

Education, Children and Families Committee

10am, Tuesday, 21 May, 2019

Response to Incident Survey

Item number
Executive/routine
Wards
Council Commitments

1. Recommendations

1.1 The Education, Children and Families Committee is asked to:

1.1.1 note the update following the deputation to December Committee by the Educational Institute of Scotland (EIS).

Alistair Gaw

Executive Director, Communities and Families

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Report

Response to Incident Survey

2. Executive Summary

- 2.1 This report provides an update following the deputation to December Committee by EIS, "to consider the findings in the survey and report back to the next Committee on proposed changes and improvements which can be made."

3. Background

3.1 Effective Guidance, Procedures and Professional Learning

In session 2016/17 a working group of officers and Headteachers, chaired by the then Inclusion Officer (Seconded Depute Principal Psychologist) began to support the development of Inclusive Practice across the city. This work continued from extensive prior work on inclusion and Additional Support for Learning and is based on the core principal that when children are appropriately included, they are less likely to feel stressed and therefore to act out. Most recently this group has developed the following guidance:

3.1.1 Procedures on Flexible and Alternative Timetables

3.1.2 Procedure for Managing Risk (including Weapons in Schools)

4. Main report

- 4.1 A review of practice in line with recommendations from Education Scotland as completed and is detailed in the Policy on Included, Engaged and Involved. This is presented at the March 2019 Committee.
- 4.2 As part of the overall strategy to raise attainment across the city, Edinburgh Learns, it was recognised that an overarching framework and strategic group were required to ensure that advice, professional learning, research and reporting to committee were brought in line with the other key drivers, such as

Teaching and Learning and Equity. This Framework will be presented to Committee in May 2019.

- 4.3 In summary, we believe we have ensured sufficient contemporary, high quality guidance on inclusion to meet the needs of learners to fulfil the vision of Child-Friendly Edinburgh. Embedding the guidance and ensuring that it meets its stated aims will be overseen by various processes and groups

- Edinburgh Learns Strategic Group on Inclusion
- Health and Safety Committee
- LNCT

- 4.4 As well as developing our approaches to prevention, we recognise that instances of physical harm can and do occur. Use of corporate policies and procedures was highlighted as an area that required a refreshed approach. Following discussions with the teaching unions at LNCT, the service immediately took action to ensure that all schools communicated the key actions in connection with the SHE Portal, in posters and meetings with staff.

- 4.5 A short-life working group of officers, school leaders and unions was also convened to examine all of the above guidance on inclusion and corporate policy. This group concluded that there was sufficient guidance in place, but that a process map should be produced to show how the guidance linked and was related. This work is almost complete and will be issued to schools within the next cycle, accompanied by events for practitioners to raise awareness and develop capacity on inclusion and risk management. The details of this will be agreed by this short-life working group.

4.6 Strategic Planning to meet the needs of the learner population

In response to feedback from Headteachers, Alistair Gaw convened a review of practice and requested the establishment of 4 workstreams:

- 4.6.1 The creation of an overarching statement on Inclusion for school handbooks (appendix 1)
- 4.6.2 A mapping of all resources available to schools
- 4.6.3 A National Good Practice Group to assess provision elsewhere in Scotland
- 4.6.4 A pilot of alternative resourcing arrangements in clusters of schools

These groups will complete their recommendations by the end of the session.

4.7 Appropriate Resources and Interventions

In line with the expectations of GIRFEC and the Developing the Young Workforce policies, there is an increasing understanding of the need to provide alternative curricula, resources and learning pathways. Many schools have developed approaches but more requires to be done to support learners who

learn better in alternative environments, such as the outdoors and work placements.

5. Next Steps

- 5.1 These groups will complete their recommendations by the end of the session.
- 5.2 Currently we are developing Forest Schools for the primary sector, Wellbeing Academies, Nurture and Inclusion Hubs in the secondary sector. This is accompanied by enhanced offer of pathways with partners such as Edinburgh College or our own Foundation Apprenticeship in Early Years (due August 19).
- 5.3 The Edinburgh Learns Strategic Groups on Pathways, Equity and Inclusion will report to Committee on progress in each of these areas as part of the annual reporting mechanism
- 5.4 Our schools are inclusive communities of learning. To make this work for all learners and staff we are striving to provide:
 - 5.4.1 Effective guidance, procedures and professional learning for staff to support inclusive practice
 - 5.4.2 Strategic planning to meet the needs of the learner population
 - 5.4.3 Appropriate resources and interventions

6. Financial impact

- 6.1 There is no financial impact arising from this report.

7. Stakeholder/Community Impact

- 7.1 This report refers to the co-production of guidelines formed through negotiation of management, professional associations and unions.

8. Background reading/external references

- 8.1 None

9. Appendices

- 9.1 Appendix 1 Inclusion Statement

Appendix 1 Inclusion Statement

In Edinburgh children and young people are at the heart of our vision for the future.

As an inclusive community we work with parents, carers and, where appropriate, partner agencies to support all children and young people.

Working together we help children and young people develop understanding about relationships, respect, teamwork, honesty, fairness, patience, and compassion. We do this by offering interesting and relevant learning experiences, by providing our staff with the training and resources they need and by working with the whole community to accept and care for one another. This isn't always easy, but we believe it is essential so that our children and young people understand the people they meet and learn how to work together to handle setbacks and difficult situations throughout their lives.

When children and young people experience adverse events or as a response to their additional support need, they let us know by reacting in different ways. This can present difficulties for those around them. By working together, by understanding the cause and working out solutions, we can find a way to solve or deal with a problem. If it takes time to get over a problem we will work with a child, young person, and their family to work out the best way forward. This may involve making adaptations and providing additional support or in exceptional circumstances identifying a change of environment.

We recognise that we all experience difficult times and that everyone deserves the best possible care and support. In Edinburgh we support children and young people to learn in different ways according to their needs. As children and young people learn, some require more support than others do". This need for support arises for a variety of reasons including learning difficulties, challenges with emotional regulation and social communication issues. We must meet the needs of all our students in a fair, compassionate, and proportionate way.

In considering how to support all children and young people reach their full potential it may not always be possible to arrive at a resolution all parties agree. However, we will listen to any parent, young person, child or member of staff and work together to resolve difficulties.

We are committed to do all we can to make Edinburgh an inclusive place to live and learn.