relating to personal safety, 'What's the Score', 'Getting the Low Down CD', PSD whole school programme – growing up, what would you do…etc, Rights Respecting activities, Living and Growing. Visit to the Risk Factory for P7, Community Police Officer is invited to speak to classes throughout the session.
2.2 2.4	Approaches to and provision for meeting emotional and physical	Is there provision for children to speak about their concerns/ worries?	4	Each class has Circletime and staff make individual arrangements for children to speak to them if needed. HT/PT reinforce through assemblies

5.8	needs of children	(circle time, bullying etc		that children can speak to them if they wish to do so. Worry/concerns box will be introduced this session.
5.7	Communicating with learners and parents	Are parents informed of CP procedures in school? News letter/ handbook Parent Councils etc	2	CP policy will be added to school blog and parents made aware of it as policy section of blog is developed.
2.1 2.4 2.8 5.8	Arrangements for ensuring care, welfare and child protection	Pupils: Can they identify a named person who would help them?	4	By sharing this message at assemblies and in day to day interactions children would be able to name a member of staff in the school. 'People Who Can Help' assembly needed to reinforce this message more formally.
2.1 2.3 5.1 5.3	Programme and courses Task, activities and resources	Are pupils aware of personal safety programmes? KMS, SHARE< D&A Ed. etc	4	Pupils are made aware of the learning intentions behind each lesson and would be aware of the purpose of the lessons included in the programmes listed above.
2.1 2.3 5.8	Arrangements for ensuring care, welfare and CP	Do children know where to go, what to do and who they speak to if they have worries/concerns.	4	By sharing this message at assemblies and in day to day interactions children would be able to name a member of staff in the school. 'People Who Can Help' assembly needed to reinforce this message more formally. Also intend to involve ChildLine this session to provide an independent point of contact for pupils.

West Lothian Council

Education Services

Quality Assurance Group

Child Protection Action Plan

2010 – 2013

Introduction and Rationale

This action plan has been developed in response to the work and agenda of the Child Protection Committee, HMIe Joint Inspection of Service 2010 and the outcomes of the West Lothian Council ASN Seminar2013, " Getting it Right for Every Child"(GIRFEC). An action strategy was developed with the Child Protection tutor team within education services. The group decided to focus on ensuring that the systems, processes and evaluations were in place in education in West Lothian to enable us to get it right for each child and young person. The National document "How well are our children and young people protected and their needs met?" was used to assist in the group's discussions and decision making and a group of indicators was used to enable the action plan priorities to be evaluated. The group recognises that the plan cannot be implemented without the collaboration and support of our partner agencies.

2. Key Strategic Actions

The key Strategic Actions for Education Services to get it right for every child and young person are centred on putting the systems and processes in place to ensure that all children and young people are protected and have their needs met.

Key performance outcomes will be Q.I 1.1 and 1.2

The strategic actions deal with the following aspects:

1. Staff training and understanding   -   Management and support of staff (Q.I 7.3)

2. Information Sharing and Recording -   Delivery of services to children and families in need of

   in line with Record Management   protection. (Q.I 5.2)

   Partnership and Resources (Q.I 8.1)

   Leadership and direction (Q.I 9.1)

   Impact on the community (Q.I 4.1)

   Impact on children and families in need of protection (Q.I 2.3)

3. Quality Assurance and Self Evaluation-

The indicators chosen from "How well are children and young people protected and their needs met?" to evaluate the action plan are:

QI 2.3   Children and young people are helped by the actions taken in immediate response to concerns

QI 2.4   Children and young people's needs are met

QI 3.2   Information sharing and recording

QI 3.4   Effectiveness of planning to meet needs

QI 4.1   Public awareness of the safety and protection of children and young people

QI 6.1   Policies and Procedures

QI 7.3   Development of staff

Strategic Action 1:

Staff training and understanding – Management and support of staff (QI 7.3)

Actions for improvement	Personnel	Timescale	Monitoring Strategies	Expected Outcome/ Impact	Next steps
Oversee and update training	Education Child Protection Officer Education Officers	**Annual**	Training registers Attend/deliver training QA annual review discussed by EO and HT	Consistency of training given on annual basis to all staff.	Design and implement evaluation sheets for HTs/DMS
Review and update training for all staff including supply staff, senior managers at strategic levels.	CP Officer CP Tutor team HT's /Managers CPD unit	**June 2013**	Evaluation evidence from training Monitoring induction process	Annual training packages tailored to meet identified needs eg needs of DMS, New Procedures.	Themes identified for 2013/14: chronic neglect, substance misuse, self harm, AAL safety
To provide training for supply staff and students	CP Officer CP Tutor team HT's /Managers Clusters HR	September 2012	Feedback between cluster tutor and HTs Participant registers	Increased confidence in staff to apply knowledge and skills in practice.	Audit staff groups identified for training to ensure no gaps of knowledge
To develop materials, provide training in relation to Chronic Neglect and Substance Misuse	CPO Tutor Group	June 2013	Evaluation of training and amendments made as required	Improve staff confidence and competence to identify risks to provide evidence and take appropriate action	Training materials produced and shared at HT/DMS meetings, individual schools to cascade as appropriate
Share examples of best practice at cluster level, risk assessment training to be provided including use of chronology	CPO Tutor Group Multi agency DMS	2011 / 12	CP committee overview of sample reports, CPC audit and evaluation of training	Improved quality of report writing is evident across education. Consistent evidence of dates/actions provided	HTs/DMS to ensure regular moderation of reports via cluster meetings and HT meetings

Strategic Action 2:

Information Sharing and Recording

Delivery of services to children and families in need of protection. (Q.I 5.2)

Partnership and Resources (Q.I 8.1)

Leadership and direction (Q.I 9.1)

Impact on the community (Q.I 4.1)

Impact on children and families in need of protection (Q.I 2.3)

Actions for improvement	Personnel	Timescale	Monitoring Strategies	Expected outcome/Impact	Next steps
To maintain procedures for interagency, parental and pupil involvement in information sharing.	CPE All agencies and services Pupils Parents	June 2013	Record and logs of meetings:,CPPs, SORG, case conferences, parental meetings. Views of children and parents. Involvement of agencies and services monitored by their managers.	Needs of child effectively met. Parental /pupil confidence in who has and what is done with information. All parties have clear understanding/expectation of actions from sharing information.	Updating procedures for record management in line with new GIRFEC paperwork
Provide guidance to improve the quality of recording	**Tutor Group**	December 2012	**Eos** CPO	Documentation in place and consistently used	HT/DMS provided with updated guidance e.g CPCC
Review and update CP documentation and training materials for schools	**Tutor Group**	August 2012	**CPO, Tutor Group** **EOs**	Consistency of approach by DMS ensuring all staff are up to date with relevant information	Update data labelling in line with WLC Records management procedures

Maintenance Tasks

Task	Personnel	Impact
Ensure all education staff have understanding of Child Protection policy and procedures	CPO, CP tutors and Managers	All staff have clear knowledge and understanding and consistency exists across the council
Child Protection folder review and update to include training, records, logs and updates	CP tutor team	All staff have clear knowledge and understanding and consistency exists across the council
To continue to support parents and members of the local community to fulfil their role in ensuring young people in the community are protected.	HTs and Managers	Parents and members of the local community are aware of their role in 'Getting it right for every child'
Annually maintain the implementation of policies, procedures and supporting documentation including Cluster QA meeting to ensure consistency	CPO Tutor team HTs and Managers	Consistent practice across education Children are safer
Continue to implement information sharing system at key transition stages.	CP Manager CPO HTs/DMS Partner agencies	Basic data centrally held to give an overview of active cases. Areas needing additional support to improve communication are identified. Pupils at risk are known to appropriate staff.
All education staff should continue to develop professional knowledge and understanding of systems and processes in WLC to ensure immediate, appropriate action is taken when concerns are raised.	ICT Staff Multi Agency reps CPO HTs DMS HTs	Parents and staff feel appropriately informed. Relevant information shared at transition periods of child's life. General and greater understanding of systems and processes available. Action is based on sound evidence Procedures are adhered to.
Continue to develop processes to keep children informed and knowledgeable of what to do in regarding child protection issues.	EOs HTs/DMS Relevant education staff	Children knowledgeable about strategies re child protection and are able to apply these.