

MILNGAVIE PRIMARY SCHOOL AND EARLY LEARNING CENTRE



STATEMENT ON THE PROMOTION, SUPPORT , SAFEGUARDING AND WELLBEING OF CHILDREN IN OUR CARE

Please read this document alongside our current Safeguarding Policy and Child Protection Policy. Where Legislation and Policy has been superseded please refer to the list below, 'Key Policy and Legislation'.

The context

Factors that may affect the health, wellbeing and development may include: family circumstances; folic acid during pregnancy; a healthy diet; mental health; physical health; strong social networks; supportive family structure; adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); physical disability; poverty; profound or complex needs; sensory needs; social deprivation; and substance misuse. Obviously this list is not exhaustive, but at Milngavie Primary we deal with these and many other factors extenuating factors that impact on children's social, emotional, mental and physical well-being on a daily basis. We have become adept at managing and supporting what can be a complex set of circumstances for not only the child but the wider family unit. We also understand that our involvement is wider reaching. We have developed a 'community' school approach and have worked hard to develop networks and pathways beyond the confines of the school environment. We know that by doing so that we can impact on issues as diverse as exclusion, child protection referrals, absence and truanting, violence and low level disorder in the community, for example.

To understand the context of our families we have invested heavily in building relationships and networks across the community, with families and with individuals as well as with an array of professionals across the spectrum of supports available. To ensure that our investments are having positive outcomes for children and families we track and monitor our pupils' progress using a range of parameters. e.g.

- Progress of looked after Children annually (STINT meetings)

- Whole school STINT meetings where by all staff engage in professional dialogue
- Staff are skilled at identifying those children who require either a an individual programme, a differentiated approach or a STINT plan and as a result children's needs are being met
- Track attendance rigorously and refer to Attendance Council
- Monitor trends in referrals to Child Protection
- Monitor trends in relation to Exclusion
- Engage children in the wellbeing process and this data is analysed to plan intervention
- Use a range of procedures to ensure that we track and monitor ALL children's progress
- We use a range of assessment approaches to ensure that all of our children's needs are being met. This includes analysis of data in relation to children's psychological development
- Systems in place to meet children's holistic developments and identify the need for early Intervention
- Using SDQ and Boxall data we identify those children who require nurture support
- Staff are knowledgeable of Attachment Theory and how to respond to this effectively
- Staff routinely research strategies to support children who have barriers to learning e.g. focus and attention
- Parents are involved in the wellbeing indicators and assessments supporting this process.
- Track and monitor children's health
- Track and monitor specifically those children who show an ability an any area of the curriculum
- We constantly refer to the wellbeing wheel and the My World triangle in our discussions and when planning next steps

Our curriculum rational highlights the importance we place, as a learning community, on children's health. By focussing on this area we have been able to mitigate much change in the culture and ethos of the school and, therefore, create a more purposeful learning environment.

We have resourced this area of the Curriculum well and have the resource to ensure that we can offer a range of tailored provisions e.g.

- Seasons for Growth
- Mental Health e.g. Volcano in my Tummy

We also ensure that we focus on areas of the curriculum that will reduce risk taking behaviours that have been identified as prevalent in our community e.g.

- Substance misuse lessons
- Sexual Health and Relationship lessons - including SMT input
- Alcohol and Tobacco

As a staff we embrace the content of the Principle and Practice paper – see **Appendice 1**.

As part of our update to the school's Assessment procedures we will review the areas of focus to benchmark pupils in range of Health and Wellbeing parameters. In **Appendice 2** you will see some examples.

At Milngavie Primary and EYC we also ensure that we maintain our Risk Matrix data to best reflect the current situations of All of our children. This information may be exemplified in the STINT process e.g. wellbeing plans/Child's Plan. We cross reference this with the data from the Scottish Index of Multiple Deprivation (SIMD). Whilst this is not full-proof it does ensure we focus on every child and their individual needs and the context in which they learn and grow as individuals.

Underpinning all of this, at Milngavie Primary we enshrine the UNHRC Rights. These include the rights:

- To be treated as an individual
- To be treated equally and not be discriminated against
- To be respected
- To have privacy
- To be treated in a dignified way
- To be protected from danger and harm
- To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- To communicate using their preferred methods of communication and language
- To access information about themselves

We will undertake further training with staff to develop a broader understanding of how to ensure the rights' of the child are fully incorporated into the work we undertake as a school.

All of this ensures that the needs of children are paramount in the decisions we make. We are conscious that we need to work even harder to engage our children in the decisions that impact on them in relation to STINT and Child protection, in the same way that they are included in many other areas of school life - be that through the Common Curriculum, School Pupil Groups, managing behaviour how the school functions i.e. improvement planning.

Resilience, Nurture and Attachment

Here we are concerned with how the school provides an environment that supports, affirms and values children and helps them to manage their own feelings and their relationships with others. This includes enabling children to relate to others, providing a supportive and challenging environment, enabling children to take risks safely and encouraging children's self-reliance, self-esteem and resilience.

See **Appendice 3** and refer to 'Developing successful learners in nurturing schools: the impact of nurture groups in primary schools', Education Scotland.

Key policy and legislation which impact upon our conduct as professionals (a more extensive list is at the end of this document Appendice 4)

- Curriculum for Excellence
- GIRFEC 2012

- UN Convention of the Right's of the Child
- HGioS4 and HGioELCC
- National Improvement Framework
- Children (Scotland) Act 1995
- Protection of Vulnerable Groups Act (Scotland) 2007
- National Guidance for Child Protection in Scotland 2014
- Standards in Scotlan's School Act 2000
- Additional Support for Learning Act (Scotland) 2004/2009
- Education Scotland Bill 2015
- Child and Young People (Scotland) Act 2014
- Wood Report - Education Working for All
- Early Year's Framework/Collaborative
- Child at the Centre
- Equally Well
- Achieving our Potential
- These are our Bairns
- Every Child Matters 2009
- Looked After Children and Young People - We Can and Must do Better - 2007
- Equality Act 2010 and 2015

All of this influences our school's practice and procedure, but policy and legislation alone do not meet pupils needs. We very much see this as a framework we use to plan how best to meet the needs of our school and our community in its context.

So what does all of this mean in practical terms? What actions will our school have in place, in the widest possible sense, to meet the care, welfare, safeguarding and protection needs of our pupils ?

The work of Milngavie Primary and EYC is underpinned by professional values which drive our personal commitment to all learners' intellectual, social and ethical growth and wellbeing. Our commitment is to make sure that all learners in our school are cared for and that their wellbeing is at the forefront of all we do, reflecting the United Nations aspirations that all children should be, safe, healthy, achieving, nurtured, active, respected, responsible and included; and that they have their views listened to and are involved in decisions that affect them. Learners need social confidence and skills to fulfil their educational potential and play their part in society, both at work and in their social life. There may be times in the life of a learner when they require additional support. At these times they are entitled to expect that the help they receive is appropriate, proportionate and timely, and consistent with the aims of the above wellbeing outcomes. To fully meet the needs of some children and young people, it may be necessary to undertake a full and detailed assessment taking account of the whole person, in partnership with families.

By law, children, young people are entitled to care and protection within our school and while under the supervision of our staff outside our school. They are also entitled to expect that all staff, other adults and other young people will respect them and take responsibility for themselves and for others.

At Milngavie Primary and EYC we will:

- provide and ensure a safe and secure environment for all learners within a caring and compassionate ethos and with an understanding of wellbeing;
- create and maintain a physical environment which meets all legal and health and safety standards;
- meet all legal requirements relating to the rights and protection of children and young people;
- make sure that all adults working in education are aware of and carry out their roles and responsibilities in relation to the care, welfare and protection of children, young people and vulnerable adults;
- work in partnership with parents/carers, to protect all learners;
- work in partnership with agencies to provide effective and efficient support;
- make sure that the entitlement to support, as defined in Curriculum for Excellence, is delivered for all children and young people;
- provide a curriculum which develops learners' understanding, knowledge and skills relating to personal safety, good health and wellbeing;
- respect the dignity of individual learners, take account of their views and promote inclusion;
- help all learners to develop self-confidence, self-esteem and positive relationships;
- promote and support equal opportunity and access to services for all learners;
- promote respect for all, and positive attitudes to diversity; and challenge bullying, including bullying related to age, gender, race, disability, sexual orientation, religion or belief, sectarianism and any other types of discrimination;
- regularly review wellbeing and care in the school;
- facilitate good systems to ensure swift and effective transfer of information for learners at points of transition;
- promote the online safety and protection of children, young people and vulnerable adults; and
- support all learners to make informed decisions in order to protect and improve their mental, emotional, social and physical wellbeing.

What follows are the main components of the Wellbeing and Care Policy and descriptions of the specific outcomes and the roles and responsibilities of staff in putting them into practice.

The Components

1. Definition of wellbeing and care
2. Legal framework (including child protection and the protection of vulnerable adults)
3. Health and wellbeing
4. Support for learners
5. Spiritual, religious and moral awareness
6. Personal safety
7. Information and communications technology
8. The rights of children and young people
9. Residential establishments and Looked After Children and Young People
10. Working with parents/carers

11. Inter-agency working
12. Activities organised by the school for learners outwith
13. Health and safety
14. Risk management (identifying, assessing, managing and monitoring risks)
15. Establishment security
16. School in the community
17. Adult volunteers (under the supervision of our staff)

Specific outcomes

The overall aim of this policy is to ensure that all the main components for the wellbeing and care of learners are in place and work effectively to achieve the outcomes described below.

1. The Definition of Wellbeing and Care

Outcomes

Staff adopt GIRFEC as their overarching principle and understand what it means e.g. working together as partners; achieving potential; better futures

Staff know the meaning of what it is to meet the care and welfare needs of children and young people e.g. safe and protected; self esteem and relationships; avoiding abuse and danger.

Roles and Responsibilities

All Staff are aware of the principles of "Getting it Right for Every Child". The principles should be used to put the needs of children, young people and their families at the centre of planning and action; to establish a single children's services system based on an integrated framework of developing children and young people's well-being; and to develop in individuals and communities the capacity to maximise resources and improve well-being.

2. Legal Framework

The legal framework, within which education services and establishments operate, includes Acts of Parliament (both United Kingdom and Scottish Parliaments), statutory regulations, government guidance and the Council's relevant policies and operating procedures.

Outcomes

- Staff understand the legal frameworks
- Staff have access to support
- Staff have access to training

Roles and Responsibilities

All Staff

- know where to find the guidance, policies and operational procedures referred to in this policy statement and use and abide by them as necessary;
- have a responsibility for child protection and ' the protection of vulnerable adults within an establishment or service; and have a responsibility for looked after children and young people.

Headteacher:

- keep their knowledge current on legislation, guidance, policies and operating procedures, and seek advice when necessary;

- arrange opportunities for all staff to raise their awareness about the relevant government guidance and Council's operating procedures relating to key legislation (see Resources Checklist);
- seek advice from the Council's legal team when required;
- ensure all members of staff, including new appointees, are given the employee briefing on child protection and the protection of vulnerable adults at least annually;
- make sure that all staff working with potential higher risk situations are qualified to at least the minimum standards as defined in the appropriate operating procedures and risk assessments (for example, for physical education, outdoor education, field trips, and science);
- make sure staff keep to regulations relating to outdoor activities;
- undertake dynamic risk assessments in the run up to and during excursions and residential trips and
- maintain the appropriate controls identified in risk assessments;
- ensure the relevant staff know about a child or young person for whom a legal or statutory order is in place (for example, a supervision requirement or a child protection order);
- make sure that everyone involved knows about the role of janitors and support services staff, in relation to building and pupil security. The role is defined in the appropriate operating procedures, particularly in relation to a child or young person for whom there may be a 'risk' or child protection issue (for example, where there is a child protection order, or an exclusion order under the Children (Scotland) Act 1995, or a plan for a child who is looked after);
- put in place guidelines for reporting and recording concerns, incidents and accidents, and maintain a central record of incidents;
- specify the importance of monitoring and recording any breaches of equality legislation; and
- are aware of the importance of identifying appropriate support for the victim and the person who is responsible for the incident.

3. Health and Well-being

Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. It is the responsibility of every member of staff to contribute to learning and development in this area. Learners should feel happy, safe, respected and included and all staff should be proactive in promoting positive relationships in the classroom or playroom, and in the playground and the wider community.

Health and Wellbeing: Curriculum

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

Outcomes

Effective support for developing and maintaining of the mental, emotional, social and physical health of all children and young people e.g. improve wellbeing; challenge and enjoyment; healthy lifestyles; transitions

Roles and responsibilities

All staff share the responsibility:

- to create a positive ethos and climate of respect and trust where learners feel safe and secure;
- to establish open, positive, supportive relationships across the school community, where learners feel they are listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives;
- to model behaviour which promotes health and wellbeing, and encourages it in others;
- to be sensitive and responsive to the wellbeing of each learner;
- to contribute to the mental, emotional, social and physical wellbeing of all learners;
- to contribute to aspects of physical activity and sport; relationships, sexual health and parenthood education; and planning for choices and changes; and
- to help learners develop the skills to make healthy food choices and establish lifelong healthy eating habits.

Headteacher:

- recognise that good health and wellbeing is central to effective learning and to preparation for successful independent living;
- work with their partners to plan programmes for health and wellbeing that take account of local circumstances and individual needs;
- provide leadership which establishes a shared vision of health and wellbeing for all;
- promote the health of all within the school community and develop arrangements to support their mental, social, emotional and physical wellbeing;
- engage and work with parents/carers and other stakeholders;
- respond sensitively and appropriately if a critical incident takes place within the school community, and have contingency plans in place to enable this to happen.

Health and wellbeing: Procedures and Practices

This includes promoting and supporting health and wellbeing in all children and young people by providing medicines, first aid, access to health professionals (as appropriate) who provide advice and guidance to learners, parents/carers and education staff in dealing with all medical matters, including infectious diseases.

Outcome

Access information and advice, including that from health professionals, is in place.

Roles and responsibilities

All staff:

- are aware of special care requirements for individual learners, and contribute to the individual health plans which allow them to receive appropriate learning opportunities; and
- receive appropriate training if they agree to give prescribed medication.

Headteacher:

- make sure that learners have access to information and knowledge to help them make informed choices about their health;
- make sure that their establishment has the relevant operational procedures in place and that all staff adhere to these;
- make sure that all staff have access to and an awareness of the administration of medicines in schools guidelines;
- make sure that all staff have access to appropriate training on medical issues;
- ensure that there are appropriate levels of first aid provision within their establishment following an appropriate risk assessment;
- work with health professionals to enable immunisation and routine screening programmes to be carried out, and medication to be given, as appropriate; and
- develop working partnerships with health professionals to promote and support health and wellbeing within their establishment and service.

Designated Staff:

- help individual children and young people with health issues and care needs, to access advice and
- services;
- encourage all learners to get involved in health-promoting activities; and
- make sure there is a safe, challenging and protective environment within which all learners can achieve or increase their independence.

Each establishment will have a named member of staff who:

- is the establishment's Health and Wellbeing Coordinator;
- is the establishment's Child Protection Coordinator;
- is responsible for handling any incident of substance misuse;
- is aware of the procedures relating to notifiable communicable diseases, as set out in the Reporting of Injuries, Diseases, and Dangerous Occurrences Regulations (RIDDOR);
- is responsible for a clearly identified area for storing prescribed medication;
- is responsible for obtaining parental consent in writing, for the administration of medicines,
- and ensuring these permissions are maintained and updated as appropriate; and
- makes sure that parents/carers can receive information in other languages or formats, as appropriate.

4. Support for Learners

All staff have a responsibility to take a learner-centered approach which promotes and supports wellbeing, inclusion and fairness, and to contribute to the delivery of the universal entitlement to support based on the principles of *Getting it Right for Every Child*.

Outcomes

- Every learner who needs it gets support
- Wellbeing outcomes are promoted
- A responsive curriculum is in place

- There is partnership working at all levels
- Effective strategies are in place to support children and young people
- Positive relationships across the school community

Roles and Responsibilities

All Staff:

- are sensitive and responsive to the wellbeing of each learner and work towards establishing open and supportive relationships based on mutual respect and trust, across the establishment or service;
- are committed to delivering learning and teaching that meets the needs of all learners and to providing a positive learning environment for all;
- encourage and enable learners to express their views in a safe and nurturing environment;
- provide regular opportunities for learners to discuss their progress and next steps in learning;
- plan to provide learners with opportunities for achievement;
- contribute to preparing learners for choices and changes;
- consult and liaise regularly with partners and external agencies as appropriate, to meet the needs of all learners;
- take account of individual need, family circumstances and the social and economic context when planning support and identifying strategies to assist learners;
- contribute to developing, putting into practice, and reviewing all educational plans for individual learner to reflect evolving needs;
- implement local authority and establishment guidance in relation to staged intervention processes to support learners who are experiencing barriers to learning;
- commit to the implementation of 'Getting it Right for Every Child' principles, values and core components; and
- have access to appropriate and relevant professional development opportunities relating to support for learners.

Headteacher:

- lead and support staff in the creation and promotion of a positive and inclusive ethos and in the delivery of the learners' entitlement to support;
- provide a safe learning environment for all learners that focuses on learning and progress;
- are committed to delivering a curriculum that supports the development of all learners;
- encourage the active engagement of parents/carers;
- help staff to engage and support learners and take account of their views and experiences, particularly where decisions are to be made that will impact on life choices;
- involve partner agencies as appropriate in supporting those learners identified as having additional support needs;
- where exclusion procedures are considered to be necessary as a final measure, undertake them with
- due sensitivity for the well-being of all concerned; and

- work collaboratively with other service managers to embed the 'Getting it Right for Every Child' principles and continue to develop an integrated approach in local systems and practice.

5. Spiritual, Religious and Moral Awareness

Spiritual, religious and moral awareness means promoting the development and wellbeing of the whole person in those aspects which relate to religion, spirituality and morality.

In its guidance on the Provision of Religious Observance in School, the Scottish Government defines religious observance as "community acts which aim to promote the spiritual development of all members of the school's community and express and celebrate the shared values of the school community".

Outcomes

- Enable learners to reflect upon and develop a deeper understanding of the dignity and worth of each individual and our contribution to our wider community
- Provide individual and communal spiritual opportunities to promote personal growth and respect for self and others

Roles and responsibilities

All staff:

- are aware of the contribution that individual curricular areas can make to spiritual, religious and moral development and the wellbeing of the whole person;
- respect the spiritual and religious traditions, beliefs and practices of all learners and of those with no religious faith or belief;
- are aware of the importance of eliminating sectarianism and the need to encourage learners to take responsibility for challenging sectarian attitudes and behaviour;
- are aware of the roles and responsibilities of the chaplain and chaplaincy team in relation to the wellbeing and care of children and young people; and

Headteacher:

- recognise the contribution of spiritual, religious and moral awareness to the ethos of the establishment, its sense of community and learners' development and follow the guidance contained in east Dunbartonshire Council's guidelines (issued by Edith Girvan) for religious and moral education and religious observance;
- make sure all procedures recognise the rights and wishes of parents/carers, and learners in relation to spiritual and religious values and practices;
- make sure school assemblies and acts of religious observance are sensitive to the spiritual needs of all learners;
- make sure there are clear statements on the role of the chaplain and chaplaincy team, and how they
- can be contacted, and all staff, parents/carers, and learners know them; and
- make sure that procedures for dealing with incidents of sectarian and religious abuse are agreed and put into practice including reporting and monitoring arrangements.

6. Personal Safety

This refers to the roles and responsibilities of all those working within education, in relation to the welfare and protection of children and young people.

Outcomes

- Learners feel safe , free from all forms of harm, abuse, sectarianism, discrimination or prejudice
- Learners are confident to access support if they require it
- Learners know how to raise the alarm if their personal safety is threatened

Roles and responsibilities

All staff:

- create an environment in which learners feel able to express any concerns, fears or suggestions they may have about their personal safety;
- play an active part in promoting and delivering personal safety through the establishment's or service's approaches to personal and social development;
- are aware of their roles and responsibilities as outlined in the school and authorities Child Protection Procedures ; and
- work in partnership with other agencies to provide ongoing support for children, young people and their families, in accordance with the principles of "Getting it Right for Every Child".

Headteacher:

- make sure that all staff have the training and expertise needed to make sure that the learners they are responsible for are safe and free from abuse or harm;
- make sure that there are age and stage appropriate programmes in place to develop the necessary personal safety skills and awareness in learners,
- including responsible and safe use of ICT and social media;
- make sure that there are opportunities for learners to express any fears, concerns or suggestion they may have about their personal safety and that they are aware of these opportunities;
- make sure that the procedures outlined in our guidelines are used in relation to suspected abuse of any learner;
- make sure that there is a procedure in place to record any abuse which threatens the personal safety of any learner; and
- maintain accurate and up to date progress records and child and adult protection files.

7. Information and Communications Technology

Our school continues to embrace the positive learning experiences the internet and digital technologies bring, and balance these with the need to develop safe and responsible use of such media to ensure that learners are not put at risk.

In respect of all issues relating to the safe use of:

- GLOW
- the internet, digital technologies, and social use of media

- email
- Council ICT equipment
- information security and data handling.

all staff must act in accordance with the requirements of legislation and the Council's policies and procedures in relation to information and Communications Technology, including those relating to the use of social media.

Outcomes

- Learners and staff develop a clear understanding of their roles and responsibilities in the use of the
- internet and digital technologies
- Learners and staff enjoy the benefits of safe and responsible use of the internet and digital technologies
- An appropriate level of internet security is in place to meet learners' needs
- An agreed code of practice is operated for all digital technologies
- A filtered and monitored internet service is provided to safeguard the welfare of all stakeholders in the building
- Access to SEEMS is managed and planned and sensitive data is protected at all times.

Roles and responsibilities

All staff:

- actively encourage best practice in the use of social networking and social media to enhance learning, teaching and communication;
- promote the benefits of safe and responsible use of the internet and digital technologies, including raising awareness of Child Exploitation and Online Protection (CEOP);
- are aware of both the educational benefits and the potential risks to the safety of learners when using the internet, mobile phones and digital technologies;
- act in accordance with the requirements of legislation and the Council's policies and procedures in relation to information and Communications Technology, including those relating to the use of social media;
- are aware of and comply with Council policy on learners' access to social media sites while using Council equipment;
- complete the acknowledgement that they have received a copy of the authority guidelines on the use of ICT;
- act in accordance with guidance on Information and Communications Technology and the social use of media from the General Teaching Council for Scotland and the Scottish Social Services Council;
- must not by any means or in any circumstances, make, view or access illegal or inappropriate images of children;
- must exercise extreme caution in connection with contact/web cam internet sites (for example chat
- rooms, message boards, social networking sites and newsgroups) and avoid inappropriate communication with individuals under 18 and with whom they are in a position of trust;

- take appropriate opportunities to advise parents/ carers on information ethics and CEOP;
- are aware of the need for good security practice when using ICT including the safe storage of all data;
- are aware of the appropriate line management for ICT support and advice; and
- consider the supervision arrangements that are necessary when particular groups of learners are using the internet.

Headteacher:

- make staff aware of their responsibilities as set out above;
- actively promote the educational benefits of safe and responsible use of the internet and digital technologies;
- ensure staff are sufficiently trained in the educational benefits of ICT and in security practice in the use of ICT;
- ensure staff follow good security practice in the use of the internet and digital technologies;
- ensure that there is sound curricular provision which articulates with policy in highlighting and addressing the issues of internet safety and responsible use;
- ensure a policy on information ethics is in place;
- ensure a code of practice is in place which governs all practices in the use of the internet, digital technologies and social media by both staff and learners;
- wherever possible, provide opportunities for parents/ carers to be trained in the area of safe and responsible use of internet and digital technologies for their children;
- investigate any incident that is not consistent with legislation and the Council's policies and procedures in relation to Information and Communications Technology, including those relating to the use of social media;
- investigate any incident that is not consistent with guidance on Information and Communications Technology and the social use of media from the General Teaching Council for Scotland and the Scottish Social Services Council;
- ensure appropriate programmes and activities include information ethics and the internet code of practice;
- obtain permission from parents/carers so children and young people may access and use e-mail and the internet in our school; and
- ensure only appropriate staff have access to sensitive information.

8. The Rights of Children and Young People

This component relates to rights to which children and young people are entitled under current legislation, Council policy and in line with the General Teaching Council for Scotland's Professional Standards and the UN Convention on the Rights of the Child. Also refer to the work of the Children and Young People's Commissioner Scotland.

Outcomes

- All decisions are in children's best interests
- The views of children and young people are taken into account where possible to do so

- Children and young people have a say in the decisions which affect them, and an opportunity to review the decision
- Staff promote the rights of children

Roles and responsibilities

All staff

- respect the rights of all learners as outlined in the United Nation's Convention on the Rights of the Child, and their entitlement to be included in decisions regarding their learning experiences and have all aspects of their wellbeing developed and supported;
- understand that for children and young people, being able to express their views confidently and have them respected, is fundamental to their health and wellbeing;
- through the curriculum, help children and young people to understand their own rights and responsibilities and those of other people;
- have an understanding of the age of legal capacity when considering the rights of children and young people and services for them;
- are aware that a child can give a view and in certain cases consent to an action without the need for the consent of their parent/carer even if the child is below the age of legal capacity (NB staff should seek advice when considering any sensitive issue relating to any such decision).

Headteacher:

- promote a culture and ethos in which the rights of children and young people are respected and they in turn are encouraged to respect the rights of others;
- make sure any review process takes account of the views of the child or young person involved;
- make sure that resources are in place to help children and young people with sensory, language or communication difficulties to contribute to the decision-making process as far as reasonably practicable and that appropriate staff have the level of training and expertise needed; and
- make sure that resources are in place to help children and young people for whom English is an additional language.

9. Looked After Children and Young People

The local authority considers these children and young people, as well as those in foster placements and those under formal kinship care arrangements (where the child is subject to a supervision requirement and there is a condition of residence naming a family member or friend) as 'looked after away from home'. If a child or young person is the subject of a supervision requirement made by a children's hearing and they continue to live with their family, they are considered to be 'looked after at home'.

Outcomes

- Looked after children will have an individual curriculum as required
- All staff will act as corporate parent
- Key transitions are well supported
- All looked after children are assessed for ASN using the 'Looked After Children Additional Support Needs Assessment Tool'. They are discussed at a yearly PSG to

review if changes in the level of support are required. All looked after children are obliged to have their Care Plans reviewed on a regular basis. This is defined under Section 31 of the Children (Scotland) Act 1995.

- Support planning includes a range of the interventions available
- ASN plans are of a high standard and include wellbeing and wider holistic elements
- Looked after children are regularly reviewed

Roles and Responsibilities

All Staff

- adopt a corporate parenting approach and are responsible for working with parents/carers;
- have high expectations for looked after children and young people to achieve and actively seek the same outcomes any parent/carer would want for their own children;
- support the child or young person to participate in the wider network of peer, school and community activities to help build resilience and a sense of belonging; and
- ensure that the views of the child or young person are taken into account.

Headteacher:

- work effectively and collaboratively with other agencies;
- put the voices of children, young people and their families at the centre of service delivery;
- ensure a designated teacher is responsible for monitoring the attendance, achievement and exclusions of all looked after children and young people within the establishment;
- ensure that additional support plans are completed, in detail, with a joint meeting involving the young person, and are regularly reviewed;
- encourage warm and caring relationships within our school that nurture attachment and create a sense of belonging so that looked after children and young people feel safe, valued and protected;
- ensure children and young people have a stable experience of education that encourages high aspiration and supports them in achieving their potential;
- contribute to overall care plans by providing written reports and attending reviews as necessary; and
- are aware of the role of other agencies or services supporting looked after children and young people for example the child and adolescent mental health service.

Designated Staff

- the Designated Senior Manager (DSM) ensures that the achievement and attainment of all looked after children and young people in the establishment are monitored
- designated staff within our school know the Exclusion Procedures and the section relating to 'looked after children and young people' and children on the Child Protection Register. Social Work Resources should always be informed of the intention to exclude with schools giving due consideration to home circumstances

- designated teaching and support staff monitor the achievement of looked after children and young people by developing effective working partnerships with relevant" personnel and making sure there is a coordinated approach to support including the post school transition.

10. Working with Parents/Carers

This relates to parents/carers of children and young people who are in our school and are under the supervision of education staff or that of partners outside education establishments.

Outcomes

- Mutual respect is paramount
- Views are respected and valued
- Parents and Carers can expect education staff to be receptive to their concerns and issues

Roles and responsibilities

All staff:

- make sure there are appropriate and open channels of communication with parents/carers and that any issues are raised immediately;
- make sure regular feedback on children and young people's progress is given and accurately recorded to maintain regular contact with parents/carers;
- use a variety of methods and are flexible in their approach, to encourage parents/carers to respond to communications from the establishment or service;
- are sensitive to the needs of families where there is a single parent of either gender, or there are shared care arrangements;
- encourage parents/carers to inform appropriate staff of any concerns or share any relevant information which may help their child;
- ensure parents/carers are familiar with the establishment or service's policies and procedures;
- seek parental consent to share information with other agencies in order to identify supports for children, young people and families (there are exceptions to this, one of which is that no consent is necessary where there are issues of child protection);
- work with parents/carers to encourage their child to take part in activities;
- are aware of the role of the parent council and the wider parent forum in representing the views of
- parents/carers;
- develop partnerships with black and minority ethnic parents and communities; and
- are aware of the facilities for translation, interpretation or signing for parents/carers.

11. Inter-agency Working

This component is about partnership working among all statutory organisations. Where appropriate, voluntary and independent organisations support meeting the needs of learners in order to improve outcomes. This is taken forward through implementing the core components of

"Getting It Right For Every Child", which calls for a positive shift in culture, systems and practice among all staff and agencies working with children and their families.

Outcomes

- All agencies work together to promote wellbeing
- The needs of children and families are at the heart of planning
- Effective networks come from knowing each others roles
- Systems should be streamlined when within our power to do so
- Information is shared, consent sought as required and understanding checked

Roles and Responsibilities

All staff:

- as appropriate to their remit, work with partnership and specialist agencies to keep learners safe;
- take part in joint training and networking opportunities with other agencies to promote and develop a wider understanding of each other's roles; and
- use a common framework (as set out in the *Getting it Right for Every Child* in Lanarkshire Practice Guide) for identifying and acting on concerns as early as possible.

Headteacher:

- arrange opportunities for staff to participate in multi-agency training;
- develop working partnerships with mainstream services, the voluntary and independent sectors through integrating Children's Services, authority and locality planning groups;
- raise awareness of local resources available that promote wellbeing and care in the local community; and
- take part in developing, operating and monitoring local and national alert and tracking systems for vulnerable children and young people, particularly at points of transition.

12. Activities Organised by the school to take place outwith the school

This refers to learners involved in an activity which takes place outwith the school.

It includes activities taking place during holiday periods and includes learners on excursions, trips abroad, or undertaking work experience, and any other arrangement involving activities outwith the school.

Outcomes

- Risks are assessed and managed - - See Evolve
- Parents are always fully informed - See Seemis and Groupcall
- Supervision is a priority e.g. ratios.

Roles and responsibilities

All staff:

act in accordance with the roles and responsibilities described in the EDC procedure manuals and "Going Out There" (Scottish Framework for Safe Practice in Off-site Visits).

13. Health and Safety

The main legislation for occupational health and safety is the Health and Safety at Work etc. Act 1974. This deals with health and safety in the workplace by setting out general duties of

care. It is also an 'enabling act' which allows for more detailed regulations and standards for particular workplaces or more specific risks as they arise. The management of health and safety within our school is influenced by this legislation, by guidance from independent regulators such as the Health and Safety Executive (HSE) and by ED Council's Health and Safety Policy.

Outcomes

- We have robust systems in place to meet all Health and Safety requirements
- We create a culture where safety is seen as paramount by all

Roles and responsibilities

All staff:

- must be aware of their roles and meet their responsibilities, as appropriate to their remit, as set out in their establishment or service's health and safety procedures and in South Lanarkshire Council's Health and Safety Policy;
- must play an active part in promoting and delivering procedures;
- must ensure that they are familiar with all fire and emergency evacuation procedures;
- are alert to any situation which may present a threat to the health, safety and welfare of learners in our school;
- report any near miss, incident, accident or dangerous occurrence in accordance with existing procedures; and
- report concerns about health, safety and welfare to the head of the establishment and/or their nominated representative.

Headteacher:

- has overall 'responsibility for health and safety within the establishment or service; must be aware of their roles and meet their responsibilities as set out in their establishment or service's health and safety procedures
- ensure that potential risks to health, safety and well-being are assessed on a regular basis and all reasonably practicable measures are taken to control, monitor and review these;
- are aware of and know how to access central sources of health, safety and welfare advice;
- make sure that health and safety procedures, including those in relation to fire and emergency evacuation, which have been produced in accordance with the Council's policy;
- make sure that all staff are familiar with procedures and their roles and responsibilities and have received appropriate training where required;
- make sure that learners are aware that they should report to a member of staff any situation which they believe may present a risk to the health or safety of others and themselves;
- make sure the equipment provided is safe to use; and ensure that health and safety is considered for activities, with risk assessments undertaken where it is reasonable to do so, and identified controls in place prior to activities commencing.

14. Risk Management

Risk management involves identifying, assessing, managing and monitoring risks which could have an effect on learners, employees and service users. As well as risks to people, this also includes risks to our assets and property, reputation, finance, information technology, environment and the day to day delivery of our services.

Outcomes

- Risk Register
- Risks monitored

Roles and responsibilities

All staff:

- are involved, as appropriate, in identifying risk, reviewing the effect and effectiveness of risk controls and reviewing the management of specific risks.

Headteacher:

- are aware of their responsibilities in relation to managing and reviewing specific risks as outlined in the Council's Risk Management Strategy;
- are familiar with the approach to managing risks, including the ways in which risks are assessed and controls implemented;
- make sure that actions planned to reduce risks are, where appropriate, included in service and improvement plans;
- make sure that appropriate continuing professional development opportunities are provided to support the controls to reduce risks;
- make sure all staff have easy access to briefing notes and other information on managing risk;
- know where to get support for managing risk and ensure significant incidents are recorded in line with current procedures; and
- have overall responsibility for managing and controlling operational risk in the school.

15. Establishment Security

This relates to managing the security risks faced by our school at all times.

- Outcomes
- Protect all learners from harm
- CCTV and alarm fully operational
- Engage local community as required

Roles and responsibilities

All staff:

- are aware of the types of situation or potential risks which may present a threat to the safety and security of learners in our school and its grounds;
- report any concerns about safety and security to the head of the establishment or their nominated representative; and
- make sure that they are familiar with the establishment's security arrangements and their role in successfully putting them into practice.

Headteacher:

- make sure that the school has robust security arrangements which have been developed after consulting staff, parents/carers and appropriate specialist services and agencies;
- make sure establishment security arrangements are regularly reviewed and updated including those in relation to visitor control, contractors, and the Protection of Vulnerable Groups (PVG) checks on volunteer helpers;
- make sure that learners are made aware that they should report to a member of staff any situation which they feel might present a threat to the safety and security of themselves and others in the establishment and grounds; and
- make sure that an appropriate balance is achieved between creating a welcoming environment in the establishment and implementing effective security.

16. Adult Volunteers

Adult volunteers are adults who work, unpaid, with the staff of our school. Examples of adult voluntary work include parent/carer helpers on trips and visits, members of the local community assisting with learning, and coaches from local clubs and societies.

Outcomes

Volunteers are confident about their role, what the expectations are and the responsibilities placed on them e.g. managing of sensitive information (confidentiality), care and welfare and child protection

Roles and responsibilities

All staff:

- who are joined by adult volunteers in their work, will support and monitor the contributions of adult volunteers to make sure the learners they come into contact with are properly cared for.

Headteacher:

- make sure that all adult volunteers have approval as a 'fit' person in accordance with the requirements of the Protection of Vulnerable Groups Scheme;
- are aware of the training and briefing needs of adult volunteers, including those relating to child protection and the protection of vulnerable adults, and confidentiality, and of the resources which are available to meet those needs; and
- make sure that the work of adult volunteers with learners is monitored and supported, including staff in our school and voluntary organisations with which we have negotiated formal agreements.

All adults working with children, young people and vulnerable adults must have approval in terms of the Protection of Vulnerable Groups (Scotland) Act 2007; and who are volunteers, must have access to training and briefing, including on child protection and the protection of vulnerable adults, and confidentiality, to help them carry out their volunteer role.

G Graham 5.9.19

Appendice 1

Health and wellbeing Principles and practice

Curriculum for Excellence has an important role to play in promoting the health and wellbeing of children and young people and of all of those in the educational communities to which they belong. This paper is intended to support discussion and planning between practitioners in all sectors and services and in local authorities.

This paper is closely related to the Guidance on the Schools (Health Promotion and Nutrition) (Scotland) Act 2007 (<http://www.scotland.gov.uk/Topics/Education/Schools/HLivi/foodnutrition>). Together, these documents describe the expectations upon individuals, schools and local authorities for promoting the health and wellbeing of children and young people.

What are the main purposes of learning in health and wellbeing?

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. Learning through health and wellbeing enables children and young people to:

- make informed decisions in order to improve their mental, emotional, social and physical wellbeing
- experience challenge and enjoyment
- experience positive aspects of healthy living and activity for themselves
- apply their mental, emotional, social and physical skills to pursue a healthy lifestyle
- make a successful move to the next stage of education or work
- establish a pattern of health and wellbeing which will be sustained into adult life, and which will help to promote the health and wellbeing of the next generation of Scottish children.

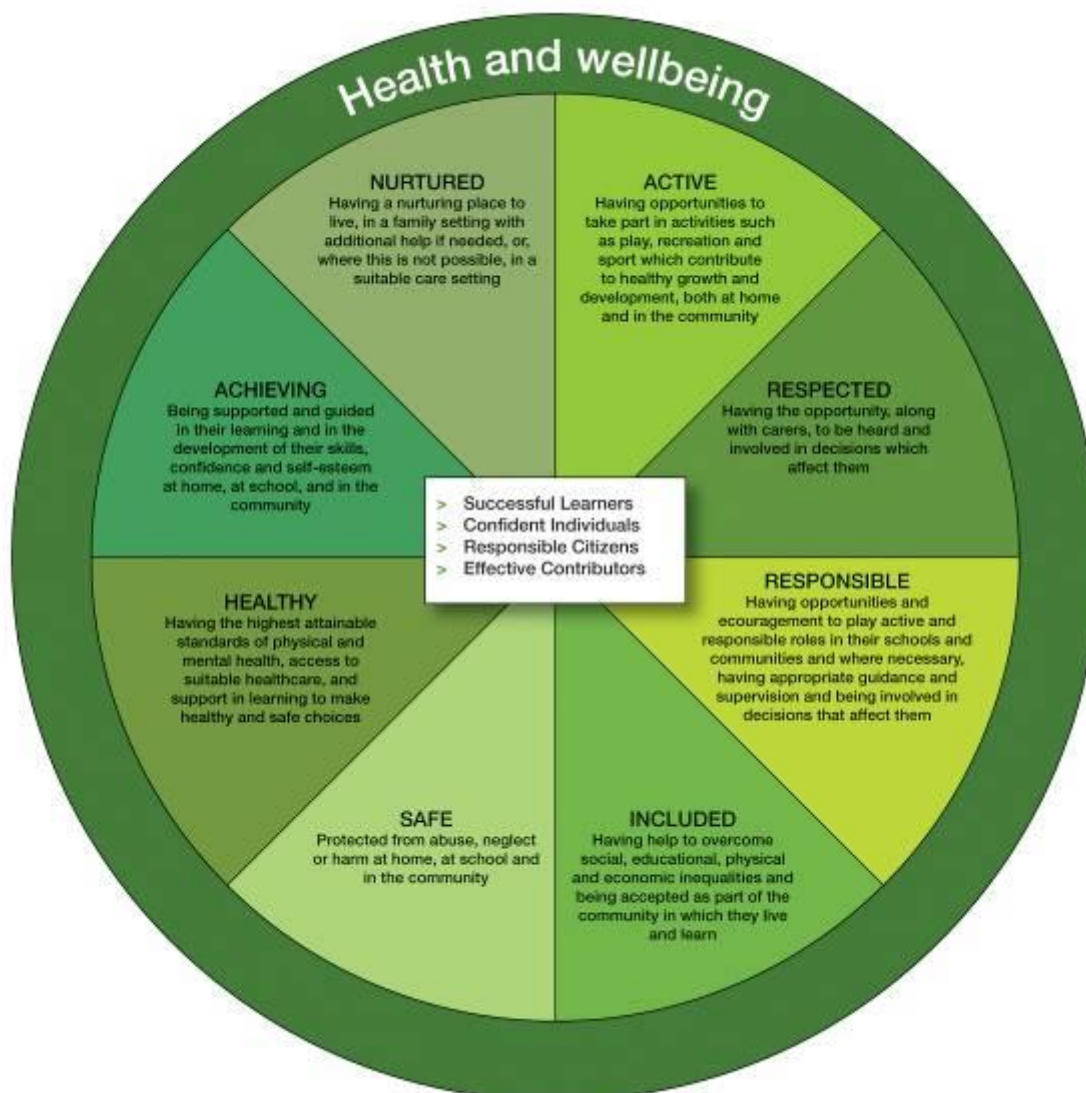
It also enables some to perform at high levels in sport or prepare for careers within the health and leisure industries.

What does the health and wellbeing framework mean for practitioners?

The statements of experiences and outcomes in health and wellbeing reflect a holistic approach to promoting the health and wellbeing of all children and young people. They are consistent with the United Nations Convention on the Rights of the Child, which sets out the right for all children and young people to have access to appropriate health services and to have their health and wellbeing promoted. They build on the considerable work of Health Promoting Schools and the publication of *Being Well, Doing Well* which underlines the importance of a 'health enhancing' school ethos – one characterised by care, respect, participation, responsibility and fairness for all. The framework complements the duty in the Schools (Health Promotion and Nutrition) (Scotland) Act 2007 for Scottish Ministers and local authorities to endeavour to ensure that all schools are health promoting.

Children and young people should feel happy, safe, respected and included in the school environment and all staff should be proactive in promoting positive behaviour in the classroom, playground and the wider school community. Robust policies and practice which ensure the safety and wellbeing of children should already be in place. In addition, there are many ways in which establishments can assist young people. These include peer support, buddies, breakfast or lunch clubs, safe areas, mentors, pupil support staff and extended support teams.

Good health and wellbeing is central to effective learning and preparation for successful independent living. This aspiration for every child and young person can only be met through a concerted approach: schools and their partners working together closely to plan their programmes for health and wellbeing explicitly, taking account of local circumstances and individual needs. Planning to provide and manage the many different and complementary contributions may be challenging but is needed. Each individual practitioner must be aware of his or her roles and responsibilities. The diagram below illustrates this shared vision and common goal.



Learning through health and wellbeing promotes confidence, independent thinking and positive attitudes and dispositions. Because of this, it is the responsibility of every teacher to contribute to learning and development in this area.

Building the Curriculum 1

How is the health and wellbeing framework structured?

The framework begins by describing features of the environment for learning which will support and nurture the health and wellbeing of children and young people, including a positive ethos and relationships, and participation in activities which promote a healthy lifestyle. These statements are intended to help to inform planning and practice within establishments or clusters and also by individual practitioners.

The statements of experiences and outcomes are then structured into the following organisers:

- Mental, emotional, social and physical wellbeing
- Planning for choices and changes
- Physical education, physical activity and sport
- Food and health
- Substance misuse
- Relationships, sexual health and parenthood.

The aspects of the health and wellbeing framework which are the responsibility of all adults who are working together to support the learning and development of children and young people are identified through the use of italics.

Many of the experiences and outcomes span two or more levels; some are written to span from early to fourth because they are applicable throughout life. All of these should be revisited regularly in ways which take account of the stage of development and understanding of each child and young person and are relevant and realistic for them.

What are practitioners' roles and responsibilities across health and wellbeing?

Some contributions are the responsibility of all, while other contributions relate to specific stages or are more specialised.

Health and wellbeing across learning: the responsibilities of all practitioners

Everyone within each learning community, whatever their contact with children and young people may be, shares the responsibility for creating a positive ethos and climate of respect and trust – one in which everyone can make a positive contribution to the wellbeing of each individual within the school and the wider community. There are many ways in which establishments can assist young people. These include peer support, buddies, breakfast or lunch clubs, safe areas, mentors, pupil support staff and extended support teams.

The responsibilities include individuals' contributions to the features set out in the introductory statements, and experiences and outcomes in mental, emotional, social and physical wellbeing, planning for choices and changes, and relationships. They include each practitioner's role in establishing open, positive, supportive relationships across the school community, where children and young people will feel that they are listened to, and where they feel secure in their ability to discuss sensitive aspects of their lives; in promoting a climate in which children and young people feel safe and secure; in modelling behaviour which promotes health and wellbeing, and encouraging it in others through using learning and teaching methodologies which promote effective learning, and by being sensitive and responsive to the wellbeing of each child and young person. Practical responsibilities include understanding of anti-discriminatory, anti-bullying and child protection policies by all staff and knowledge of the steps to be taken in any given situation, including appropriate referral.

Focused programmes

Children will experience certain aspects of health and wellbeing through focused programmes such as personal and social education programmes. Within these programmes, schools will often draw on the expertise of others. For example, when substance misuse is being considered, specialists within and outwith the learning community working together are able to ensure that children and young people learn in the most effective ways. Subject teachers, including teachers of home economics and physical education, play a very important role in the teaching and learning of health and wellbeing through the experiences and outcomes for food and health, and physical education, physical activity and sport. Sports specialists play an important part in physical activity and sport provision.

Partnership working across sectors and services

Children's and young people's learning in health and wellbeing benefits strongly from partnership working between teachers and colleagues such as home link staff, health professionals, educational psychologists and sports coaches who can make complementary contributions through their specialist expertise and knowledge.

Personal support for children and young people

The health and wellbeing of every child and young person is greatly enhanced through the individual support and pastoral care which they receive through having an identified member of staff who knows and understands them and can support them in facing changes and challenges and in making choices. Members of staff are often best placed to identify even minor changes of mood in a child or young person which could reflect an important emotional, social or mental health issue with which that child or young person needs help or support. It is important that children and young people feel that they can share their anxieties with an appropriate individual who has the skills, rapport, responsibility and the time to listen and to help, or can identify appropriate sources of support.

What factors need to be taken into account in planning for health and wellbeing?

Children's capacities to learn are shaped by their background and home circumstances as well as by their individual development. Exposure to different social and environmental influences contributes to the way that attitudes, values and behaviours are formed. These in turn affect their ability to make and take decisions.

Progression and development in many aspects of health and wellbeing will depend upon the stage of growth, development and maturity of the individual, upon social issues and upon the community context. Teachers and other practitioners in planning together will take account of these factors, ensuring that experiences are relevant and realistic for the child or young person in his or her circumstances. Particularly within experiences and outcomes which span more than one level, careful planning will be required to ensure appropriate pace and coverage, and teachers and other practitioners will need to decide when and how the experiences and outcomes are introduced. The planning arrangements within which local authorities, schools and teachers work must ensure that these decisions are taken in the best interests of each child and young person and take account of his or her social and personal circumstances as necessary.

The knowledge, skills and attitudes identified within the various aspects of the health and wellbeing experiences and outcomes are interrelated; teachers and other practitioners will plan and present learning in ways that enable learners to see them as closely linked.

The experiences and outcomes support learning which is challenging and enjoyable; they provide the necessary breadth and depth to meet the needs of all learners; they ensure that account is taken of individual and/or community contexts. The experiences and outcomes thus offer flexibility to allow school staff and partner agencies to plan health and wellbeing programmes which take account of local needs and are innovative, use relevant learning contexts and ensure coherence and progression. It is important that all aspects of health and wellbeing, including events, are planned as part of a whole school strategy, to ensure that they have sustained impact.

What features are required to effectively promote health and wellbeing?

Effective learning through health and wellbeing which promotes confidence, independent thinking and positive attitudes and actions requires:

Leadership which:

- establishes a shared vision of health and wellbeing for all
- is open, collaborative and responsive
- engages and works with parents and carers and all stakeholders to provide children and young people with coherent and positive experiences which promote and protect their health
- promotes the health of all within the school community and develops arrangements to support their mental, social, emotional and physical wellbeing

- responds sensitively and appropriately if a critical incident takes place within the school community, and has contingency plans in place to enable this to happen.

Partnership working which:

- engages the active support of parents and carers
- reinforces work across transitions and cluster planning across sectors
- maximises the contributions of the wider community
- draws upon specialist expertise
- ensures, through careful planning and briefing, that all contributions come together in ways which ensure coherence and progression.

Learning and teaching which:

- engages children and young people and takes account of their views and experiences, particularly where decisions are to be made that may impact on life choices
- takes account of research and successful practice in supporting the learning and development of children and young people, particularly in sensitive areas such as substance misuse
- uses a variety of approaches including active, cooperative and peer learning and effective use of technology
- encourages and capitalises on the potential to experience learning and new challenges in the outdoor environment
- encourages children and young people to act as positive role models for others within the educational community
- leads to a lasting commitment in children and young people to follow a healthy lifestyle by participation in experiences which are varied, relevant, realistic and enjoyable
- helps to foster health in families and communities through work with a range of professions, parents and carers, and children and young people, and enables them to understand the responsibilities of citizenship
- harnesses the experience and expertise of different professions, including developing enterprise and employability skills.

What are broad features of assessment in health and wellbeing?

As important aspects of health and wellbeing are the responsibility of all staff in educational establishments in partnership with others, and because of the importance of health and wellbeing to learning and development, everyone should be clear about their areas of responsibility and their roles in assessment. In health and wellbeing, assessment has to take account of the breadth and purpose of the wide range of learning experienced by children and young people within this curriculum area. It will focus on children and young people's knowledge and understanding, skills and attributes in relation to physical education, food and health, substance misuse, relationships, sexual health and parenthood, and their social and life skills.

Teachers and learners can gather evidence of progress as part of day-to-day learning inside and outside the classroom and, as appropriate, through specific assessment tasks. From the early years through to the senior stages, children and young people's progress will be seen in how well they are developing and applying their knowledge, understanding and skills in, for example, key features of healthy living and relationships, and in approaches to personal planning, assessing risk and decision making. For example:

- To what extent do they understand the role of healthy eating and physical fitness in contributing to their wellbeing?
- How well are they applying personal and interpersonal skills as part of their daily lives, and developing them as they grow and mature?

- Through their involvement in planning, managing and participating in individual and group activities in school and in the community, do they demonstrate skills, attitudes and attributes which will be important for the world of work, such as judgement, resilience and independence?

Progression in knowledge, understanding and skills can be seen as children and young people demonstrate that they are:

- applying their knowledge and skills with increasing confidence and competence in dealing with familiar circumstances and new challenges
- developing an increasing depth of understanding of their own and others' motivations, attitudes, beliefs and behaviours
- extending the range of their relationships within and outwith the school.

Assessment should also link with other areas of the curriculum, within and beyond the classroom, offering children and young people opportunities to apply their knowledge and skills in more complex, demanding or unfamiliar learning or social contexts.

How is personal safety addressed in the framework?

Each organiser includes statements of experiences and outcomes relating to relevant aspects of personal safety: for example travelling safely, responses in emergencies, food safety, substance misuse and safety in relationships.

What is the contribution of physical education, physical activity and sport to health and wellbeing?

Regular physical activity is essential for good health. Physical education should inspire and challenge children and young people to experience the joy of movement, to develop positive attitudes both individually and as part of a group and to enhance their quality of life through active living. This will give children and young people an important foundation for participation in experiences in physical activities and sport and in preparation for a healthy and fulfilling lifestyle. Children and young people will participate in and enjoy physical activity and sport, in addition to planned physical education sessions, at break times and lunchtimes, during travel and beyond the school day. Outdoor learning can contribute to physical activity and enhance learning in different areas of the curriculum.

Taken together, the experiences and outcomes in physical education, physical activity and sport aim to establish the pattern of daily physical activity which, research has shown, is most likely to lead to sustained physical activity in adult life.

How can a whole school approach to food and health contribute to health and wellbeing?

Schools contribute to improving children's diets through the promotion of consistent healthy eating messages enabling them to make healthy food choices and to develop lifelong healthy eating habits. A good diet is essential for good health. Research shows that many children fall short of national dietary recommendations. A poorly balanced diet can contribute to the risk of developing a number of diseases and conditions including tooth decay, obesity, certain cancers, diabetes, coronary heart disease and stroke.

Hungry for Success encouraged the adoption of a whole school approach to food and health. This approach is now reinforced through the Schools (Health Promotion and Nutrition) (Scotland) Act 2007 and forms the basis of this framework for food and health.

Practical food activities feature across the food and health experiences and outcomes so that children and young people will enjoy a variety of opportunities to apply their knowledge and skills to plan and

safely prepare dishes for a healthy balanced diet to meet their own needs and the needs of others. In this way they will gain an appreciation that preparing and eating food can be a pleasant, enjoyable and social experience.

How can I make connections within and beyond health and wellbeing?

The health and wellbeing experiences and outcomes are designed to encourage links with all other areas of the curriculum, to reinforce learning and to provide relevant, enjoyable and active experiences.

- The health and wellbeing experiences and outcomes provide valuable opportunities to develop skills in literacy and numeracy.
- There are important links between health and wellbeing, and religious and moral education and religious education in Roman Catholic schools in the establishment of values and growth of spiritual wellbeing, and in considering relationships.
- Participation in expressive arts activities can make an important contribution to a child's or young person's sense of wellbeing and can bring learning to life. Using the expressive arts as a medium for learning, for example through role play, can engage learners in issues such as bullying, in more engaging and accessible ways.
- There are very close connections between dance and physical education, in particular through the shared outcomes in evaluating and appreciating.
- There are clear connections between science and several aspects of health and wellbeing; between the technologies and, for example, food and health; and between the social studies and the aspects relating to citizenship and participation.

In all of these cases staff have the scope to group experiences and outcomes together in different and imaginative ways which enrich, consolidate and enhance progression in learning.

APPENDICE 1 cont-
**Performance
criteria**

**Potential parameters for assessment of children's development in Health
and Wellbeing**

You must be able to:

Enable children to relate to others

- P1 engage with children in ways that promote trust and **active participation**, taking into account their abilities and level of development and understanding
- P2 demonstrate respect and value for views, opinions and feelings of children you work with
- P3 encourage children to consider and respect the views, opinions and feelings of others
- P4 encourage children to share and co-operate in joint activities
- P5 help children to identify the boundaries of acceptable and unacceptable behaviour in themselves and others
- P6 reflect and acknowledge with children positive aspects of their behaviour and interactions
- P7 recognise developmentally appropriate behaviour
- P8 demonstrate respect and value for children's capabilities and strengths
- P9 value diversity and demonstrate acceptance of similarities and differences

You must be able to:

Promote a supportive and challenging environment

- P10 promote a calm and nurturing environment which allows children to experience and express their feelings safely
- P11 promote interactions between children and those around them that develop their sense of **well-being**
- P12 ensure that your own actions enhance the **self-esteem, self-reliance** and **resilience** of children you work with
- P13 encourage children to try new activities and experiences
- P14 reward children's efforts and achievements
- P15 support children in expressing their feelings in ways that are acceptable to themselves and others
- P16 help children to predict, recognise and accept the consequences of their actions
- P17 help children support each other through activities and achievements which may test their skills and abilities
- P18 promote acceptance and respect for children as individuals in their own right
- P19 demonstrate honesty and openness in interactions with children
- P20 seek appropriate help when you are unable to deal with any issues raised by children

You must be able to:

Enable children to take risks safely

- P21 carry out **risk assessments** in line with **policies and procedures** without limiting opportunities to extend children's skills and abilities
- P22 encourage children to identify their own strengths and abilities as they develop a positive self-image and self-esteem
- P23 involve **parents** in the assessment of their children taking positive risks
- P24 work in partnership with children to set their own limits within the framework of risk assessment
- P25 encourage children to assess risks to themselves and others regarding activity and behaviour
- P26 agree and set boundaries and limits with children and clearly explain the reasons
- P27 intervene in situations where children are at risk of harm
- P28 help children manage and monitor their own behaviour
- P29 help children to consider how the behaviour and actions of others may impact upon themselves and their response
- P30 supervise children according to legislation and accepted policy and practice in the setting

You must be able to:

Encourage children's behaviour towards self reliance, self-esteem and resilience

- P31 engage with children in a **child centred** way
- P32 communicate with children openly and honestly in ways that are not judgmental
- P33 support the children to understand why different behaviours have positive or negative outcomes
- P34 direct any comments towards the behaviour demonstrated, not the child
- P35 help children to choose realistic goals that are challenging but achievable
- P36 show **empathy** to children by demonstrating understanding of their feelings and point of view
- P37 encourage children to take decisions and make choices
- P38 work with colleagues and other professionals as required, to encourage children's self-esteem and resilience

Knowledge and understanding

You need to know and understand:

Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting children and young people's rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of children and young people
- K4 how to deal with and challenge discrimination
- K5 the rights that key people, children and young people have to make complaints and be supported to do so

Your practice

You need to know and understand:

- K6 legislation, codes of practice, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 how your own background, experiences and beliefs may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person centred/child centred working and the importance of knowing and respecting all children and young people as an individual
- K12 the prime importance of the interests and well-being of children and young people
- K13 children and young people's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain children and young people's dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with children, young people, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

You need to know and understand:

Theory for practice

- K21 the nature and impact of **factors that may affect the health, wellbeing and development** of children and young people you care for or support
- K22 factors that promote positive health and wellbeing of children and young people
- K23 theories underpinning our understanding of child development and learning, and factors that affect it
- K24 theories about attachment and impact on children and young people

You need to know and understand:

Communication

- K25 the importance of effective communication in the work setting
- K26 factors that can have a positive or negative effect on communication and language skills and their development in children and young people
- K27 methods and techniques to promote communication skills which enable children and young people to express their needs, views and preferences

You need to know and understand:

Personal and professional development

- K28 principles of reflective practice and why it is important

You need to know and understand:

Health and Safety

- K29 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K30 practices for the prevention and control of infection

You need to know and understand:

Safeguarding

- K31 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K32 indicators of potential or actual harm or abuse
- K33 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K34 what to do if you have reported concerns but no action is taken to address them

You need to know and understand:

Handling information

You need to know and understand:

- K35 legal requirements, policies and procedures for the security and confidentiality of information
- K36 legal and work setting requirements for recording information and producing reports including the use of electronic communication
- K37 principles of confidentiality and when to pass on otherwise confidential information

Specific to this NOS

- K38 how to carry out risk assessments that balance reasonable precautions and provides opportunities for development
- K39 what is meant by resilience and factors that may affect resilience in children
- K40 ways to support children's resilience, according to the child's preferences, needs and abilities
- K41 the link between children's ability to relate to others and their emotional well-being and resilience
- K42 ways to help children understand, express and manage their feelings
- K43 the connection between children challenging and testing their abilities and resilience and self-esteem
- K44 methods to encourage and support children to test and stretch their skills and abilities
- K45 ways to support children to manage lack of achievement and disappointment
- K46 the importance of why comments should be directed at behaviour demonstrated by the child rather than at the child themselves
- K47 how you demonstrate empathy and understanding to children, including the language and expressions you might use
- K48 how you recognise and manage your own feelings, such as a lack of confidence and feelings of inadequacy

**Scope/range
related to
performance
criteria**

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

The use of the terms 'child' or 'children' in this standard may refer to your work on an individual or group basis.

Note: Where a child or young person finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates to represent the views and best interests of the child or young person.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Active participation is a way of working that regards children as active partners in their own care or support rather than passive recipients. Active participation recognises each child's right to participate in the activities and relationships of everyday life as independently as possible

Child centred approaches are those that fully recognise the uniqueness of the child or young person and establish this as the basis for planning and delivery of care and support

Empathy is the ability to see things from another person's perspective and gain insight into their feelings

Policies and procedures are formally agreed and binding ways of working that apply in many settings. Where policies and procedures do not exist, the term includes other agreed ways of working.

Resilience is the ability to manage normal everyday disappointments, hurts and assaults on one's confidence without it affecting self-esteem

Risk assessments are documents that identify actual and potential risks and specify actions to address these

Self-esteem is confidence in one's self as a valued person

Self reliance is personal autonomy and independence, ability to solve own problems

Well-being is physical, social and emotional good health, resulting in a positive outlook and feelings of happiness

Appendice 2

How nurture groups help children in schools

By Marion Bennathan

Success in life is usually preceded by success in school. Children who attend school regularly, who do well in their lessons, and who learn to make friends are significantly more likely to find employment and are less likely to engage with criminality or anti-social behaviour. They are children who in all probability experience healthy emotional and intellectual development.

Most children start school with confidence and enthusiasm but others do not and they may not respond to the teaching offered but rather they will withdraw or behave aggressively to teachers and fellow pupils. They are children who will make little or no progress and may even reach the stage of being excluded from school. This a damaging experience for both the child and for the family. Such children can also have a profound and negative effect on other pupils. They can interfere with their work, take too much of a teacher's attention and lower class morale. These developments may well lead to a child being sent to a special school for children with emotional and behavioural difficulties.

In the United Kingdom it has been shown such unhappy outcomes can be prevented. For almost 40 years, nurture groups have been demonstrating that, with the right help and support at an early age, children who may have struggled in school can be successfully included in mainstream schools. There are currently over 1500 such groups throughout the United Kingdom. There are also nurture groups in New Zealand, Canada and Malta, Worldwide the number of nurture groups is increasing rapidly.

Marjorie Boxall and the emergence of nurture groups

In inner London during the late 1960s there was concern about the large number of children in primary schools who were excluded from school or referred for placement at special schools soon after their entry to school. These children were being adjudged as unmanageable. At the same time teachers at many schools in inner London were experiencing high levels of stress. There was rapid turnover of staff as well as high rates of staff absenteeism. Support services to the schools were struggling to respond to these difficulties.

By 1969, Marjorie Boxall, an educational psychologist in Hackney, an inner London borough, saw the urgent need for a new approach to deal with these problems. She brought into education

insights from clinical work about children's early years, and about what children need if they are to be ready to meet the demands of school life.

From birth children seek to attach themselves to their carers. They are ready to relate but if they are to develop healthily they need reliable and affectionate care so that as they grow they increasingly experience the world as an interesting place which is safe for them to explore. If they lack adequate care they will not experience the world as safe, will not learn that adults can be trusted, and that other children can be friends. They will have taken in a view of a hostile and uncaring world and when entering school for the first time will be bewildered, frightened and may use aggression to protect themselves from hurt. It is likely too that they will be behind in their language skills and lack the necessary knowledge of their surroundings that a 'good enough' parent provides. Taking all these factors together Boxall suggested that if these children were to make progress they needed to be exposed to the learning experiences they had missed. She argued that if this was achieved the children would begin to feel that the world is safe and friendly.

This way of understanding children's problems made immediate sense to teachers who knew of the stresses in the lives of many local families. Some may for instance have been struck by disaster, suffered serious health problems, experienced a crucial bereavement, or have untreated postnatal depression. These teachers were also aware that a number of the children they were teaching were living with violence in the family home, or with criminality and perhaps had a parent who was in prison. They may have been born to unsupported mothers some of whom had their own problems, or they may have been placed in public care because of a family breakdown. With Boxall's guidance to help them understand the effects on early lives lived in home environments like these schools teachers began creating settings where the experiences necessary for good development could be offered, nurture groups.

What is a nurture group?

A nurture group is a small supportive class of up to 12 children, usually in a mainstream primary school. The children in a nurture group spend a substantial part of each week in the group but remain members of their mainstream class, joining the other children daily for planned activities. It is essential that all the adults in a school understand what the group is about so that each child who is a member of the school's nurture group child is given consistent support. The nurture group room provides a warm and welcoming environment which contains aspects of home and school, with sofas, plenty of space and equipment for play, as well as books, work tables and computers. It is a safe, predictable environment where the unique developmental needs of each child is met.

A nurture group is usually staffed by two adults, one a teacher and the other a learning support assistant. The nature of the relationships which the staff of the nurture group have with the children is explicitly supportive and courteous. The staff provide role models for the children to observe and begin to copy. The task of the staff is to make the children feel accepted and valued, to engage them in learning and in the life of the class, and to help them relate to each other by using the group dynamics to foster good relationships. As confidence grows, each child begins to respond to teaching that is aimed at the level they have reached at the same time as being linked to the curriculum in of the whole school.

The principles that underpin nurture groups.

A nurture group is founded upon six basic principles which are here listed. Underlying these principles is the development of trusting relationships between staff and children and also between children and children.

1. Children's learning is understood developmentally

In nurture groups, staff respond to children not in terms of arbitrary expectations about 'attainment levels' but in terms of the children's developmental progress assessed through the Boxall Profile Handbook which offers a structured framework for the observation of a child's behavioural, social and cognitive engagement in classrooms. The response to the individual child is 'as they are,' underpinned by a non-judgmental and accepting attitude.

2. The classroom offers a safe base

The organization of the environment and the way the group is managed is done in a way that diminishes anxiety. The nurture group room offers a balance of educational and domestic experiences aimed at supporting the development of the children's relationship with each other and with the staff. The nurture group is organized around a structured day with predictable routines.

3. Nurture is important for the development of self-esteem

Nurture involves listening and responding. In a nurture group 'everything is verbalized' with an emphasis on the adults engaging with the children in reciprocal shared activities, for example, in play, during meals and when reading or talking about events and feelings. Children respond to being valued and thought of as individuals; thus, in practice, this involves noticing and praising small achievements. Nothing is hurried in nurture groups.

4. Language is understood as a vital means of communication

Language is seen as more than a skill to be learned. It is the way of putting feelings into words. Nurture group children often 'act out' their feelings as they lack the vocabulary to 'name' how they feel. In nurture groups, the informal opportunities for talking and sharing, for example, welcoming the children into the group or having breakfast together are as important as the more formal lessons for teaching language skills. Words are used instead of actions to express feelings and opportunities are created for extended conversations or encouragement.

5. All behaviour is communication

This principle underlies the adult response to the children's often challenging or difficult behaviour. 'Given what I know about this child and his development, what is this child trying to tell me?' Understanding what a child is communicating through behaviour helps staff to respond in a firm but non-punitive way by not being provoked or discouraged.

6. Transitions are significant in the lives of children

The nurture group helps children make the difficult transition from home to school. Moreover every day children have to make numerous transitions, for example, between sessions and classes and between different adults. Changes in routine are invariably difficult for vulnerable children and need to be managed with careful preparation and support.

How in practice are children in a nurture group supported ?

Great attention is paid to detail; the adults are reliable and consistent in their approach to the children. Staff are sensitive to the important link between emotional containment and cognitive learning, and to the role imaginative play has in understanding the feelings of others. The staff of the nurture group use many different strategies, such as story telling, verbal games, songs and so forth to engage the child's attention, to make him or her want to listen and eventually to talk. Even children whose anxiety is severe enough to cause them to choose to be mute recover in such a group. Food is shared at 'breakfast' with a formal routine that gives opportunity for social learning, helping children to wait their turn, attending to others, and learning acceptable ways of expressing their needs, likes and dislikes. As children learn, academically and socially, they develop confidence, become responsive to others and take pride in behaving well and in their accomplishments. . Studies in the United Kingdom have found that more than 80% of the children who have been in a nurture group are ready, after less than three school terms, to return full-time to their mainstream class with which they have kept daily contact.

Appendice 3

Behaviour – How to get a grip on attachment theory

Published in TES magazine on 7 November, 2014 | By: **Kate Townshend**

British psychologist John Bowlby first articulated attachment theory (in the terms we now understand it) in the mid-20th century. It is an attempt to explain how the relationship between a child and its parents, particularly the mother, influences development.

Bowlby believed that in the early years of life, a child will form an attachment with a single primary care-giving figure and that this relationship will be a prototype for all future relationships. He argued that should an attachment fail to form during this period, or be disrupted, then a number of consequences would follow, including behaviour problems and reduced ability to learn.

Teachers should be aware of the implications of this theory. But how prevalent is the problem and how do you identify it? The majority of parent-child relationships appear to be strong, after all.

Fortunately, identifying children with attachment issues is possible. Schools may already be aware of circumstances that could affect attachment. If not, resilience is often a key factor: a child who gives up at the first sign of failure may be lacking the secure base required to try again.

And more children may be suffering from these issues than you expect. A key study on attachment, conducted by Christi and David Bergin in 2009, estimates that up to a third of all children have an insecure attachment to at least one caregiver. A 2004 study from Scotland, meanwhile, posits that almost all children will have experienced trauma of some kind by the end of their primary years.

But just being aware of attachment theory is not enough: teachers need to use it to inform how they teach and form relationships with students.

So where to begin? [The Attachment Aware Schools project](#) brings together university-based researchers and local practitioners in Somerset to provide training on bringing ideas about attachment into classrooms.

In 2013 and 2014, the project's organisers ran a pilot study in 11 schools and colleges, with each committing to a programme of training in areas such as trauma and its implications for learning. Each institution devised its own whole-school approaches to being "attachment aware" with the help of a consultant.

The initial results were excellent, with all participants reporting that they had found the process useful and that it had had a big impact on learning.

Dr Janet Rose of Bath Spa University is part of the research group leading the programme. She explains: "Attachment theory is already well recognised in areas such as clinical psychology, health and social care.

"The preliminary evidence from our pilot study shows that attachment-based practice in schools can have a positive impact on academic performance, reduction in behavioural incidents and improvements in pupil and staff well-being."

Putting theory into practice

So far, so good. But what does attachment theory look like in practice? And what new strategies are emerging? One example is the use of "emotion coaching". Originating in the US and historically used in helping parents to relate to their children, it involves recognising, naming and validating the feelings and emotions that may cause disruptive behaviour rather than dismissing them.

In particular, there is an emphasis on changing the language used to deal with poor behaviour, enabling children to understand and manage their feelings more successfully.

For example, parents would be advised to say: “I’m sorry you’re feeling so angry and I’d like to talk to you more about it, but I still need you to stop throwing things” (instead of: “It’s very silly to throw things so stop it right now!”). It is a strategy that has been embraced by many of the pilot schools in the Attachment Aware scheme, and Ed Harker, headteacher of St Saviours CEVC Nursery and Infant School in Bath, has already seen positive results.

“We have found that children with attachment disorders have responded really well,” he explains. “And on a practical level, attachment theory has changed the specific language we use with all the children.”

The Attachment Aware project and its pilot schools offer further specific ways of bringing attachment into an educational setting, from appointing an attachment leader to using nurture groups to help children process their feelings better.

Harker says that the interventions at St Saviours – such as a “nurture” space for children to use at lunchtime – have had a school-wide impact.

“There is a better emotional intelligence within the school team now and a raised awareness of attachment needs,” he says. “It gives you the understanding you need to adapt your provision and ensure that potentially vulnerable children are helped to thrive.”

Fighting the fear

But it is not just about interventions, according to Dr Rose. What can also be effective in schools, she believes, is the modelling of attachment. “Most teachers are likely to encounter insecurely attached and traumatised children in their classrooms,” she says. “A warm, supportive teacher can actually promote attachment relationships.”

Roger Catchpole, a consultant for children’s mental health charity YoungMinds, agrees: “There is strong evidence for the protective power of one important adult in a child’s life who can provide them with unconditional positive regard. This is often found in school.” He points out that this does not have to be a teacher and could equally be a teaching assistant or other member of support staff.

The Attachment Aware project also recommends assigning “key adults” to needy children. These are trained adults within the school who take a particular interest in a child, supporting their emotional development and reducing their anxiety. And although “unconditional positive regard” may seem to suggest overlooking or indulging poor behaviour, it is more about giving children a sense that they are liked and cared for in spite of their behaviour.

This may make some teachers feel uncomfortable, particularly considering that adults are often advised to keep a careful distance from students for child protection and authority. But as Harker says, if attachments are “appropriate” and “secure” there is nothing to fear.

Fear is perhaps as important a factor as ignorance in stopping attachment theory being more widely implemented in schools. We have become so guarded when it comes to children and so concerned with data that we can forget about the importance of relationships in teaching. For those children lucky enough to get a great start in life, this is damaging. But for those with attachment issues it can be nothing short of destructive.

Kate Townshend is a teacher at a primary school in Gloucestershire

What else?

Create an attachment-based nurture group with these detailed resources.

Use this mind map to identify the many issues faced by students with attachment disorders.

References

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APPENDICE 4

Policy and Legislation

All of this should be read in relation to east Dunbartonshire's Procedure Manuals

Children's Hearing Rules and Regulations
Children and Young Persons (Scotland) Act 1937
Children and Young Persons Act 1963
Education (Scotland) Act 1980
Age of Legal Capacity (Scotland) Act 1991
Children (Scotland) Act 1995
Schedule 1 of the Criminal Procedure (Scotland) Act 1995
Human Rights Act 1998
Data Protection Act 1998
Standards in Scotland's Schools Etc Act 2000
Education (Additional Support for Learning) (Scotland) Act 2004
Scottish Schools (Parental Involvement) Act 2006
Protection of Vulnerable Groups (Scotland) Act 2007
The Schools (Health Promotion and Nutrition) (Scotland) Act 2007
Education (Additional Support for Learning) (Scotland) Act 2009
Sexual Offences (Scotland) Act 2009
Equality Act 2010
Children and Young People Bill 2013
Management of Health and Safety at Work Regulations 1999
Scottish Office Learning with Care (see pages 7-11) 2000
Adventure Activities Licensing Regulations 1997
The Social Care and Social Work Improvement in Scotland (SCSWIS) Standards (Scotland) Regulations 1990 - Supervision of Pupils by Janitor
Scottish Government Curriculum for Excellence
Health and wellbeing principles and practice 2009
Scottish Government Curriculum for Excellence: Health and wellbeing across learning: responsibilities of all principles and practice 2009
The Schools (Health Promotion and Nutrition) (Scotland) Act 2007
Scottish Office A Route to Equality and Fairness 1999
Education Resources Equality Statement of Commitment 2013
Scottish Government The Administration of Medicine In Schools 2001
NHS Communicable Diseases — exclusion criteria
' Reporting of Injuries, Diseases, and Dangerous Occurrences Regulations (RIDDOR) 1995
Request for National Search. Children Missing from Education (Scotland)
Scottish Government Included, engaged and involved, Part 2, a positive approach to managing school exclusions 2010
Scottish Government Supporting 'Childrens Learning, Code of Practice (Revised Edition) 2010
Scottish Government Building Curriculum for Excellence Through Positive Relationships and Behaviour (2010)
Scottish Government Happy, safe and achieving their potential (2005)
Scottish Government A guide to 'Getting it Right for Every Child' (2012)
Scottish Government Health and Wellbeing in Schools Project (2010)
Education Scotland Supporting Learners - Self Reflection Resource

Scottish Government Curriculum for excellence - provision of religious and moral education in non- denominational
 Education (Scotland) Act 1980 (Sections 8 and 21)
 Scottish Government National Guidance for Child Protection in Scotland 2010
 West of Scotland Child Protection Procedures 2011
 It's everyone's job to make sure I'm alright Scottish Government 2002
 Scottish Office Promoting Personal Safety and Child Protection in the Curriculum. Moray House Publications 1998
 Scottish Office Protecting Children — A Shared Responsibility 1998
 Health and Safety (Young Persons) Regulations (1997)
 SEED Guidelines for the Management of Incidents of Drug Misuse in Schools 2000
 The General Teaching Council for Scotland - Professional Guidance on the Use of Electronic Communication and Social Media
 The Scottish Social Services Council - Using Social Media 2011
 Education Resources Social Networking and Social Media Strategy 2012
 Data Protection Act 1998
 Scottish Government For Scotland's Children (Report of the Action Team on Better Integrated Children's Services) 2001
 Scottish Government The UN Convention on The Rights of the Child: A guide for children and young people 2010
 Scottish Government Protecting Children and Young People — The Charter 2004
 Scottish Government 16+ Learning Choices (Policy and Practice Framework) 2010
 The General Teaching Council for Scotland The Standards for Registration 2012
 The General Teaching Council for Scotland The Standard for Career-Long Professional Learning 2012
 The General Teaching Council for Scotland - The Standards for Leadership and Management 2012
 Scotland's Commissioner for Children and Young People
 Children (Scotland) Act 1995
 A Young Person's Guide to the Children (Scotland) Act 1995 (CD Rom)
 Age of Legal Capacity (Scotland) Act 1991
 Human Rights Act 1998
 Data Protection Act 1998
 Stirling University Talking Mats - www.talkingmats.com
 Scottish Office Another Kind of Home 1997
 Scottish Office Learning with Care 2000
 South Lanarkshire Council Raising the Attainment of Looked After Children and Young People, Joint Practice Guidelines 2003
 HMIE A Guide to evaluating services for children and young people using quality indicators (2006)
 HMIE Count Us In: Improving the education of our looked after children (2008)
 Success: What helps looked after children succeed. The Scottish Executive. (2006)
 The Scottish Executive. SWIA Extraordinary Lives: Creating a positive future for looked after children and young people in Scotland. (2006)
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 The Scottish Government - These are our bairns: A guide for community planning partnerships on being a good corporate parent. (2008)
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 Scottish Executive Education Department Parents as partners in their children's learning 2006
 Scottish Government School Handbook Guidance 2012
 Strategy for parental involvement 2009 (and leaflet)
 Scottish Government - For Scotland's Children 2001
 Scottish Government - Equally Well 2008
 Scottish Government - Opportunities for All 2008
 Scottish Government - Achieving Our Potential 2011
 How well do we protect children and meet their needs? HMIE 2009
 East Dunbartonshire - Information Sharing Protocol Good Practice Guidance Risk Management for children and young people with problematic sexual behaviours
 Vulnerable Children and Young People Inter-Agency
 HSE/SEED Guidance on Work Experience (1999)
 Health and Safety (Young Persons) Regulations (1997)
 Accident investigation
 Accident Reporting
 Administration of Medicines
 Display Screen Equipment
 Excursions and Outdoor Activities
 Fire
 First Aid
 Reporting of Injuries, Diseases, and Dangerous Occurrences Regulations (RIDDOR) 1995
 Risk Assessment
 Health and Safety at Work etc. Act 1974
 Corporate Health and Safety Policy
 Smith, David R. Protecting Children A code of good practice for Voluntary Organisations in Scot/and
 Stirling: Volunteer Development in Scotland 1995
 - Data Protection Act 1998
 The Safety and Supervision of Pupils (Scotland) Regulations 1990
 Scottish Office Sex Offenders: A Ban on Working with Children, 1997
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