

Children and Families Department's Advice and Conciliation Service (Education) Annual Report 2010/11

Education, Children and Families Committee

15 November 2011

1 Purpose of report

- 1.1 This education complaints management annual report presents on the work of the Children and Families Department's Advice and Conciliation Service (Education) from 1 April 2010 to 31 March 2011.

2 Summary

- 2.1 Advice and Conciliation provides strategic and operational management of complaints and conflict resolution across the whole education service in Children and Families.
- 2.2 Most complaints are resolved locally in educational establishments and teams at the Early Resolution stage working with positive conciliatory approaches. Also, when members of the public have issues to resolve, the Advice and Conciliation Service, which focuses on Early Resolution, offers support and challenge to parents, staff and stakeholders at this stage. Thereafter, if people remain dissatisfied, the Conciliation Manager investigates formal complaints and responds with findings, outcomes and recommendations for action.
- 2.3 As a contribution to performance management, Children and Families learns from complaints which are upheld and partially upheld, and appropriate management action is taken to adjust policies, procedures and practice in education, when necessary.
- 2.4 There is a commitment to bringing about continuous improvement through analysis of complaints, and service adjustments from upheld and partially upheld complaints along with Continuing Professional Development for staff in approaches to resolution.
- 2.5 There were two new developments in complaints management in Children and Families implemented this year to align with the Crerar Commission's recommendations:
- (i) Previously with three internal stages, there are now only two formal stages Stage 1 formal investigation, and a Stage 2 review by the Director, before external scrutiny at Stage 3 by the Scottish Public Services Ombudsman;

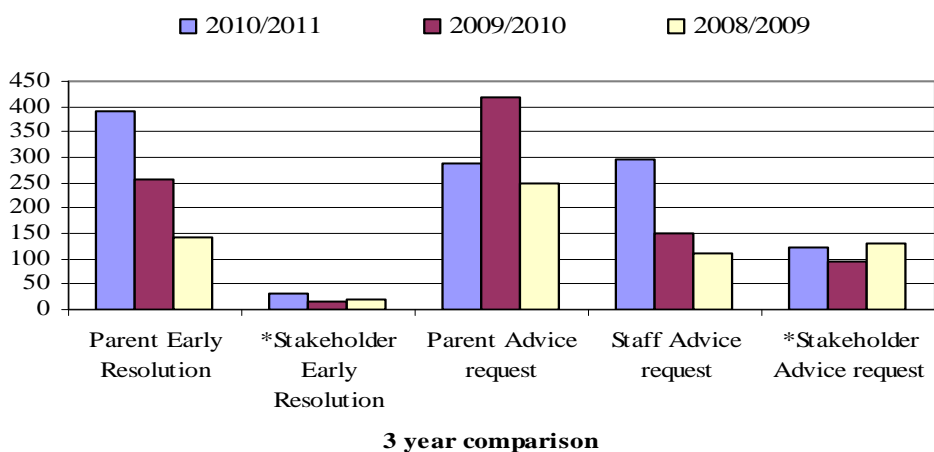
- (ii) An annual audit was undertaken to record, analyse and report Early Resolution work in schools in addition to the work of Advice and Conciliation.

3 Main Report

3.1 The complaint process for Children and Families from April 2010 is as follows:

- Informal- Early Resolution: (in Schools, Department teams, Early Years and CLD centres, and the Advice and Conciliation Helpline);
- Formal- Stage 1: Formal Investigation of complaints and conflict resolution by the Advice and Conciliation Manager, or other nominated Manager;
- Formal- Stage 2: Review by the Director or nominated Head of Service;
- Formal- Stage 3: Scottish Public Services Ombudsman.

Table 1: Early Resolution and Advice Helpline



*Stakeholders - (Elected Member, MP, MSP-on behalf of their constituents, Police, NHS, Solicitors, parent bodies and external agencies).

Early Resolutions

	2010/2011	2009/2010	2008/2009
Total	422	273	163
Policy Procedure and Practice	88(21%)	87 (32%)	47 (29%)
Severe weather conditions	91(22%)	0 (0%)	0 (0%)
Additional Support for Learning	33(8%)	47 (17%)	16 (10%)
Bullying/ Racism	67(16%)	50 (18%)	29 (18%)
Child Protection	5(1%)	1 (1%)	0 (0%)
Communication	10 (2%)	4 (2%)	3 (2%)
Curriculum	19 (4%)	8 (3%)	5 (3%)
Discipline	12 (3%)	14 (5%)	6 (4%)
Health & Safety	9 (2%)	9 (3%)	15 (9%)
Senior Staff / Staff Attitude	88 (21%)	53 (19%)	42 (25%)

3.2 Severe weather conditions caused significant problems for departmental staff, school staff and parents in relation to continuity of education provision.

- 3.3 Issues relating to additional support for learning decreased while matters relating to staff attitude and bullying, none of which related to racism, increased from last year.

Table 3: Early Resolution by sector	2010/2011	2009/2010	2008/2009
Total	422	273	163
Primary Schools	194 (46%)	121 (44%)	83 (52%)
Secondary Schools	128 (30%)	94 (35%)	54 (33%)
Special Schools	12 (3%)	7 (3%)	4 (2%)
Nursery Schools	7 (2%)	6 (2%)	10 (6%)
Establishment (not identified)	50 (12%)	24 (9%)	2 (1%)
Children and Family Centre	1 (0.1%)	0 (0%)	0 (0%)
Community Centre	3 (1%)	4 (1%)	2 (1%)
Departmental	27 (6%)	17 (6%)	8 (5%)

- 3.4 Primary Schools: The highest number of Early Resolutions 194 (46%) related to Primary Schools. From a total of 87 Primary Schools and 24,530 pupils, staff and/or parents from 64 (74%) Primary schools engaged with the Advice and Conciliation Service.
- 3.5 Secondary Schools: 128 (30%) education issues raised at Early Resolution stage with Advice and Conciliation in relation to 21 (91%) Secondary Schools with 18,339 pupils
- 3.6 Special schools: 12 (3%) Early Resolution complaints were addressed from eight (57%) establishments of the 14 Special Schools with 741 pupils.
- 3.7 Nursery schools: seven (2%) issues were addressed at Early Resolution from four (21%) of 19 Nursery and Early Years establishments, with responsibility for 4,333 pupils.

Table 4: Early Resolution involvement	2010/2011	2009/2010	2008/2009
Total	422	273	163
Parents/Users	379 (90%)	258 (95%)	144 (88%)
Stakeholders	43 (10%)	15 (5%)	19 (12%)

- 3.8 90% of callers who benefited from Early Resolution were parents. Other stakeholders - Elected Members, MP's, lawyers, neighbours of schools – accounted for 10% of the early interventions.
- 3.9 There was an increase of 55% on last year, and 304 (72%) were resolved at Early Resolution stage by being addressed and resolved directly by Advice and Conciliation staff through liaison and consultation with school staff and parents, sometimes using shuttle mediation.
- 3.10 The most common types of Early Resolution sought by parents were related to education policy/procedure /practice, such as pupil placement in schools, subject choices, additional support for learning needs, alleged lack of effective action taken by staff to address bullying, and perceptions about negative staff attitudes and behaviours.
- 3.11 The most common types of Early Resolution support required by staff were on issues about procedure and practice, in relation to communication matters relating to parents, for instance, (i) inappropriate parental behaviour in schools and playgrounds, (ii)

checking on the legal position between separated parents, either custodial/non custodial, (iii) on matters relating to additional support for learning pupils' requirements, and (iv) complaint procedures and recording protocols.

- 3.12 118 (28%) had been referred to Head Teachers and Managers as they had not yet had any opportunity to deal with the concern. 110 (93%) were resolved at local level in schools.
- 3.13 The remaining eight (2%) were investigated as formal complaints Stage 1 by the Manager of the Conciliation Service, where Early Resolution had been undertaken by Head Teachers and complainants remained dissatisfied.
- 3.14 This low number, given that there are 48,850 pupils in the City of Edinburgh schools, may be accounted for, by a combination of Early Resolution interventions in schools, with the Advice and Conciliation staff supporting establishment staff, using conciliation approaches and 'shuttle' mediation processes early to resolve difficulties, in the best interests of the pupils, before they became formal complaints.

Table 5: Time taken to Early Resolution	2010/2011	2009/2010	2008/2009
Total	422	273	163
Same day resolution	356 (84%)	251 (92%)	138 (85%)
Next day resolution	18 (4%)	11 (4%)	14 (9%)
Up to 5 days	45 (11%)	7 (3%)	10 (6%)
Up to 10 days	3 (1%)	4 (1%)	1 (0%)

- 3.15 While the number of early resolutions increased by 55% last year, at the same time, the number of same day Early Resolutions increased from 251 to 356, a rise of 42%.

The Advice Helpline

- 3.16 Advice enquiries averaged 678 over three years. This year's requests about policy, procedure and practice increased by 35 (14%) and staff requests for advice more than doubled from 117 to 296.
- 3.17 The Advice enquiries from Primary and Special School parents increased in 2010/2011 to 296, while enquiries about Secondary Schools have remained steady at 170. Enquiries about schools where callers were unwilling to name the establishment, decreased significantly by nearly 45%.

- 3.18 The vast majority of Advice enquiries (96%) were responded to on the same day.

The Conciliation Service

- 3.19 Formal complaints Stage 1 investigated by the Advice and Conciliation Manager have decreased by six (12%) from last year, remaining steady at an average of 45 per annum.
- 3.20 Full and impartial investigations were undertaken by the Advice and Conciliation Manager with parents and senior staff and mediation offered, when appropriate.
- 3.21 The findings from these 45 formal Stage 1 complaint investigations were that four (9%) were found to be upheld, 14 partially upheld (31%) and 27 (60%) were not upheld.

- 3.22 Thirty four (76%) formal complaints Stage 1 were raised about Primary School provision, an increase of one (2%) from last year.
- 3.23 Nine (20%) formal complaints Stage 1 were raised about secondary schools. This is a decrease of 18% from 2009/2010.
- 3.24 While the complaints have been categorised under general headings, on occasion complaints have crossed several categories and may be upheld, partially upheld or not upheld in each category.
- 3.25 Sixteen (35%) complaints Stage 1 were resolved using pre-mediation and mediation processes.
- 3.26 Formal complaints about Additional Support for Learning/Additional Support Needs increased by two complaints from last year, senior staff/staff attitude have increased by seven complaints, bullying increased by three complaints, while those about administration/policy decreased by 11.
- 3.27 Stage 2 complaints referred for Director's Review were eight (18%) this year, with six (13%) not upheld and two (4%) partially upheld by the Head of Service.
- 3.28 Additionally, CPD seminars and Induction for new Head Teachers, Acting Head Teachers and Managers to raise staff awareness of effectiveness and de-escalation strategies, have been undertaken by the Advice and Conciliation Manager, and taken up by schools CLD teams and Departmental teams in the Department on 'Effective Complaints Management and Conflict Resolution' in 2010/2011.
- 3.29 The time taken to investigate and resolve serious and complex complaints has remained steady, averaging nine days. 30 (67%) formal complaints were investigated and responded to in less than 10 working days, and a total of 86% were resolved in less than 15 working days.
- 3.30 Most complainants are reasonable and appropriate in their manner and approach to Advice and Conciliation Service staff, although sometimes people were anxious and upset. A small minority of individuals presented as angry and aggressive. Staff dealt with these incidents, usually leading to satisfactory resolutions.
- 3.31 As outcomes of Stage 1 complaints investigations, school, centre and department staff worked to support complainants, when the complaint was found to be upheld, partially upheld, or even, when not upheld. Further detailed information see Appendix 5.

Learning and outcomes from formal complaints

- 3.32 The outcomes of 45 formal complaints last year, 18 (40%) complaints were upheld or partially upheld, and from these, recommendations were made by the Advice and Conciliation Manager to Head Teachers, Senior Schools and Communities Department staff, CLD Managers, Early Years Managers, and Quality Improvement Officers.

- 3.33 The learning and outcomes from upheld and partially upheld complaints included recommendations to senior staff in relation to:
- fair and impartial reporting of educational information about children for court proceedings;
 - response to members of the public in the letting of school facilities;
 - information about the Additional Support Needs Tribunal at the end of the complaints procedure process;
 - robust record keeping in relation to parents requests for nursery provision;
 - school office systems for recording and tracking of complaints;
 - exclusions sanctions;
 - support for victims of bullying; and
 - care of pupils property.
- 3.34 Audit information collected from people who used or were involved with the Advice and Conciliation Service in 2009/2010 was positive, with 89% satisfied or very satisfied with overall service, and about the way in which their individual problem were dealt with, investigated, mediated and resolved.
- 3.35 The staff audit evaluation responses staff very positive, with 93% were satisfied or very satisfied with Advice and Conciliation staff responsiveness, effectiveness and courtesy.
- 3.36 In the experience of Advice and Conciliation staff, it is not always the outcome that is considered of paramount importance for parents, users, staff and members of the public. Rather, it is evident that effective communication has been the most significant element in terms of levels of satisfaction by parents, stakeholders and staff. People who used the service valued staff actively listening, taking people seriously, investigating complaints fairly and impartially, and using mediation towards a settlement, where appropriate, as crucial for successful resolution.

Stage 2 Complaints

- 3.37 There were eight Stage 2 complaints dealt with by Advice and Conciliation Manager which were referred to the Director for review in 2010/2011. After review by the nominated Head of Service, two were partially upheld and six were not upheld.

Stage 3 Complaints

- 3.38 One formal complaint relating to education was referred to the Scottish Local Government Ombudsman in 2010/2011 and this complaint was not upheld.

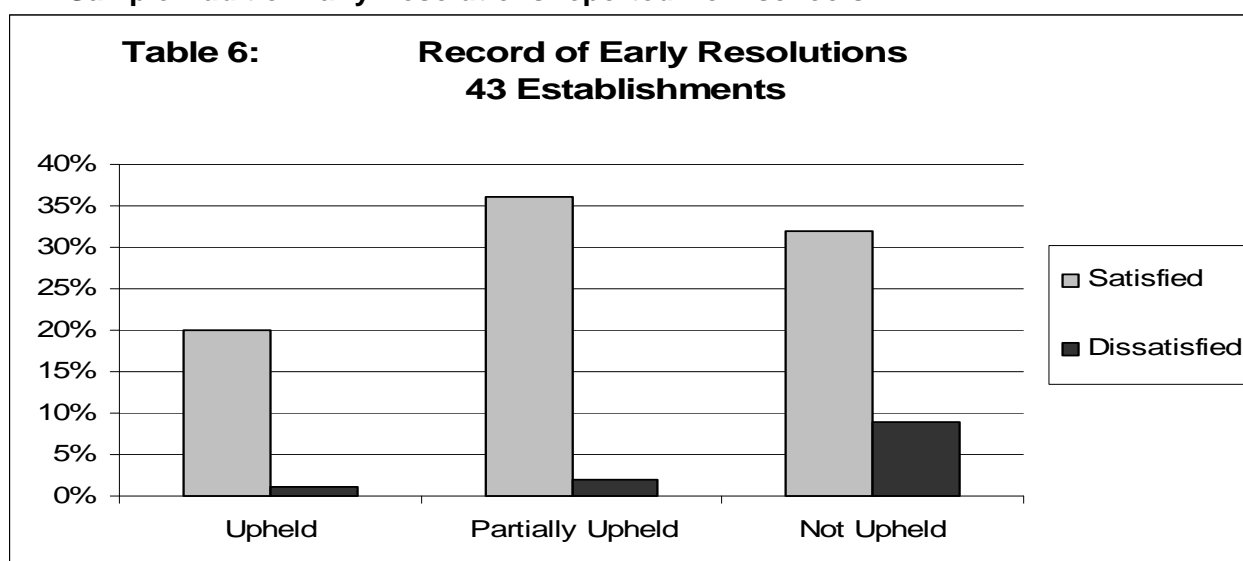
Continuing Professional Development

- 3.39 Continuing Professional Development (CPD) for staff raised awareness of the benefits of dealing with educational complaints effectively, in the Leadership Management programme and seminars with Senior Management Team, Guidance Staff and Administrative support staff in High Schools, and whole school staff in Primary Schools. Further CPD and Coaching opportunities will be offered in 2011/2012. Further detailed information see Appendix 6.

New Development in 2010/2011

- 3.40 The Crerar Commission recommended that complaints are addressed across Scotland at local level in a welcoming, simple, quick and consistent manner and reported in a standardised way. In 2010, these were incorporated in the Public Services Reform Act.
- 3.41 Consequently, the Children and Families Senior Management Team agreed that from March 2010, Early Resolution complaints will be logged in all schools and teams, collected and analysed by the Advice and Conciliation Manager on an annual basis, up to 31 March each year for annual reporting.
- 3.42 From 1 April 2010, schools were expected to record work undertaken by senior staff on Early Resolution to give Elected Members information on the full picture of complaints-handling activity, for inclusion in Advice and Conciliation Annual Report.
- 3.43 In self evaluations, school reviews, HMle inspections, Customer Service Excellence assessment, Head Teachers/Managers/ Heads of Service are required to evidence staff effectiveness. Recording Early Resolutions in a standardised way adds evidence to self evaluation of senior staff, in terms of Children and Families' increasingly successful ethos of effective complaints handling, so that any issues which may need management action, minimises similar complaints arising in future.

Sample Audit of Early Resolutions reported from schools



- 3.44 From this first Early Resolution sample audit (April 2011), the reported number of Early Resolutions undertaken in 43 (37%) schools and teams was 461 from seven (30%) Secondary, 28 (32%) Primary, one (75%) Special Schools, five (26%) Nursery and one team.
- (i) From 461 Early Resolutions reported from schools:
- 3.45 95 (21%) were upheld, with 31 (32%) sets of parents and stakeholders being very satisfied, 60 (63%) satisfied, two (2%) were dissatisfied and two (2%) were very dissatisfied
- 3.46 181(39%) were partially upheld of which 14 (8%) were very satisfied, 154 (85%) satisfied, eight (4%) dissatisfied and five (3%) very dissatisfied.

- 3.47 185 (40%) matters not upheld of which 13 (7%) were very satisfied, 131 (71%) satisfied, 33 (18%) dissatisfied and eight (4%) very dissatisfied.
- (ii) From 422 Early Resolutions addressed by Advice and Conciliation:
- 3.48 Successful Early Resolution is 40 times more cost effective than formal resource-intensive investigations (Audit Commission 2010). It is noteworthy that of 422 complaints raised at Early Resolution stage with the Advice and Conciliation Service, 414 (98%) did not become formal complaints, while only eight (2%) from these were investigated formally.
- 3.49 From these 422, 304 (72%) were resolved by Advice and Conciliation staff, of which 250 (82%) were dealt with on the same day, and 118 (28%) were referred to Head Teachers and Managers when members of the public had not yet given them any opportunity to resolve matters in educational establishments.
- 3.50 Additionally, 704 advice enquiries were addressed on the Helpline to help, support and assist with parents, stakeholders and staff with educational issues.
- 3.51 It is significant that from more than 100,000 parents and 48,850 pupils, formal complaints addressed by the Advice and Conciliation Service at Stage 1 remained steady over the last three years, with 45 complaints this year. Stage 2 complaints referred for review to the Director numbered eight this year. One formal complaint was referred to the Scottish Local Government Ombudsman.
- 3.52 The Children and Families Department learns from the outcomes of upheld or partially upheld formal complaints, and from these, recommendations were made by the Advice and Conciliation Manager to senior staff, when necessary.
- 3.53 The Children and Families Department senior staff in schools, CLD and teams in the Department are recommended to record complaints information in a standardised way to give the whole landscape of issues raised, so that Children and Families learn as an organisation from these contributions and feedback from parents and stakeholders, and to ensure that education staff are able to report to school reviewers, HMIE and to Elected Members on an annual basis.
- 3.54 Additionally, work was undertaken with the Senior Education Manager (Schools) to support the Head Teachers and parent bodies of St Joseph's Primary School and Broomhouse Primary Schools, and a committee paper presented to the Education, Children and Families Committee, prior to the Elected Members decision that some accommodation be shared on the joint campus for each school's early years' pupils.

4 Financial Implications

- 4.1 There are no financial implications arising from this report.

5 Equalities impact

- 5.1 The Advice and Conciliation Service contributes to the duties of the Equalities Act 2010 and there are no negative equalities impacts.

6 Environment Impact

6.1 There is no environmental impact arising from this report.

7 Recommendations

7.1 It is recommended that members:

- a) note the contents of the report and commends the work of the Advice and Conciliation Service;
- b) are aware that the Public Services Reform Act 2010 requires Local Authorities to report to Elected Members on an annual basis on the organisational learning from upheld and partially upheld education complaints.

Gillian Tee
Director of Children and Families

Appendices	Definitions, What is NOT a Complaint and further information
Contact/tel	Eilish Garland Munro 0131 469 3399
Wards affected	None
Single Outcome Agreement	Outcomes 3, 4, 5, 7, 8 and 15
Background Papers	Public Services Reform Act (2010) Information for staff : http://cec.intra.edinburgh.gov.uk/acc-procedure

Definitions

- Complaints are defined as any level of dissatisfaction, but not a request for service.
- Advice is providing direction, a proposal for an appropriate course of action, or an opinion as to a decision made;
- Conciliation is a collaborative, problem solving and solution focused approach towards resolution of difficulties, ensuring a speedy response, appropriate redress and adjustments to services, from upheld and partially upheld complaints;
- Mediation is an impartial process that assists the participants to reach agreed settlements between themselves, facilitated by the mediator, by looking at problem-solving creative options, rather than being adversarial, in dealing with mainstream school formal complaints and 'Additional Support for Learning' complaints.

The following will **NOT** be treated as complaints:

- Requests for service or initial reporting of faults;
- Dissatisfaction with decisions by the Council, or Council committees which should be referred to appropriate Elected Member, or if dissatisfied with an individual Councillor this falls within the remit and responsibility of the Standards Commission.
- Complaints about planning applications being considered
- Insurance claims
- Complaints that are being/or already have been heard by a court, tribunal or panel such as legal matters, statutory obligations or disciplinary procedures
- Where a statutory right of appeal exists, e.g. exclusions from schools, placement appeals, planning refusal, council tax liability, Council Tax/Housing Benefit appeals. [Members of the public should follow appropriate appeals procedures in such instances].

Further information

Table 7: Early Resolution and Advice enquiries	2010/2011	2009/2010	2008/2009
Total	1126	1014	751
Parents/Users	666 (59%)	677 (67%)	492 (65%)
Senior staff	296(26%)	227 (22%)	156 (21%)
Stakeholders	164 (15%)	110 (11%)	103 (14%)

From 1126 interventions by the Advice and Conciliation Service with parents, staff and stakeholders, 422 (37%) were Early Resolutions, 704 (63%) were advice enquiries addressed.

Early Resolutions and Advice enquiries increased by 11% last year and by 50% over last three years. Early Resolutions are most effective in addressing issues quickly at the earliest opportunity. Arguably, more than eleven hundred education issues were dealt with before they became formal complaints.

In 2010/2011, the mainly school-related difficulties which came directly to Advice and Conciliation numbered 1126, of which 613 (55%) were resolved by the Advice and Conciliation Officer, 262 (23%) were resolved by the Advice and Conciliation Manager and 251 (22%) were referred for Early Resolution to schools /CLD centres and departmental staff.

Table 8: Types of Advice Enquiries	2010/2011	2009/2010	2008/2009
Total	704	741	588
Policy Procedure and Practice	280 (40%)	245 (33%)	239 (41%)
*Special category for severe weather conditions	55 (8%)	-	-
Additional Support for Learning	39 (5%)	69 (9%)	50 (8%)
Bullying/ Racism	34 (5%)	60 (8%)	52 (9%)
Child Protection	9 (1%)	6 (1%)	8 (1%)
Communication	48 (7%)	49 (7%)	33 (6%)
Curriculum	24 (3%)	35 (5%)	30 (5%)
Discipline	3 (0.5%)	15 (2%)	12 (2%)
Health & Safety	4 (0.5%)	13 (2%)	23 (4%)
Staff Attitude	27 (4%)	23 (3%)	31 (5%)
Staff Advice request	181 (26%)	226 (30%)	110 (19%)

Table 9: Advice enquiries by source	2010/2011	2009/2010	2008/2009
Total	704	741	588
Parents/Users	287 (41%)	420 (57%)	349 (59%)
Senior staff	296 (42%)	117 (16%)	110 (19%)
Stakeholders	121 (17%)	204 (27%)	129 (22%)

Table 10: Advice enquiries by sector	2010/2011	2009/2010	2008/2009
Total	704	741	588
Primary Schools	280 (40%)	250 (34%)	235 (40%)
Secondary Schools	170 (24%)	173 (23%)	143 (24%)
Special Schools	16 (2%)	7 (1%)	9 (1%)
Nursery Schools	15 (2%)	20 (3%)	24 (4%)
School not named	62 (9%)	113 (15%)	64 (11%)
Children and Family Centre	1 (0%)	0 (0%)	0 (0%)
Community Centre	1 (0%)	4 (1%)	3 (1%)
Departmental	159 (23%)	174 (23%)	110 (19%)

Table 11: Response times	2010/2011	2009/2010	2008/2009
Total	704	741	588
Same day resolution	674 (96%)	709 (96%)	556 (95%)
Next day resolution	20 (3%)	16 (2%)	17 (3%)
Up to 5 days	8 (1%)	13 (2%)	14 (2%)
Up to 10 days	2 (0%)	3 (0%)	1(0%)

Table 12: Communication method for formal complaints Stage 1	2010/2011	2009/2010	2008/2009
Total	45	51	39
Telephone	3 (7%)	4 (8%)	3 (8%)
In writing	28 (62%)	37(72%)	27(69%)
In person	2 (4%)	3 (6%)	2 (5%)
Email	12 (27%)	7(14%)	7(18%)

Table 13: Formal complaints referred directly	2010/2011	2009/2010	2008/2009
Parents/Guardians	32 (97%)	36 (97%)	30 (100%)
Members of Public	1 (3%)	1 (3%)	0 (0%)
Total direct referrals	33	37	30

Table 14: Formal complaints referred indirectly	2010/2011	2009/2010	2008/2009
Director	8 (62%)	11(79%)	4 (45%)
Department staff	0 (0%)	2 (14%)	3 (33%)
Elected Members, MP/MSPs	4 (31%)	1 (7%)	1(11%)
Customer Care Unit	1 (7%)	0 (0%)	1(11%)
Total indirect referral	13	14	9

Table 15: Types of establishments	2010/2011	2009/2010	2008/2009
CLD centres	1(2%)	0(0%)	0(0%)
Nursery	0 (0%)	3(6%)	1(2%)
Primary	34(76%)	33(65%)	26(67%)
Secondary	9 (20%)	11(21%)	11(29%)
Special Schools	1 (2%)	0 (0%)	1(2%)

Table 16: Complaint types	2010/2011	2009/2010	2008/2009
Administration/Policy	7 (16%)	18 (35%)	8(21%)
Additional Support for Learning/Additional Support Needs	11 (24%)	9 (18%)	4(10%)
Bullying/ Racism	10 (22%)	7 (14%)	10 (26%)
Child Protection	1 (2%)	1 (2%)	0 (0%)
Communication	0 (0%)	2 (4%)	0 (0%)
Curriculum	0 (0%)	1 (2%)	1 (2%)
Discipline	0 (0%)	3 (6%)	0 (0%)
Health & Safety	0 (0%)	1 (2%)	2 (5%)
Senior Staff/Staff Attitude	16 (36%)	9 (17%)	14 (36%)

Table 17: Time taken to resolve	2010/2011	2009/2010	2008/2009
Average time in working days taken to respond to stage 1 complaints	9 days	8 days	9 days
% in less than 5 working days	7 (16%)	16(31%)	9(23%)
% in less than 10 working days	23 (51%)	21(41%)	14(36%)
% in less than 15 working days	9 (19%)	9(18%)	11(28%)
% in less than 20 working days	3 (7%)	3(6%)	3(8%)
% in 20 working days and over	3 (7%)	2(4%)	2(5%)

Continuing Professional Development

The Advice and Conciliation Manager made presentations to Head Teachers in Primary, Secondary and Special Schools, CLD, Early Years, Senior Managers and departmental teams on the implications for them from the Crerar Commission's recommendations. Additionally, seminars were undertaken with departmental teams in the Children and Families Department.

Eighteen Coaching sessions were provided by the Advice and Conciliation Manager on request for senior staff, under the Leadership agenda.

As a Coaching Assessor for the University of Strathclyde, the Advice and Conciliation Manager assessed trainee coaches on the Leadership Matters 2 programme for validation purposes over 12 sessions.

Induction presentations were made by the Advice and Conciliation Manager to New Leaders, new and acting Head Teachers and Managers.

Further opportunities for Continuing Staff Development and Training were offered in the In-Service Directory. These included conflict resolution, effective complaints management and handling difficult people and situations.

Also, contributions were made as a member of the Scottish Mediation Network Practitioners' group, as well as on their policy and education mediation groups.

As a Trustee of the Sutherland Psychotherapy Trust (Scotland), which promotes psychodynamic thinking and practice nationally in education, social work and health, the Advice and Conciliation Manager volunteered to co-ordinate a lecture event in Edinburgh University on 'Counselling in Schools' for 250 teachers and senior staff across Lothian.