POLICY ON
WELLBEING AND CARE

Introduction

We, Education Resources, have developed a framework of six policies. The framework comprises policies on:

- wellbeing and care
- inclusion and equality
- leading learning
- communication and consultation
- maximising the use of resources
- quality management.

Each of the six policies includes appropriate links to the other policies. Together these policies provide an overall purpose and direction for the work of all establishments and services within Education Resources.

Each policy includes a rationale and a set of components linked to the rationale. The policy on wellbeing and care has 17 components. Equal opportunities, corporate governance and best value are included in all six policies. The policies support Education Resources contributions to the Council's priority themes included in 'Connect', the Council plan.

The policy makes a significant contribution towards achieving the outcomes and developing the capacities outlined in the Curriculum for Excellence (CfE). It is underpinned by the principles of the national programme "Getting It Right For Every Child" which promotes an integrated and common approach to understanding and developing children and young people's wellbeing.

The policy statement has been produced by an inter-agency working group to provide a clear statement on the wellbeing and care of all learners in education establishments. It is designed to contribute to consistent and effective practice across all education establishments and services in South Lanarkshire.

This policy covers all learners in education establishments.

However, there are places when there are specific issues which relate to children and young people, or to vulnerable adults. Different terminology is therefore applied according to the circumstances. Throughout the document the term "parent/carer" is used to refer to mothers, fathers, grandparents and other carers including foster carers and young carers.

Rationale

The work of Education Resources 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 education establishments 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 and vulnerable adults are entitled to care and protection within our establishments and while under the supervision of our staff outside our establishments. 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.

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, young people and vulnerable adults;

- 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 establishments and services;

- 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 establishments and services for learners outwith establishments
13. Health and safety
14. Risk management
    (identifying, assessing, managing and monitoring risks)
15. Establishment security
16. Establishments in the community
    (all the establishments we manage)
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. There are specific outcomes for each component, which are described on the following pages.

1. The Definition of Wellbeing and Care

Outcomes

- Staff adopt "Getting it Right for Every Child" as their overarching principle. They create an environment where learners can flourish; the four capacities as outlined in Curriculum for Excellence (CfE) are achieved; and the wellbeing indicators are developed.

- Staff use the definition used in this policy statement, which is that wellbeing and care is about:
  - making sure that everyone is safe and protected;
  - promoting self-esteem and positive relationships in an atmosphere of openness, tolerance, respect and caring; and
  - supporting the development of knowledge, understanding, skills and values to help learners resist or avoid abuse and potentially dangerous situations.

- Staff understand that "Getting it Right for Every Child" is about:
  - staff across all agencies working together to develop a culture, systems and practice that will help all children and young people to grow, develop and achieve their full potential;
  - achieving better futures for all our children and young people;
  - promoting key values when working with children, young people and their families across all agencies.

- The vision and ethos of "Getting it Right for Every Child" and the associated paperwork is used to support children and young people to get the best from universal provision, and to ensure quick and proportionate support is offered when additional needs are identified.

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 (including child protection and the protection of vulnerable adults)

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

- All staff in education establishments and services are aware of the legal framework within which they work in relation to the wellbeing and care of learners
- Staff have access to appropriate resources and information to help them carry out their legal responsibilities
- Staff are appropriately trained, particularly in relation to "Getting it Right for Every Child", child protection procedures and vulnerable adult protection procedures.

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.

Heads of establishment/Managers:

- 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 Wellbeing

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.

Outcome

- That effective support for the developing and the maintaining of the mental, emotional, social and physical health and wellbeing of learners is in place, and the health and wellbeing frameworks in schools and establishments enable learners to:
  - make informed decisions in order to improve their wellbeing
  - experience challenge and enjoyment
  - apply their 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.

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.

Heads of establishment/Managers:

- 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/ establishment 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 /establishment 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

- The procedures relevant to accessing information, advice and health professionals for learners are in place and adhered to.

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.

Heads of establishment/Managers:

- 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 Co-ordinator;
- is the establishment's Child Protection Co-ordinator;
- is responsible for handling any incident of substance misuse as defined in Operating Procedures A25 and A26;
- 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, as defined in form 1 of the South Lanarkshire Council Guidelines on the Administration of Medicines in establishments 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 receives the appropriate support that enables them to achieve their potential
- The wellbeing outcomes of being safe, healthy, achieving, nurtured, active, respected and responsible, and included (SHANARRI) are promoted by all establishments and services
- A responsive curriculum is in place, which meets the needs of all learners and provides them with personalisation and choice, challenge and enjoyment
- Individual staff, services and agencies work collaboratively to support the learning and emotional needs of all learners in partnership with parents/carers
- Effective strategies and support are in place for learners to make informed and positive choices on their learning and social and emotional development, and to move successfully to positive sustained destinations
- Staff have positive working relationships with parents/carers and engage them in supporting their children's learning.

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 learners 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.

Heads of establishment/Managers

- 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, as outlined in Operating Procedure A8; 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

- Through its work in relation to spiritual, religious and moral awareness, the establishment provides support to learners, enabling them to reflect upon and develop a deeper understanding of the dignity and worth of each individual, and the contribution which all can make to their own establishment and to the wider community
- The establishment supports individual and communal spiritual and religious beliefs, values and traditions in ways which 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
- in denominational schools, focus on the development of children and young people in the context of a faith community and follow the guidance contained in 'This is our Faith'.

Heads of establishment/Managers

- 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 South Lanarkshire Council's operating procedures 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 and vulnerable adults.

Outcomes

- Learners feel safe in all aspects of their educational experience, free from physical, emotional or personal abuse or harm, whether related to age, gender, race, disability, sexual orientation, religion or belief, sectarianism or any other form of discrimination
- Learners are aware that support is available to them and feel comfortable and confident about accessing it
- Learners recognise when their personal safety is compromised and have strategies to keep themselves safe.

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 Operating Procedure A22 (Child Protection Procedures) and South Lanarkshire Council's Corporate Adult Protection Procedure; 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".

Heads of establishment/Managers:

- 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 (ICT)

Establishments continue 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 establishments
- Access to SEEMIS 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 Operating Procedure F1 'Use of Computer Systems in Education Resources';
- 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.

Heads of establishment/Managers:

- 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 educational establishments; 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.

Outcomes

- All decisions are based on the child or young person's wellbeing and made in their best interests
- When decisions are being made about any child or young person, their views are taken into account and considered, where reasonable and practicable to do so, having regard to the age and capacity of the child or young person
- All children and young people have the opportunity to contribute to all stages of decision-making processes
- Any decision about a child or young person includes an opportunity for review of that decision.

- All staff promote the rights of children and young people as set out in the Children's Services Plan, 'Getting it Right for South Lanarkshire's Children'; in the UN Convention on the Rights of the Child; and in "Protecting Children and Young People – The Charter".

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); and

- are aware of the Children's Services Plan "Getting it Right for Every Child in South Lanarkshire 2012-2018".

Heads of establishment/Managers:

- 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. Residential Establishments and Looked After Children and Young People

'Residential establishments' include children's houses and residential schools which provide children and young people with accommodation only or both accommodation and education. 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

- All looked after children and young people will experience an appropriate curriculum which supports the achievement of their full personal and educational potential

- All staff adopt a corporate parenting approach to provide adequate support to 'looked after children and young people' as outlined in 'These are our Bairns' (Scottish Government 2008)

- All staff are aware of the roles and responsibilities of the Designated Senior Manager (DSM) within each educational establishment

- All looked after children and young people are supported during transition periods which include changes in care placement and/or educational setting and to life beyond school

- All looked after children and young people are assessed for additional support needs using the "Looked After Children Additional Support Needs Assessment Tool"

- Additional support planning for looked after children and young people provides an overview of the range of interventions and supports which have been agreed to meet the child or young person's additional support needs

- Additional Support Plans are of a high standard and meet the individual needs of each looked after child or young person with consideration given to physical health, as well as social, educational and emotional wellbeing

- All children and young people who are looked after have their placement regularly reviewed within multi agency forums

- Arrangements are made to support children and young people as they move from school to further education or the world of work and/or adult services.

Roles and responsibilities

All staff:

- adopt a corporate parenting approach and are responsible for working with parents/carers, educational establishments, and Council and residential establishments;
- 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.

Heads of establishment/Managers:

- 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 educational establishments 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 educational establishments require to be fully aware of South Lanarkshire Council's Operating Procedure A8 (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 co-ordinated 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 education establishments and are under the supervision of education staff or that of partners outside education establishments.

Outcomes

- An ethos of mutual respect between education staff and parent/carers is established
- Parents'/carers' views are respected and their contributions to policies and procedures are valued
- Parents/carers are confident that education staff will 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 the wellbeing and care of learners
- The needs of children, young people and their families, and of vulnerable adults, are put at the centre of planning and action
- There is a shared knowledge and understanding of how practitioners can work separately or together in local schools and communities to create effective support networks
- Processes and procedures promote joint working. Systems are streamlined, bureaucracy is reduced and pathways are simplified for learners, their families and practitioners
- Information is shared effectively through informed consent, ensuring consenting individuals understand what information is being shared, with whom and for what purpose, and also the circumstances where consent would not be required

- Multi-agency responses to identified needs for learners and their families are effective, providing help that is appropriate, proportionate and timely, using streamlined processes such as Joint Assessment Teams and other multi-agency forums.

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.

Heads of establishment/Managers:

- 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 Establishments and Services for Learners Outwith Establishments

This refers to learners involved in an activity which takes place outwith establishments. This includes activities organised by establishments, and by staff from services which are not linked to a particular establishment. It includes activities taking place during holiday periods and includes learners on excursions, trips abroad, or undertaking work experience and college placements, and any other arrangement involving activities outwith establishments.

Outcomes

- The risks involved in accessing activities outwith establishments are assessed and managed effectively
- Parents/carers are kept informed of arrangements for activities outwith establishments and the appropriate permissions are in place
- Supervision required to meet assessed needs is in place.

Roles and responsibilities

All staff:

- act in accordance with the roles and responsibilities described in the Operating Procedure A20 (Educational Excursions and Visits) and E6 (Safety in Outdoor Education) 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 establishments is influenced by this legislation, by guidance from independent regulators such as the Health and Safety Executive (HSE) and by South Lanarkshire Council's Health and Safety Policy.

Outcomes

- Our health and safety arrangements provide premises, equipment, working practices and procedures which help ensure that all our employees, and learners are healthy and safe
- There is a culture in which health and safety is considered by all employees.

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 establishments;
- 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 or their nominated representative.

Heads of establishment/Managers:

- have 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 and in South Lanarkshire Council's Occupational Health and Safety Policy;
- 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 Occupational Health and Safety Management System (OHSMS), are put into practice following consultation and training for staff;
- 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

- The Resource maintains an up-to-date risk register and control plan for the top risks identified within Education Resources
- A Resource Risk Group considers and evaluates new risks, including insurance hot spots, and monitors control measures for existing risks
- All services and establishments have a consistent approach to managing risks in line with the Council's standard methodology.

Roles and responsibilities

All staff:

- will comply with the seven principles of public life detailed within the Council's Code of Conduct;
- have access to briefing notes and other information on managing risk issued via the Council's Central Risk Management Team;
- implement the risk management methodology outlined in the Council's Risk Management Strategy within their individual roles and as appropriate to their remit;
- are involved, as appropriate, in identifying risk, reviewing the effect and effectiveness of risk controls and reviewing the management of specific risks.

Heads of establishment/Managers:

- 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 their establishments or services.

Heads of Service:

- have overall responsibility for managing risk within their own particular service.

15. Establishment Security

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

Outcomes

- The security arrangements for our establishments and grounds protect learners from threats and potential intruders
- Education Resources maintains a Security Action Plan including actions in relation to protecting our buildings outwith normal working hours, the management of CCTV and intruder alarm activation monitoring
- New or modernised buildings are designed in partnership with appropriate agencies and in line with national police standards such as "Secured by Design" to ensure maximum security
- Local communities are engaged in identifying and reporting suspicious behaviour around establishments in partnership with police and fire services
- The 'STOP HARM' checks on the security of buildings are carried out regularly and areas of concern addressed.

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 establishments and their 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.

Heads of establishment/Managers:

- make sure that establishments have 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. Establishments in the Community

This component applies to all the establishments we manage to which learners have access. This includes establishments managed by voluntary organisations with which we have negotiated agreements or partnership arrangements.

Outcomes

- Learners can access resources and services, in safe and supportive environments
- Learners develop their skills to be successful, confident, responsible and effective contributors, within their own communities and wider society
- Learners have a clear understanding of how to respond and deal effectively with challenging situations e.g. discrimination in all forms or bullying.

Roles and responsibilities

All staff:

- ensure that learners have access to a range of activities and opportunities that enhance their personal and social development; and
- recognise risks to learners, and take appropriate action.

Heads of establishment/Managers:

- ensure that staff and volunteers are suitably trained and qualified;
- ensure that Protection of Vulnerable Groups (PVG) checks are undertaken of staff and volunteers;

- ensure partnership agreements are adhered to, in order to help inform the operation of well-defined systems for recording, reporting and monitoring incidents.

17. Adult Volunteers

Adult volunteers are adults who work, unpaid, with the staff of education establishments or services. 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

- Adult volunteers, staff, senior pupils with certain responsibilities and students on placement are confident about the role which adult volunteers perform and the responsibilities they have in their work with children, young people and all other learners.

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.

Heads of establishment/Managers:

- 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 educational establishments 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.

Checklist – 2013

Components, Outcomes and Resources

1) The Definition of Wellbeing and Care

- Scottish Government *A Guide to Getting it Right for Every Child* 2012
  http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright/publications

Operating procedures

- A22 Child Protection Education Procedures 2012
- A22a Child Protection, Case File Management

2) Legal Framework (including child protection and the protection of vulnerable adults)

- South Lanarkshire Council *Child Protection Interagency Guidance* and *Education Procedures* 2001
- South Lanarkshire Council *The Administration of Medicines in Schools* 2003
- South Lanarkshire Council *Corporate Adult Protection Procedures*
- 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
  http://www.scotland.gov.uk/Topics/Education/Schools/HLivi/foodnutrition
- Education (Additional Support for Learning) (Scotland) Act 2009
- Sexual Offences (Scotland) Act 2009
- Equality Act 2010
- Children and Young People Bill 2013
- South Lanarkshire Council *Equality Statement of Commitment* 2013
- Management of Health and Safety at Work Regulations 1999

2) Legal Framework (including child protection and the protection of vulnerable adults) cont'd

- 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

Operating procedures

- E6 Safety in Outdoor Education
- A23 The Schools (Safety and Supervision of Pupils) (Scotland) Regulations 1990 – Supervision of Pupils by Janitor
- D1 Guidelines on Policy and Legal Issues Affecting Schools

3) Health and Wellbeing

Curriculum

- Scottish Government *Curriculum for Excellence Health and wellbeing principles and practice 2009*
- Scottish Government *Curriculum for Excellence Health and wellbeing experiences and outcomes* 2009
- Scottish Government *Curriculum for Excellence Health and wellbeing across learning: responsibilities of all principles and practice* 2009
- Scottish Government *Curriculum for Excellence Health and wellbeing across learning: responsibilities of all experiences and outcomes* 2009
- The Schools (Health Promotion and Nutrition) (Scotland) Act 2007
  http://www.scotland.gov.uk/Topics/Education/Schools/HLivi/foodnutrition
- Scottish Office *A Route to Equality and Fairness* 1999
- Equality Act 2010
- Education Resources *Equality Statement of Commitment* 2013
- South Lanarkshire Council Equal Opportunities Policy
- South Lanarkshire Council *Sex Education* 2003
- South Lanarkshire Council *Lessons for Living* 2012
- Psychological Services *Early Years Framework for Assessment and Intervention for Resilience (FAIR) South Lanarkshire Council* 2013
- Scottish Catholic Education Service *God's Loving Plan* 2013

3) Health and Wellbeing cont'd

Procedures and practices

- Scottish Government *The Administration of Medicine in Schools* 2001
- South Lanarkshire Council *The Administration of Medicines in Schools* 2002
- NHS Communicable Diseases – exclusion criteria (available from the intranet)
- Reporting of Injuries, Diseases, and Dangerous Occurrences Regulations (RIDDOR) 1995

Operating procedures

- E10 Critical Incidents/Emergencies
- A22 Child Protection Education Procedures 2012
- A25 Solvent Abuse
- A26 Drug Abuse
- A28 Additional support for learning – information and guidance

4) Support for Learners

- South Lanarkshire Council *Policy on Inclusion and Equality* 2006 (also known as Operating Procedure A28)
- South Lanarkshire Council *Towards Effective Learning and Teaching: Addressing the Issue of Dyslexia (and associated guides for staff and parents/carers)*
- South Lanarkshire Council *The Management of un-notified Pupil Absence*
- *Request for National Search. Children Missing from Education* (Scotland)
- Psychological Services *Framework for Assessment and Intervention for Resilience (FAIR) (2007)* and *Post School FAIR (2013). South Lanarkshire Council*
- Psychological Services *Give Us A Break* South Lanarkshire Council, 2009 http://slcpsych.org.uk
- Scottish Government *Included, engaged and involved, Part 2, a positive approach to managing school exclusions* 2010
- Scottish Government *Supporting Children's Learning, Code of Practice (Revised Edition)* 2010
- Scottish Government *Building Curriculum for Excellence Through Positive Relationships and Behaviour* (2010) http://www.scotland.gov.uk/Publications/2010/ 06/25112828/1

4) Support for Learners cont'd

- Scottish Government *Happy, safe and achieving their potential* (2005) http://www.scotland.gov.uk/Publications/2005/ 02/20626/51543
- Scottish Government *A guide to 'Getting it Right for Every Child'* (2012) http://www.scotland.gov.uk/Topics/People/ Young-People/gettingitright/publications
- Scottish Government *Health and Wellbeing in Schools Project* (2010) http://www.scotland.gov.uk/Publications/2010/ 12/08115704/7
- Education Scotland *Supporting Learners – Self Reflection Resource* http://www.educationscotland.gov.uk/ thecurriculum/whatcanlearnersexpect/index.asp

Operating procedures

- A8 Exclusion Procedures
- A28 Additional support for learning – information and guidance

Useful weblinks

http://www.educationscotland.gov.uk/thecurriculum/ whatcanlearnersexpect/support.asp

5) Spiritual, Religious and Moral Awareness

- A handbook for School Chaplains
- Scottish Government *Curriculum for excellence – provision of religious and moral education in non-denominational schools and religious education in Roman Catholic schools* Letter 22 February 2011
- Catholic Education Commission – *Scotland Chaplaincy in Catholic Secondary Schools in Scotland*
- Calendar of Religious Events South Lanarkshire Council
- Education (Scotland) Act 1980 (Sections 8 and 21)

Operating procedures

- A31 Provision of Religious and Moral Education in Non-denominational Schools and Religious Education in Roman Catholic Schools; and Religious Observance Operating Procedures

Useful weblinks

www.curriculumforexcellence.org.uk

www.sces.uk.com

www.scotland.gov.uk

6) Personal Safety

- Scottish Government *National Guidance for Child Protection in Scotland* 2010
- West of Scotland *Child Protection Procedures* 2011
- Report of the Child Protection Audit and Review *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
- South Lanarkshire Council *Treat me well* (Guidelines on anti – bullying) 2011
- 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
- *Joint inspection of services to protect children and young people in the South Lanarkshire Council area* HMIE 2010
- South Lanarkshire Council *It's Your Choice DVD and website* 2012
- South Lanarkshire Council Child *Protection Committee Guidance for all staff in Education Resources Concertina leaflet* 2011

Operating procedures

- A22 Child Protection Education Procedures 2012(available on the intranet) and associated concertina leaflet
- A22a Child Protection, Case File Management
- A24: Access to Pupil Records
- A25 Revised Drugs Misuse
- A26 Revised Action to follow an incident of Drugs Misuse
- A30 Violence at Work Reporting

Useful weblinks

www.thinkuknow.co.uk

www.ceop.police.uk

www.itsyourchoice.co.uk

7) Information and Communications Technology

- 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
- South Lanarkshire Council IT Acceptable Use Policy 2009
- South Lanarkshire Council Information Security Policy and User Responsibility 2012
- Education Resources Social Networking and Social Media Strategy 2012
- Data Protection Act 1998
- South Lanarkshire Council Access to Personal Data: Procedures and Practice Guidelines

Operating procedures

- F1 Use of Computer Systems in Education Resources
- FIA Code of Practice and Ethics of the Internet
- FIB Code of Practice and User Declaration Forms
- FIC Responsible Use Internet
- FID Safe Use of the Internet
- FIE Rules for Safety On-Line

Useful weblinks

www.thinkuknow.co.uk

www.ceop.police.uk

8) The Rights of Children and Young People

- *The Children's Plan Getting it Right for Every Child in South Lanarkshire 2012-2018*
- 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

8) The Rights of Children and Young People

- 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
- Establishment log of complaints made by children and young people
- Children (Scotland) Act 1995
- South Lanarkshire Council *Caught in the Act 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
- Equality Act 2010
- Children and Young People Bill 2013
- Community Plan – Stronger Together
- Unicef UK *Rights Respecting Schools Award*
- Stirling University *Talking Mats* www.talkingmats.com

Operating procedures

- A8 Exclusion Procedures
- A24 Access to Pupil Records A22 Child Protection Education Procedures 2012
- A22a Child Protection, Case File Management

Useful weblinks

www.unicef.org.uk/resources

9) Residential Establishments and Looked After Children and Young People

- 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

Operating procedures

- A9 Residential Schools
- A28 - Additional support for learning Appendix 1
- HMIE *A Guide to evaluating services for children and young people using quality indicators* (2006) http://www.educationscotland.gov.uk/inspection andreview/Images/EvaluatingServices.pdf_tcm 4-712715.PDF

9) Residential Establishments and Looked After Children and Young People cont'd

- HMIE Count Us In: *Improving the education of our looked after children* (2008) http://www.educationscotland.gov.uk/ publications/c/publication_tcm4618881.asp
- Happer, H., McCreadie, J., Aldgate, J. *Celebrating Success: What helps looked after children succeed.* The Scottish Executive. (2006) http://www.scotland.gov.uk/Publications/2006/ 06/07121906/0
- The Scottish Executive. SWIA *Extraordinary Lives: Creating a positive future for looked after children and young people in Scotland.* (2006) http://www.scotland.gov.uk/Publications/ 2006/08/07134204/0
- The Scottish Executive *Looked after children and young people : We Can and Must Do Better.* (2007) http://www.scotland.gov.uk/Publications/2007/ 01/15084446/0
- The Scottish Government *These are our bairns: A guide for community planning partnerships on being a good corporate parent.* (2008) http://www.scotland.gov.uk/publications/2008/ 08/29115839/0
- The Scottish Government *Core tasks for Designated Managers in educational and residential establishments.* (2008) http://www.scotland.gov.uk/publications/2008/ 09/09143710/0
- Stevens, I. *Evaluation of the South Lanarkshire Storytelling Project.* Glasgow SIRCC/University of Strathclyde. (2007) http://www.sircc.org.uk
- The Scottish Government *The Educational outcomes of Scotland's Looked after Children and Young People: A New Reporting Framework.* (2009)
- http://www.scotland.gov.uk/Publications/2009/ 09/16092427/0

10) Working with Parents/Carers

- Data Protection Act 1998
- Children (Scotland) Act 1995 (Section 1 and 2)
- Scottish Schools (Parental involvement) Act 2006
- Scottish Executive Education Department *Parents as partners in their children's learning* 2006
- Scottish Government *School Handbook Guidance* 2012
- South Lanarkshire Council *Parents as partners, Strategy for parental involvement* 2009 (and leaflet)

10) Working with Parents/Carers cont'd

- Social Work *Responsibilities and Rights of Parents* (leaflet) South Lanarkshire Council
- South Lanarkshire Council *Are you sure your child is at school today?*
- South and North Lanarkshire Councils *Getting it Right for Every Child in Lanarkshire Information Leaflet for Parents and Carers* 2013
- Scottish Catholic Education Service *God's Loving Plan* 2013

Lanarkshire Guidance

- Information Sharing Protocol Good Practice Guidance

Operating procedure

- A24 Access to Pupil Records

11) Inter-Agency Working

- Scottish Government *A Guide to Getting it Right for Every Child* 2012
http://www.scotland.gov.uk/Topics/People/Young-People/gettingitright/publications
- Getting it Right for Every Child Multi-Agency Events Calendar
- Scottish Office *Protecting Children – A Shared Responsibility* 1998
- 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

Lanarkshire guidance

- Information Sharing Protocol Good Practice Guidance
- *Risk Management for children and young people with problematic sexual behaviours*
- *The Lanarkshire multi-agency guidance for working with non-engaging families*
- *Significant Case Review Protocol*
- *Reflective Learning Review Guidance*
- *Vulnerable Children and Young People Inter-Agency Good Practice Guidance*
- *Practice Guide – Getting it right for every child in Lanarkshire*

Useful weblinks

http://www.scotland.gov.uk/Topics/Education/Schools/HLivi

www.girfecinlanarkshire.co.uk

12) Activities Organised by Establishments and Services for Learners Outwith Establishments

- HSE/SEED Guidance on Work Experience (1999) Health and Safety (Young Persons) Regulations (1997)
- South Lanarkshire Council *Approved List Of Providers of outdoor adventure and/or residential activity* (updated annually)

Operating procedures

- A20 School Excursions and Educational Visits
- A16 Offers to Provide or Arrange Transport between Schools and Sport Centres, Swimming Pools etc
- A17 Insurance for Participants, Teachers and other adults taking part in Educational Excursions and Activities
- E6 Safety in Outdoor Education
- E1 Education Emergency Contact

Useful weblinks

www.goingoutthere.co.uk

13) Health and Safety

- South Lanarkshire Council Health and Safety Policy
- South Lanarkshire Council Occupational Health and Safety Management Systems (all available online)

All guidance notes and work instructions but specifically:

- 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
- Health and Safety (Young Person) Regulations (1997)
- Corporate Health, Safety and Contingency Planning Unit
- Corporate Health and Safety Policy

13) Health and Safety cont'd

Operating procedures

- A23 The Safety and Supervision of Pupil (Scotland) Regulations 1990 – Supervision of Pupils by Janitors
- C1 Number of Pupils in Rooms
- D2 Fire Precautions
- D3 General Instructions on Fire Precautions
- D7 Asbestos in Educational Establishments
- D9 Safe Working Practices for Contractors
- E2/3 Early Closure of Schools
- E0 Emergency Procedures
- E1 Emergency Telephone Number
- E6 Safety in Outdoor Education
- E7 Incident at Carstairs State Hospital

14) Risk Management

- Risk Management: Employee Briefing (available on the risk management intranet home page)
- Corporate guidance on Risk Management (available on the risk management intranet home page)
- Checklist on Risk Management in relation to property (STOP HARM)
- South Lanarkshire Council Risk Management Strategy (available on the risk management intranet home page)
- A20 School Excursions and Educational Visits
- E6 Safety in Outdoor Education

15) Security

- Establishment Security Audit (introduced in session 2013-2014)
- Education Resources Security Action Plan (updated annually)

Operating procedure

- C3 Burglaries in Schools

16) Establishments in the Community

- Smith, David R. *Protecting Children A code of good practice for Voluntary Organisations in Scotland* Stirling: Volunteer Development in Scotland 1995
- South Lanarkshire Council *Procedures for vetting of adults working with children and young people*
- Data Protection Act 1998

Operating procedures

- E0 Emergency Contact Points/Procedure
- E2 to E5: Early Closure of Establishments
- E10 Critical Incidents/Emergencies
- A23 The Safety and Supervision of Pupils (Scotland) Regulations 1990

Useful weblinks

www.lanlinks.org

www.youngscot.org

17) Working with Adult Volunteers

- The Children's Act 1989 (Part X)
- Smith, David R. *Protecting Children A Code of Good Practice for Voluntary Organisations in Scotland,* Stirling: Volunteer Development Scotland 1995
- Scottish Office Sex Offenders: *A Ban on Working with Children,* 1997
- South Lanarkshire Council *Volunteering within Education Resources* (available on the intranet)
- South Lanarkshire Council *Procedures for vetting of adults working with children and young people*
- The Protection of Vulnerable Groups (Scotland) Act 2007

Glossary

- **Education establishments'** is the term used to cover all schools, early years centres, Universal Connections, and specialist units and bases which South Lanarkshire Council manages. Some services which are delivered to learners are not based in one establishment but may cover a learning community or locality area.This may include community learning and home school partnership, youth learning,attendance officers, cultural coordinators and others.

- **Pastoral care** includes care provided through a range of approaches including pupil support staff, personal and social development programmes, the integration of children's services and specialist support for example, from Psychological Services.

- **Integrated children's services** is the support provided by us, health services, careers, social work and other agencies working together to help children and young people reach their full potential.

- **Social inclusion** is where all children and young people are supported in achieving equal opportunities in education, to help them fulfil their full potential.

- **Corporate governance** is about the systems, processes and standards our employees use to manage their work and how all employees help us to deliver our services. The Code of Corporate Governance is based on openness and leadership.

- **Children and young people who are looked after away from home** are those who are in the care of the Local Authority and live in children's houses, residential schools or foster placements.

- **Children and young people are looked after at home** if they are the subject of a supervision requirement made by a children's hearing and they continue to live with their family

- **Notifiable communicable diseases** are diseases that are contagious and reportable by nursery, school or parent, to prevent risk to other children and staff.

- **Year stages** refer to the stages of primary and secondary education. For example, "S2" stage refers to the second year in secondary education, "P5" stage is the fifth year in primary education.

- **STOPHARM** is an approach to risk management for property. The letters in STOPHARM stand for Safety first, Test, Organise storage, Prevent fire, Housekeep, Access limited, Repair and maintain, Motivate. These are the areas in which regular safety checks require to be made to reduce the risk to properties.

- **Transition** - There are four main transition periods, namely from home to nursery, nursery to primary school, from primary school to secondary school and from secondary school to post-school destinations including employment, further and higher education and training.

- **Protection of Vulnerable Groups Scheme** All staff require approval as a fit person to work with children, young people or with vulnerable groups under the terms of the Protection of Vulnerable Groups Scheme. This is the procedure used to find details of any conviction a person may have against their name. An enhanced check is required for those involved in regular contact with children and young people.

- **Information ethics** is about how an establishment's information and communications technology (ICT) equipment, including access to the internet, may or may not be used and what is and what is not acceptable use of ICT systems. Illegal or offensive information on the internet is not acceptable and generally is considered to be material which is pornographic, shows violence, encourages racial hatred or violence or breaks copyright.

- **A child** is a person who is not over school age, ie a person who has not passed the stage of compulsory schooling.

- **Young people** are those who have passed the stage of compulsory schooling but have not attained the age of 18 years.

- **GLOW** is a digital network available to all schools in Scotland.

Review

The next review of the Wellbeing and Care Policy will take place in 2018.

More Information

For further information or to enquire about having this information supplied in an alternative format or language, please contact:

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Policy statement

Policy on Wellbeing and Care