

# happy, safe and achieving their potential

a standard of support for children and young people in Scottish schools

**the report of The National Review of Guidance 2004**

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EFFECTIVE CONTRIBUTORS

RESPONSIBLE CITIZENS

SUPPORTED CHILDREN

SUCCESSFUL LEARNERS



SCOTTISH EXECUTIVE



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a standard of support for children and young people in Scottish schools  
**the report of The National Review of Guidance 2004**

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# preface

Scottish schools have at their heart a vision of enabling all children and young people to thrive and achieve their full potential as learners and as members of society. Supporting pupils' personal, social and emotional development in school has been a focus of professional commitment and growing expertise for many years. The National Review of Guidance builds on this track record and confirms the importance of Personal Support to pupils as we develop and review the curriculum and the ways in which we enable children and young people to engage in their communities as citizens.

The National Review of Guidance has its origins in the Discipline Task Group publication *Better Behaviour – Better Learning (2001)*. The report made 36 recommendations and acknowledged the wide ranging issues that guidance staff in schools engage with and confirmed the importance of early intervention at nursery and primary school. The report also recommended the integration of the different kinds of support provided in school through learning support, behaviour support and guidance. The Discipline Task Group also recommended a review of the nature and purpose of guidance at primary and secondary school levels, and the training of guidance staff.

This document reports on the review process undertaken by SEED and the National Review of Guidance Reference Group (membership shown in Annex D). Two studies informed the review: a research study by Scottish Council for Research in Education, *Supporting Pupils: study of Guidance in Scottish Schools* (SCRE Centre, 2004); and a consultation with harder to reach pupils and parents who receive support for learning outwith school, reported in *Support in School, the Views of Harder to Reach Groups*, (TASC Agency and CaskieCo, 2004). The HMIE report *Personal Support in Scottish Schools* (HMIE, 2004) also supported the work of the Reference Group. The key findings of these reports are presented in brief in Annex B of this report.

This report:

- › describes common principles for the development of Personal Support in Scottish schools
- › sets out a standard of support for pupils and parents
- › clarifies the respective roles of school staff and authorities in the provision and development of support to pupils
- › recognises the role of partner agencies in supporting pupils and assisting staff in schools to provide support
- › points to current practices in Scotland which exemplify different approaches emerging to providing Personal Support in school.



This document will enable education authorities to assess the strengths of their approaches to the provision of Personal Support in schools and in other education placements for children and young people. Integrated Community Schools are becoming the norm throughout Scotland in which partner agencies also contribute to supporting pupils, and the integration of children's services planning is providing strategic direction.

The review confirms that there is effective practice in most schools. A range of models has been shown to be effective and local circumstances and needs should inform development without the need for national prescription. While school-level development ensures pupils receive support within a caring school community, this is enhanced by authority-level development of staff training, quality assurance and strategic partnerships. HMIE play an important role in supporting authorities and schools to develop and reflect on their support to pupils. The Reference Group for the National Review of Guidance sought to confirm throughout its work a strong commitment to Personal Support in schools based on evidence of the excellent progress that has been achieved in the last 30 years. The examples of practice in schools used throughout the report confirm this; these are provided to illustrate the range of practices being developed rather than to describe a preferred approach.



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# ministerial foreword



This report of the Reference Group conducting the National Review of Guidance comes at an exciting time in Scottish Education. Our agenda set out in *Ambitious Excellent Schools* describes a far reaching programme of reform. Our agenda, and this report, builds on the huge strengths we have in our schools in Scotland. It demonstrates that schools are accomplished in responding to the needs of pupils and describes many examples of their approaches. It sets a broad framework within which teachers and headteachers will continue to use their skills and professionalism to ensure that all children in Scotland have the support they need to become effective learners, confident individuals, responsible citizens and effective contributors to their schools and communities. It is a tremendous responsibility, and achievement, to enable children and young people to be safe, happy, and achieve their potential.

Schools play a central role in the lives of most young people. But they do not do so in isolation from other influences on young people's lives. Schools work with other agencies, in health, social work, police and beyond, to give young people the support they need. That integration of services is vital if we are to meet the needs of young people. This review recognises the importance of working together with partners and building on the foundation of a positive school ethos, to create caring school communities in which children and young people are seamlessly supported.

I am happy to accept this report, and to encourage all education authorities, schools and partners to meet the challenge of delivering for pupils and parents the Standard of Personal Support.

A handwritten signature in black ink that reads "Peter Leacock". The signature is written in a cursive style with a horizontal line underneath the name.

Minister for Education and Young People



# introduction

## Scotland's Vision for All Children

In all services for children, we adhere to core values that our children and young people should be:

SAFE                      ACHIEVING >  
 NURTURED >                      INCLUDED >  
    ACTIVE  
    HEALTHY  
 RESPECTED & RESPONSIBLE

Schools, their partner agencies and communities provide Personal Support to achieve this vision for children and young people.

## Children's and Young People's Potential – personality, talents and abilities

Every child and young person in Scotland is in the first stages of a journey through life in which they will face choices about how to live and what to strive for. For all children and young people, there are choices and experiences which may be challenging for the first time, when a friendly supportive adult helps to make sense of the situation and turns that situation into a learning opportunity from which greater maturity arises.

Some children and young people will be faced with choices and experiences that are much more troubling. In these circumstances, adult support can make a real difference to the quality of life and the realisation of potential for the child. Support in schools must meet the needs of all children and young people, whatever the choices and experiences they face.

Experience shows that those children equipped with a sense of their own worth and achievements, and who have confidence in their own ability to make choices, are resilient in the face of many challenges. Schools must play their part in preparing children and young people by promoting their understanding, values and capabilities. Programmes of learning must enable children and young people to develop and practice their skills to prepare for the predictable challenges we all face when growing up, and the unpredictable difficulties that can arise.

RESPONSIBLE CITIZENS

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## Childhood and adolescence involves:

- › Making transitions – from nursery to primary, from primary to secondary
- › Choosing friends, making and breaking friendships
- › Setting personal goals and reflecting on achievements
- › Making subject choices and career planning decisions
- › Coping with deadlines, tests and exams
- › Taking personal responsibility, such as for hygiene, choice of foods, personal habits and health choices
- › Having relationships and losing relationships
- › Developing personal identity and sexual identity
- › Communicating, negotiating, resolving
- › And more...

## The time of your life?

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## Some children face significant challenges

- › Everyone experiences bereavement at some point in their lives
- › Around 1 in 5 children and young people report experiencing bullying in school
- › Around 80 children and young people under the age of 16 become homeless every day
- › Every year 9,000 children and young people under 16 run away from home. A quarter of these will sleep rough while away from home
- › Just over 11,200 children and young people are looked after by local authorities
- › Around 42 of every 1000 young women aged 13-19 become pregnant
- › Just over 17 children in every 1000 are now born to drug misusing mothers
- › An estimated 100,000 children and young people live with the domestic abuse of a parent or carer, and between 40% and 60% of these are also attacked.
- › And more...

SOURCE: NCH FACTFILE 2003: FACTS AND FIGURES ABOUT SCOTLAND'S CHILDREN



## Teachers make a difference to the lives of children

Teachers who take the time to really get to know children and young people and respond to them sensitively as individuals make an enormous impact, helping them to thrive and develop as rounded individuals aware of their talents and abilities. In difficult circumstances, teachers may make the difference in helping children and young people to cope and develop resilience.

The quality of relationships between children and young people and all school staff is in turn helped by a school community where values and positive attitudes and relationships are clearly visible. Caring, co-operation and collaboration are daily activities modelled by all staff, creating a school ethos of security, acceptance and recognition of achievement. In an atmosphere where support is the norm, challenges are prevented from becoming entrenched problems. There is persistent, deliberate effort to work with children and young people to help them resolve any challenges they may experience, and to reach beyond the school to involve parents and other agencies in support of children and young people.

The majority of children and young people in Scotland participate in school life and make the most of the opportunities provided. Some children and young people are also actively involved in learning and personal development opportunities in their communities. Their journey from childhood to adulthood may be relatively smooth or they may have the personal resilience to resolve or accommodate adverse events and circumstances. However, some children and young people are less resilient or experience problems too complex or overwhelming for them. In effective schools, education and welfare are complementary processes. Only when children and young people are safe and happy in school will they become **successful learners**, with enthusiasm and motivation for learning, a determination to reach high standards of achievement and an openness to new thinking and ideas. When children are enabled and encouraged to participate responsibly in their school community, they will be better prepared to become **responsible citizens** with respect for others and a commitment to participate in political, economic, social and cultural life. In schools where children and young people experience a high level of Personal Support and are encouraged to be **effective contributors** with enterprising attitudes, resilience and self-reliance, they will become confident individuals with self respect, a sense of physical, mental and emotional wellbeing, secure beliefs and values with ambition for the future.

The provision of Personal Support has developed over more than 30 years in Scottish schools. During this period, significant changes have taken place in education legislation and policy. The Standards in Scotland's Schools etc Act 2000 ensures that education 'is directed to the development of the personality, talents and mental and physical abilities of the child or young person to their fullest potential'.

However, in today's society, more children and young people are members of families disrupted by family separation. Poverty continues to be a stubborn feature of many communities. Some trends present new challenges, such as increasing numbers of children and young people in families affected by drug misuse, and increasing mobility of families. The commencement of the Additional Support for Learning Act in 2005 will introduce new duties on education authorities to identify and plan to meet children's and young people's additional support needs. The role of Personal Support in school is to meet the care and welfare needs of all children and young people so that they achieve their fullest potential.



## The difference teachers make

They treat you like a person, they focus on you, they don't make you feel stupid.

My headteacher really helped, practical help. He was the reason I kept going to school.

At primary school the teacher used to call in to see me when I was off school for three months.

In PSE they are good at telling you about all the stuff about growing up... it's a pretty good course.

Its hard having to make choices in 6th year, it seems like life choices.

I got help when I lost my mum. I was grateful to my music teacher. If I needed to go to her I could just turn up.

Sometimes there's a teacher who you know better, who will say quietly 'do you want to talk, nobody else needs to know'.

You need someone there with all the information and to give you advice when you need it.

My guidance teacher gave me a couple of hours to walk around and really talk things through.

How can you choose at 13 what you want to do, you're just thinking what you're doing at the weekend.

She really cares about your feelings, you can tell her anything. She's a good spokesperson to talk to teachers if you are having a problem.

From: Support in School, views of harder to reach young people; 2004

## Supporting children and young people in the 21st century – a vision for caring school communities

- › **Children and Young People.** Children and young people build positive relationships by spending time with teachers and school staff, and by trusting that they can have confidential access to a member of staff when they need it. They must then be able to rely on prompt and appropriate information and support to get the help they need, when they need it, effectively.
- › **Parents and Carers.** Schools and parents are partners working in children's and young people's best interests. Schools must reach out to create partnerships with all parents.
- › **School Partnerships.** Inclusive schools provide comprehensive, integrated approaches, harnessing multi-agency support to meet the care and welfare needs of children, young people and families. Effective schools ensure that staff are approachable and monitor action to meet children's and young people's needs.
- › **Community Partnerships.** Partners in the community provide complementary activities to enable children to develop their personalities, skills and talents as they grow up, through other learning, social and leisure opportunities.



# support for children and parents

## 10 Standards of Personal Support in School

In primary, secondary and special schools, and in partner agencies providing learning opportunities and support, children and parents can expect to find support to meet their personal, social and learning needs which reflects these standards:

**Learning for Life:**  
To enhance learning for life, effective  
**Personal Support:**

1

**Makes opportunities for developing the knowledge, skills and attitudes children and young people need to enable them to seek information and support throughout life**

High quality programmes of education for personal and social development and health education should equip children and young people to be pro-active in seeking information and help to support their life choices. Children and young people will have knowledge of local sources of information and help, in and out of school.

**Review of Individual Progress:**  
To enable review of individual progress, effective  
**Personal Support:**

4

**Provides regular review of progress in learning, and personal and social development**

Children and young people should be involved in regularly reviewing their personal goals with a member of staff that knows the child well, and can discuss the child's or young person's progress with parents on a regular basis.

**Access to Support:**  
To ensure all children and young people, and their parents, feel confident that the school will support them, effective  
**Personal Support:**

7

**Provides access to staff by children and parents who want support**

Schools actively communicate to pupils and parents the role of all school staff in supporting them, and the roles of specialist staff and other agencies in providing specific support. Children, young people and parents should know who designated staff are and how to contact them.

8

**Co-ordinates support between agencies and schools, wherever learning takes place**

Schools will make clear statements of support arrangements for children and parents where other services contribute to the child's or young person's learning programme outside school.

SUPPORTED CHILDREN

RESPONSIBLE CITIZENS



**2 Provides access to information to help children and young people make informed decisions and choices**

Children and young people should make personal choices based on relevant and up to date information that communicates effectively and is appropriate to the age of the child. Schools should offer access to information in ways that allow discreet access to it.

**3 Makes opportunities for children's citizenship and participation, through involvement in their school community, their neighbourhoods and in democratic society**

Challenging and enjoyable learning takes place through a wide range of in-school and out-of-school activities that engage children and young people in exploring individual interests and contributing to their community.

**5 Helps with transitions between stages in education and between different providers of education and personal development opportunities**

Close liaison between schools and other service providers at transition points helps children and young people to feel personally prepared and helps children, young people and parents understand the support arrangements between providers.

**6 Helps to plan for the future**

Young people's future beyond school education is something the school and the young person proactively consider and plan for.

**9 Respects confidentiality**

School staff, children, young people and parents are clear that the majority of concerns can be discussed in confidence with any member of staff, and the school will involve children and young people in giving informed consent to share information with other services where this will help them. The school is also clear what staff will do where there are concerns about risk of harm, while communicating a commitment to support and involve the child or young person when information must be shared.

**10 Ensures time and space to seek help**

The school involves children and young people in deciding the most appropriate opportunities and locations to access information and staff who will support them. Schools provide space in the school week to allow children and young people to build relationships with staff, reflect on their personal, social and emotional wellbeing and develop their knowledge of information and support available to them.

(The 10 standards, associated outcomes and practice issues are described in detail in Annex A)



# the review of personal support in school

The Review of Guidance identified what we want to achieve for children and young people and the school communities supporting them. It reflects the history and current practice of supporting pupils, and takes account of the range of policies impacting on children, young people and education.

## The Context – Shaping the Future of Education

In 2004 the Scottish Executive developed an agenda for action built on the belief in the potential of all young people and the commitment to help each of them realise that potential. **Ambitious Excellent Schools** described the determination to enable all young people to have the self-esteem to be confident, happy and ambitious. The agenda for education is to help each young person imagine a positive future for themselves and those around them and helping them to make that future possible.

The Ambitious Excellent Schools agenda for action involves:

### **High expectations, high quality leadership and confident and ambitious schools**

Good leadership is critical to a successful school. Success comes from aiming high with the clear vision, ethos and communication that good leadership brings.

### **Professional freedom for teachers and schools to tailor learning to the needs of individual young people**

The people best placed to make judgements about the learning needs of individual young people are those who work with them most closely. Within a framework of clear national standards and local authority support, teachers and other professionals in schools must have the freedom to exercise their professional judgement to deliver excellent learning and teaching.

### **Choice and opportunity for young people to help each of them realise their own potential**

Our young people have a very wide range of individual skills, talents, aspirations and enthusiasms and their success comes through realising their individual potential. All young people should have a secure foundation in literacy, numeracy and other essential skills and capabilities to help them achieve their potential. Young people must have the opportunity to gain these essential skills and to give each of them the opportunity to choose and develop the other personal skills and talents most important to them.

The **Curriculum for Excellence** seeks to promote children's and young people's understanding, values and capabilities. It is one of the prime purposes of education to make children and young people aware of the values on which Scottish society is based and so help them to establish their own positions on matters of social justice and personal and collective responsibility. Children and young people therefore need to learn about and develop these values.

The Personal Support offered by a school is an important means through which this personal development should be encouraged.

To achieve this, Personal Support and learning should:

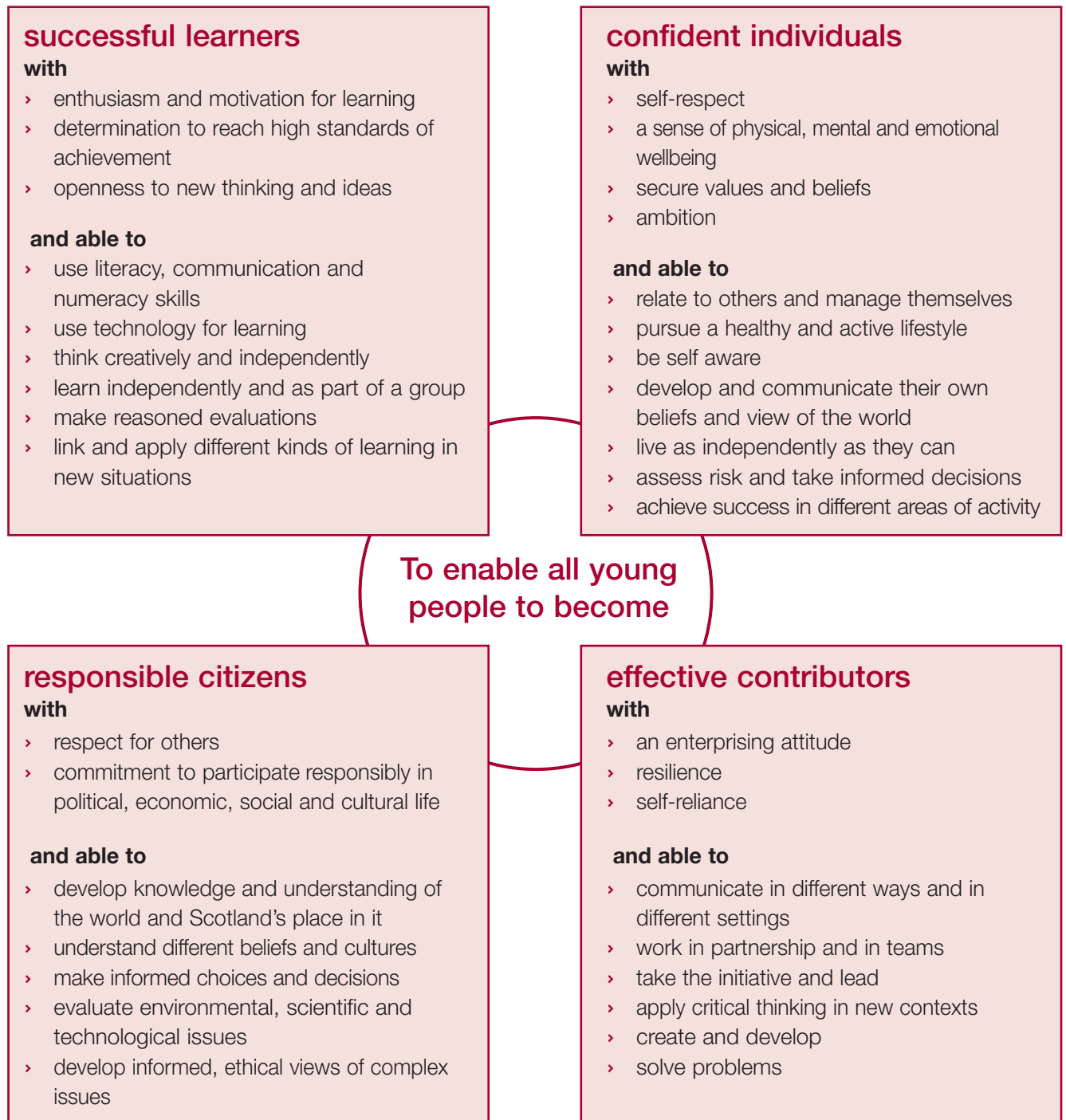
- enable **all** young people to benefit from their education, supporting them in different ways to achieve their potential
- must value all young people and promote high aspirations and ambition
- should emphasise the rights and responsibilities of individuals. It should help young people to understand diverse cultures and beliefs and support them in developing concern, tolerance, care and respect for themselves and others
- must enable young people to build up a strong foundation of knowledge and understanding and promote a commitment to considered judgement and ethical action
- should give young people the confidence, attributes and capabilities to make valuable contributions to society.

Schools' systems of Personal Support must be inclusive, be a support for personal achievement and be an encouragement towards informed and responsible citizenship. Our aspiration for all children and young people is that they should be successful learners, confident individuals, responsible citizens and effective contributors to society and work. By providing structure, support and direction young people should be able to develop these four capacities. Personal Support should complement the important contributions of families and communities.

The *Curriculum for Excellence* is based on the core values underpinning our democracy: wisdom, justice, compassion and integrity (the words inscribed on the Mace of the Scottish Parliament). Personal Support and learning are powerful forces in children and young people's lives.



## The Curriculum for Excellence:



## Supporting Pupils to Realise their Potential – the Evolving Role of Personal Support in Schools

Education professionals are in the forefront of the most comprehensive universal service to children in Scotland, representing the best opportunity for regular and long-term relationships with the majority of children and young people aged 3-18 and their families. It is also education professionals that, through this relationship, most often recognise and make an initial response to children's need for support, and the role of teachers and staff involved in Personal Support is vital in ensuring that other support services become appropriately involved.

Since the 1960s the role of teachers and specialist staff in providing care and welfare support in schools has developed and the organisation of support within schools has evolved. The publication of *More than Feelings of Concern* (Scottish Central Committee on Guidance, 1986) established some important principles for the development of guidance:

- › *each pupil knows and is known personally by at least one member of staff*
- › *considers children's personal, social and intellectual development*
- › *enables children to be aware of own development and responsible for it*
- › *identify and respond quickly to specific needs of the pupil*
- › *fosters the development of good relations between teachers and children*
- › *works well with the home in all aspects of pupil development*
- › *liaises with and supports welfare services*
- › *systematises and makes effective the recording and communication of information relevant to the welfare of children.*

## Key Influences on Guidance and Personal Support in Schools in the 21st century

The Standards in Scotland's Schools etc Act (2000) consolidated the vision of education and focuses on the importance of supporting children and young people to achieve their full potential through the development of their personalities and talents, as well as their academic attainment. The 2000 Act introduced the presumption of mainstream education for all children, in keeping with the desire to achieve an inclusive society.

### Inclusion

Schools are expected to strive for the inclusion of all children and young people. Professionals and support staff are engaging creatively with the challenges of identifying the strengths and support needs of individual pupils, and devising appropriate support and learning opportunities to ensure they remain motivated and engaged. There are now also clearly articulated expectations of improved outcomes for particular groups of children who have in the past experienced poorer educational outcomes and reduced life chances, such as looked after children and young people.



The role of schools in preparing children and young people for their adult life has become more complex. The unique opportunity within schools to reach the majority of children and young people, at every stage in their development, means that school is the place where it is expected there will be learning on key personal and social issues felt to be crucial to children's and young people's ability to make positive life choices; in health, including sexual health, drugs and personal safety; and learn citizenship and a confident, enterprising approach to life.

## Challenges in Supporting Pupils

**Oldmachar Academy** is a school of 1,115 pupils in a suburban area of Aberdeen. The school is developing its support for pupils and faces many of the typical challenges for schools when meeting the needs of all pupils.

The scale of the task in finding the right level of support that pupils require is the main challenge described by the headteacher. The school qualifies for limited allocation of additional support which is calculated on levels of FME. Bringing support staff together as an integrated pupil support team helps to make best use of six full-time guidance staff (with no subject commitment other than personal and social education), two support for learning staff and one behaviour support member of staff.

The development of positive and continuing relationships between pupils and pupil support staff is a priority. All non-promoted staff play a role as first-level guidance tutors who meet with pupils for 10 minutes every day, while guidance staff meet with their designated groups once a week during registration. The first-level tutors also team-teach personal and social education with the guidance staff.

Contact time is enhanced by encouraging pupils to self-refer to the school's guidance base, where guidance staff and three depute Year Heads can be accessed.

Communication supports access, and all pupils and parents are provided with photographs of guidance staff, a contact point, email address and phone number, when a pupil starts the school.

The headteacher describes several important features of developing support for pupils in the school:

- › the development of team working and a common agenda for all staff involved in supporting pupils
- › creating a climate within the school that is positive about partnership working

- › taking a collegiate approach to policy development within the school and involving staff in working groups to develop policy and practice
- › working within a positive, caring school ethos.

### Working Together

In 2001, the Discipline Task Group recommended that learning support, behaviour support and pupil support should be integrated to provide holistic support for children and young people. There is increasing evidence that children's and young people's transitions between stages in education require a crucial level of partnership working, planning, monitoring and readiness for swift responses to difficulties as soon as these are identified.

Integrated Community Schools and the integration of children's services help ensure planning, decision making and action are developed effectively to support all children and young people and for swift action to be taken to resolve any difficulties that arise. Partnership working is successful when roles, responsibilities and communication are structured and well managed, and this requires schools and other agencies to invest time in this approach. Children and young people may develop relationships with a wide range of staff working in partnership with schools, which enhances the range of support available to them.

All of these developments place greater demands on Personal Support in Schools. The broad role of guidance and pupil support is now more pertinent than ever for children and young people in primary, secondary and special schools.

### The Teachers' Agreement

*A Teaching Profession For the 21st Century* (2001) describes the role of teachers in meeting the educational, care and welfare needs of children and young people. 'Annex B' of the Teachers' Agreement requires that all teaching staff share this responsibility. It describes the importance of ensuring strategic management, direction and support to staff to enable them to fulfil this role, and requires that Personal Support is embedded in Continuing Professional Development and accreditation structures.



## All Teachers

Educational advice and guidance, assessing, recording and reporting on pupils; safeguard the health, welfare and safety of children; work in partnership with parents, support staff and other professionals.

## Principal Teachers

Lead, manage and develop the strategic direction for pastoral care policy and practice; manage and develop pastoral care staff; contribute to behaviour management; work with parents and specialist agencies.

## Head/Depute

Lead, manage and develop strategic direction; behaviour management; promote CPD of all staff; work with parents, professionals and agencies.

## Leading, managing and engaging

**Leith Academy in City of Edinburgh** has a school roll of 981 and serves a mixed white and ethnic minority community and an area with contrasting neighbourhoods of economic prosperity and disadvantage.

The diversity of the pupil population in Leith Academy presents a number of challenges for the headteacher, management team and support team:

- › providing for pupils with the normal range of motivation, aspirations and potential to achieve encountered in any secondary school
- › providing for pupils and parents with a first language other than English
- › providing for several pupils with physical disabilities, some of whom require treatments from therapists or other health professionals as a normal part of their school week
- › providing for a number of pupils with social and communication difficulties (e.g. Asperger's Syndrome) who use enhanced learning support provision within the school
- › planning and developing a relevant programme of learning for health, personal and social development

SUPPORTED CHILDREN

RESPONSIBLE CITIZENS



The senior management team was concerned not only to develop services to children, but also develop the school's pupil support capacity. As it piloted new approaches to supporting pupils it continually revised and developed in consultation with all of the stakeholders.

- The school registers pupils within the first teaching period, adding a few minutes to the first period to allow for this. This allows for the creation of two twenty-minute periods during the week when group tutors meet with 15-20 pupils – who will remain their tutor group as they progress through the school.
- The school prepared group tutors (a role which involves most staff) by introducing a 'good tutor' development programme.
- A plan for the school year links the tutor periods to whole school assemblies given by the senior management team. As well as reflecting on the assembly themes together, the group tutors monitor progress and attendance and engage pupils in citizenship activities such as planning school events or charitable activities.
- Five Year Heads also follow their year group through the school. They act as a one-stop contact for pupils, parents and staff for all their concerns. They each manage a specialism and associated team of staff, and this line management helps create a formal mechanism for bringing the views and ideas of all pupil support staff, including learning assistants, into planning and development.
- Three Year Deputes (covering lower, middle and upper years) keep an overview of all resource issues related to their year groups and act as line managers for the year heads.
- The approach has helped the school to overcome the distinction between guidance and discipline; this has helped the school to create an holistic approach to guidance, learning support and classroom management; and has enhanced the school's capacity for planning and development to support pupils.
- The school runs several programmes to support pupils:
  - a senior pupil personal development programme to involve them in providing some service to the school, as a classroom assistant, paired reader or buddy
  - a curriculum support base, supporting flexible curriculum and re-integration of pupils who have been absent using one-to-one support
  - 'The Centre' – an inclusion resource staffed by teachers and a youth worker, for support and early intervention with younger pupils, which can focus on personal and behaviour support, home-linking and setting personal goals with pupils to help their progress in the school.

The approach has improved every year as staff get to know their tutor groups, reaping the benefits of this sustained approach to building positive relationships using key staff.



# positive relationships and a caring school community

In order to meet the educational, care and welfare needs of children, staff must be supported to embrace attitudes, skills, experience and practices which create a caring school community in which each member of staff understands their role and feels confident to fulfil it.

## The Role of Teachers

Teachers require a range of skills and qualities that should be a focus in the training and support of new teachers and the continuing professional development of the whole school community. Teachers should:

- › build positive relationships with individual children and young people and understand the importance of this in their lives
- › encourage and support pupils to take responsibility for their own learning and progress and plan their own next steps in learning
- › be an open and accessible source of information and support, provided confidentially, and ensure children and young people know they are willing to listen
- › be able to identify needs and concerns regarding children's and young people's welfare and personal development, as well as their academic progress
- › understand the role of specialist staff in schools and other agencies and have the ability to support children and young people to seek or accept their help
- › be ready to involve specialist staff in schools in supporting children and young people, support children and young people to approach specialist staff and refer to them appropriately
- › be able to communicate effectively with parents and other professionals, with and on behalf of the child or young person, sharing information on progress as well as problem solving
- › be accountable for the identification of children's and young people's needs, and subsequent responses and actions, in partnership with others in the school community and other services as required.

## Emerging Practice – Staff Who Support Children and Young People

Emerging practice in Scottish schools shows that staff must be confident in their own abilities and comfortable with their part in creating an appropriate environment for children and young people to seek and receive support. The qualities required of staff include:

- › being approachable
- › confident to listen and respond
- › communicates well
- › prepared to be accountable for responding to children and young people.

Children, young people and parents must know when they will be able to contact school staff and at what times during the school day there will be time for contact with them that allows relationships to develop.



### Building relationships

**Forthview Primary School in the City of Edinburgh** has developed several approaches that help parents, pupils and staff be part of a supportive environment. There is a Feelings Book for anyone in the school community to share their feelings. A quiet room has been created with subdued lighting and cushions where children can spend time to reflect or share their thoughts and where they can learn relaxation techniques. A monthly quiet assembly focuses on an emotional or spiritual theme to set the tone for class Circle Time. The school is training staff in emotional literacy and links this to emotionally literate approaches to changing children's behaviour.

**St Machar Academy in Aberdeen** has made a commitment to ensuring senior managers meet all parents of new entrants to S1 before their child starts at the school. The meeting helps to establish relationships and helps parents understand how the school works and what is expected of pupils. The school makes flexible arrangements when necessary to ensure that parents can attend.

Children will choose for themselves the adults in whom they trust, and which adults they will approach for different kinds of help. All staff should therefore feel empowered to listen and to respond, and must be aware of the importance of confidentiality and the limits that must at times be placed on this. Where children and young people are judged to be at risk of harm, or present a risk to others, then all staff should be aware of the procedures to follow in keeping with the school's child protection policy. However, there are many issues in which a child may expect their discussions with professionals to remain in confidence. All staff should be clear about the school's confidentiality policy, which should be communicated to children, young people and parents.

### Listening with respect

**Kirkhill Primary School in Aberdeen** has provided Bubble Time for pupils alongside Circle Time and Golden Time. Every pupil in the school has a peg with their name on it. The pupil can attach the peg to a 'bubble' (a green plastic disc) in their classroom to indicate that they want to spend a little time telling the teacher something personal. The teacher finds time, with the support of the Head and Depute, to hear the pupil's news – whatever it is they want to share, something positive or a concern. Pupils can also write their name on a bubble on the door of the headteacher's or depute's rooms if these are the staff that the pupil wants to share something with. All staff have received annual training in Jenny Mosley's approaches (founder of Circle Time and Bubble Time) and first level counselling training; the headteacher and depute have also trained in solution focused brief therapy.

*"You get to talk to the teacher in private without anyone else knowing what you are saying."* (P6 pupil)

*"It's good to have your own time and no-one else interrupting."* (P7 pupil)

*"Sometimes it helps your problem and you don't get in trouble."* (P7 pupil)



**East Renfrewshire Education Service** has developed a partnership with Renfrewshire Association of Mental Health in its development of Integrated Community Schools, to provide a school-based youth counselling service. The service has been used by boys, girls and families and works in close partnership with schools' multi-agency referral process as well as being accessible by self-referral. The schools and the counsellors have worked closely on developing protocols and mutual understanding on ethical practice and confidentiality.

When dealing with personal issues, schools should be aware that children and young people do not want to be passed or referred from one adult to another without their control or consent. It may be necessary for schools to enable the first-line member of staff that a pupil has approached to continue in a 'key worker' support role until the pupil feels confident to use other support or has resolved his/her difficulty.

#### **Paul**

*"I have always been a quiet person so I think when I first started to get really down not many teachers noticed really. My family had had a really miserable New Year with my dad getting arrested for something and because he had done something before they kept him inside on remand. I was glad to get back to school because my mum was climbing the walls with worry and there was nothing I could do to help except keep my little brother out of the way. I avoided my mates so I wouldn't have to tell them, but going back to school made that a bit awkward. I did consider dogging it. Mr Beeton [Paul's art teacher] noticed I was hanging around the corridors instead of going out and asked me what was up. I told him 'nothing' but he said his door was always open if I wanted to help sort some art materials out. Well, the weather was miserable anyway so it wouldn't look as though I was being a sook.*

*"I went into the art room a few times when I was in that part of the school. Mr Beeton never questioned me or anything, he just gave me things to sort and talked about football and that. He asked if I watched the football with my dad which gave me a bit of a red face but he never pushed it. Then when it came to visiting my dad I wanted time off school to go with my mum and I didn't want anyone to know why, but not to get into bother for it either or else they would contact my mum and she would be up the wall again. So I told him I needed to take an afternoon off for an embarrassing reason and he just said 'I can help you with some things without telling the whole school' so I did tell him. He asked how things were at home and if we were all coping, which we are mostly. So I agreed he could tell the guidance staff so that the time off wouldn't be a problem but I didn't want to talk to anyone else just then. Since then I just keep dropping in to see Mr Beeton if he's in his room and he asks 'how's it going' and that feels ok."*

Alex Beeton provides the teacher's perspective:

*"Paul's registration tutor had noticed that Paul, who is usually quiet, was actually seeming to be rather withdrawn. The registration tutor had shared this with all of Paul's subject teachers to get some feedback and identify if there might be a problem. When I later saw Paul hanging around in the corridors I let him know that I was available in the best way I could, without embarrassing the lad or putting him on the spot. I let his registration tutor and PT Personal Support know what I had done. It seemed from Paul's personal file that the family had been under stress in the past when his father was in prison. As the mother had not contacted the school, we decided to see if Paul himself would talk to us as we could not be sure this was connected in any way to his mood. Also, he is a fairly bright and sensible pupil and we did not want to make him feel as though we thought he couldn't cope.*

*"When Paul finally opened up, he agreed that I would share this information with the registration tutor and the designated PT Personal Support, but as Paul had made the initial information available to me and had not wanted others to know, it was agreed with colleagues that I would be the one to keep an open door to him. The PT let me have some leaflets on local support services we thought he or his family might want to use, so that I could pass them on if he seemed to feel worse or if we talked about the matter further. The PT Personal Support did the necessary communication so that Paul's absences were not made more awkward by his subject teachers."*

Staff who get to know children well through classroom work, extra-curricular activities, registration periods or through closer support will often be able to observe progress in learning and development and see changes in attitude and approach in the child or young person which can signal the need for early intervention.

## The Role of Specialist Staff and Principal Teachers

Specialist or designated staff, Principal Teachers (or designated senior staff and managers in primary and special schools) play an important developmental and co-ordinating role. They should:

- ensure there is one key member of staff who will be responsible for ensuring a positive outcome has been achieved for the child or young person, when a need has been identified
- be able to support, encourage and motivate teaching, non-teaching and ancillary staff to foster relationships with children, by providing staff with advice, information, training and encouragement
- be able to support children, young people and their families to resolve complex problems. This requires the development of a close and trusting relationship with the child and family and a sound knowledge of the potential role of other specialists and agencies



- › deliver, and support others to deliver a coherent and high quality programme of education for personal and social development, with appropriate progression
- › co-ordinate and integrate services to provide seamless support for the child or young person, including in-school integration of pupil support, learning support and behaviour support, and other in-school agency provision (such as health or social work), as well as services outwith school
- › collate information to monitor support to children and track their progress, ensuring this is shared with children, young people and parents appropriately and used by staff to inform their further planning with children
- › fulfil these roles for all children and young people, and for children and young people with additional support needs, act as a contact and co-ordinator for Co-ordinated Support Plans for individual children and young people.

## Emerging Practice – Leading Teams that Support Children and Young People

Emerging practice in Scottish schools shows that Principal Teachers and specialist staff lead effective teams which are clear about the roles of individuals and of the strengths and experience of their team colleagues. They also share a vision of what they wish to achieve and hold common values focusing on positive outcomes for children. The attributes of effective teams includes:

- › promoting a whole-school approach by involving all staff
- › adding value and strategic capacity with the sum of their skills and efforts
- › sharing vision, having clear roles and remits
- › working with partners and other professionals effectively.

### Routes to Support

**Forfar Academy in Angus** trained 30 teaching staff to become personal mentors for S1 and S2 pupils who were felt to need additional support. The teacher mentors spent time with a pupil working in a ‘solution focused’ way to help them resolve behaviour or motivation problems. The approach enhanced the provision of Personal Support by specialist staff and gave the pupils a more positive view of staff. The teachers themselves have learned more about the family circumstances and personal experiences that have helped create barriers to learning for the pupils.



**Trinity High School in Renfrewshire** involved senior pupils in developing the school ethos of caring and support. The senior management team followed up an initial voluntary interest by senior pupils by investing time in training of senior pupils as buddies, through a residential course. Senior managers have continued to support senior pupils to run a drop-in and buddy system for more vulnerable S1 pupils. The work has helped build positive relationships between staff and senior pupils, as well as with S1 pupils.

*“I feel, after completion of the training, my confidence and team work skills have significantly improved. The ‘Buddies Club’, in my opinion, has also encouraged and succeeded in making the current 6th year become a much closer year group.”* (Victoria, S6 Buddy)

*“Since the ‘Buddies’ started I feel as though my confidence has grown. I feel I am interacting more with the younger kids and I feel like I have to act as a role model to them.”* (Lindsey, S6 Buddy)

*“You can make friends and even if you don’t it stops you walking about by yourself and being ridiculed.”* (S2 Buddy)

*“It keeps you from getting cold and you can have a laugh with your new mates.”* (S1 Buddy)

Good communication is essential for information to be shared on the progress of pupils and to allow a whole picture to develop of their motivation, personal development and support needs. Positively, observation of progress is also an opportunity to recognise and reward different kinds of children’s and young people’s success, personally, socially and academically.

### Monitoring pupils

**Turnbull High School in East Dunbartonshire** developed a system of monitoring pupil progress called ‘Aiming High’. Each term pupils set targets for their performance in 7 areas of positive behaviour and two action plans for specific areas for each pupil to maintain progress. Staff and pupils score their progress each term and set new targets for the following term. The achievements are collated at individual, class, house and year group levels to provide pupils, parents and staff with an overview of progress. The achievements are linked to the school’s reward scheme for positive behaviour. It also allows staff to monitor attendance and timekeeping as well as behaviour.

In a parent survey 90% of parents appreciated the monitoring reports which they felt provided a useful source of information to help them encourage their children and to keep themselves in touch with the school.



**Bothwellpark High School in North Lanarkshire** uses visual charts to help pupils with severe and complex disabilities reflect on their daily progress in achieving tasks. This takes place within a framework of SMART target setting used by staff to record progress in each curricular area. The SMART system breaks long term curriculum targets into four short-term goals and then into small steps for weekly monitoring. The collation of achievement enables the school to review progress with pupils' parents and with the other agencies involved in their individual reviews.

*“Staff showed a deep understanding – not only of my daughter’s schooling progression but also her character, and how to get around her little foibles!”* (Parent response to evaluation of parents evening).

Effective recording and monitoring of day-to-day Personal Support activities helps to ensure that issues are noted, action is taken and there is follow-through until support is no longer required. Pro-active and preventive systems are based on a realistic assessment of need and effectiveness, which is gleaned from good recording and monitoring.

Effective team working also involves clear understanding of responsibility and accountability. While a wide range of staff (or any individual member of staff preferred by the child or young person) may be involved in supporting a child or young person, it is essential that there is an identified key person who will ensure that a positive outcome has been achieved for the child or young person, when a need has been identified. It is essential that systems are in place to ensure that every child or young person is ‘in view’ of the school to enable identification of need, and that teams supporting children and young people promote this approach.

Integrated support within schools requires leadership and willingness for co-operation and collaboration. Effective integration is more than simply sharing information about a child or young person between different kinds of support staff and other teachers. It requires shared understanding of the whole child or young person and his or her needs, agreement on priorities and approaches, and a commitment to regular review of progress. Parents are important partners in reaching understanding and identifying priorities.

#### **Helen Kinally**

*“My son Daniel enjoyed nursery school but never really settled down to primary school. His teachers always described him as energetic but I think they were really telling me he was too fidgety. As time went on he started to really dislike primary school and when he was in P3 he actually became such a handful to get out of the house and along to school in the morning he was making his older sister late as well. I realised I had to do something and managed to get to the school at the end of the day one time to mention the trouble we were having to his class teacher, just to see if there was anything she could tell me about what the problem was.*



*“We ended up having a really long chat about how Daniel had been in nursery, what he was like at home and what things he liked playing with. She asked about his friends and what things I thought he was good at. I hadn’t really expected the conversation to go that way but the more we talked, the more I realised that some of Daniel’s likes and dislikes at home might shed light on how he is at school. His reading is not really getting anywhere but his drawing and the things he manages to build with construction toys is really good. Mrs Callan [Daniel’s class teacher] asked me if she could discuss these things with the depute head in the school.*”

*“After a week the depute head called me at home and asked me to come in to the school. They were suggesting that Daniel should be assessed to see if he has a dyslexic-type difficulty. Miss Dunbar [the depute head] showed me how they were going to give Daniel some extra help in the class in the meantime and gave me some information about the psychology service that would be assessing Daniel. I had loads of questions about this. I didn’t want him to be labelled and I was worried about what it would mean for his future if he did have some kind of problem. I didn’t want the other children laughing at him because I think one of the reasons he had started disliking school was because he knew he wasn’t keeping up with the others. Miss Dunbar listened and answered questions and asked me to keep coming back as often as I needed, either to her or to Mrs Callan. I met the learning assistant in the class so that I would know who was involved with Daniel.*”

*“They asked if I would keep them in touch with how Daniel is feeling about things so that they can keep changing their approach to suit him. He is a bit happier in school now.”*

Jane Dunbar gives the school’s perspective:

*“We are a fairly large primary school so we do have a depute head and an allocation of support staffing that we can use flexibly. So, once we had identified a problem it was not too difficult to develop an individual action plan for Daniel. But we have another four years of close relationship with this family to plan for, to make sure we are all pulling together to give Daniel every chance of success, so for us, establishing a good relationship with Mrs Kinally is essential.*”

*“I was pleased that Lorna Callan was able to welcome the parent when she dropped in casually. The time she took to explore Mrs Kinally’s views about her son’s approach to learning was the single most important step that was taken in this case. It provided the parent with the encouragement to keep talking to us and to keep working with us. It’s a challenge in schools to make sure that listening to parents in this way doesn’t just happen by accident. We have a school policy of partnership with parents, with regular open days and a welcoming reception area, but still many parents are busy and staff have to feel confident to take any opportunity there is to build a relationship.”*



## The Role of Senior Managers and Headteachers

Senior managers in schools must develop the vision of the school as a caring community, and provide leadership to staff ensuring all fulfil their role. They should:

- › communicate and model respect and a sense of equality, creating a climate of co-operation and collaboration amongst staff, as a necessary pre-requisite for promoting this amongst children and young people
- › plan to improve support to children and young people and evaluate progress against clear objectives, integrating these with developments in their implementation and development of Integrated Community Schools and Health Promoting Schools where appropriate
- › ensure that the school follows a framework of appropriate stages of intervention, in conjunction with multi-agency and authority-level structures
- › drive the development of partnerships to maximise support to the school and to pupils, ensuring effective collaboration in Co-ordinated Support Planning and integration of support for the whole school
- › ensure that staff development leads to enhanced support to children and young people, and that there are opportunities for reflection and challenge for staff
- › be responsible for excellence in supporting pupils.

## Emerging Practice – Effective Management to Support Children and Young People

Emerging practice in Scotland shows there are different approaches to management in order to enable support to pupils. Key features of effective management include:

- › active involvement in schools' design of Personal Support and monitoring of implementation
- › leading development and practical co-ordination of roles and resources
- › open processes of planning, monitoring, and reviewing progress
- › taking a regular overview of staffing and staff development.

Positive and dynamic caring school communities are based on trust, shared values and time and space to share ideas and thinking, as well as reflection on day-to-day support activity.



Frank Lennon of **St Modan's High School** believes that core values must bind all school staff and staff from other agencies to achieve inclusion: *"We need leadership development that not only takes account of its importance at all levels in the school from classroom teacher and support staff to the SMT, but also takes account of schools, not as organisations devoted to the most efficient 'delivery' of services to individuals; but as essentially communities of values each with a collective sense of its purpose and destiny."*

The approach to team working in schools must be developed according to local circumstances. A team may operate on a cluster basis or with a single school focus, or through local learning partnerships. The purpose of the team model is to enhance the strategic capacity of the school to deliver Personal Support and make best use of the contribution of all staff. However it is structured, it is essential that the team is managed and led, has a vision and clear roles and remits for all those comprising the team, which is clearly communicated to other staff.

Lorna Spence of **Deerpark Primary School** described the importance of team working in developing the role of a Home School Link Worker within her school team: *"Undoubtedly, the professional and interpersonal skills of our HSLO have been crucial for the success of our approach; but her role has to be supported, validated and nurtured by the beliefs, values and ethos of the school. We needed a clear understanding that in our school team, roles are complimentary not competing and everyone is playing their part – its our job not **her** job. We needed ingenuity and creativity because we accept that, when working with families, there is no 'one size fits all' solution, but we believe that school exerts a powerful influence – we make a difference!"*

The extent to which other agencies are regarded as a reliable resource and are members of a school 'team' depends on the establishment of relationships and agreements at school and authority level, and shared understanding of the purposes and objectives of Personal Support. Experience shows that different professional backgrounds and approaches can be brought together to support children and young people effectively where there is shared discussion and training, and the opportunity to build relationships and understanding over time.



## The Role of Authorities

Authorities must add value to school level development by providing appropriate support and challenge. They should:

- › ensure staff understand the allocation of support to schools and how schools can access central specialist staff
- › draw together strands of integration, through Integrated Community Schools and integrated children's services planning
- › engage fully in Community Planning and ensure its potential to strengthen partnership working
- › engage effectively with key agencies involved in identifying and responding to the needs of children and young people who are vulnerable or in trouble, such as Child Protection Committees, the Reporter to the Children's Panel and the Social Work Department.

Authorities play a key role in developing and enabling staff. They should:

- › provide opportunities to learn and progress for staff new to education and experienced staff
- › provide development opportunities for a range of staff, including support staff
- › ensure coherence with other training programmes relevant to supporting pupils, all delivered within a policy framework and informed by an authority vision
- › expose staff to a range of practices and practitioners through approaches such as mentoring, work shadowing and multi-agency training and networking.

## Emerging Practice – Authorities Supporting Schools

Many authorities use specialist staff in a developmental and enabling capacity, and to plan and co-ordinate staff training and resource development. They support schools to plan and develop inclusion, and play a strategic role in promoting authority-wide good practice.

### Developing and enabling

**Glasgow** supports schools to develop their Personal Support with an authority Advisor of Pastoral Care. The advisor played a key role in developing the authority's strategy for supporting pupils with a 'Standard for Pastoral Care', setting out Glasgow's vision, aims and objectives for pastoral care. The advisor provides training for staff to ensure effective delivery of the standard, including support staff, unpromoted and promoted staff and senior managers. She leads the compulsory training in pastoral care that all probationers receive. The advisor also has a quality assurance role to support and validate schools' self evaluation of their pastoral care. The advisor also compiles information for school use that supports networking between schools and support services and also facilitates networking meetings.

**Educational Psychologists in Fife** have developed an approach to supporting the authority's management and developmental work, as well as case work. Their strategic approach involves them in acting as a 'critical friend' to schools within the authority quality assurance process but crucially involves them in providing consultancy support to schools in their planning to support pupils. Educational Psychologists have advised on new approaches on developing new resources such as 'Cool in School' (curriculum for personal and social development) and restorative practices. They also maintain their role in planning to meet individual pupils' needs through joint liaison groups, but are now able to use this intelligence for the benefit of strategic planning within the authority.

Resources available to education authorities include teachers and additional staff such as classroom assistants, learning support assistants, home-school link workers and auxiliaries. Planning for deployment of staff should have regard to maximising the long term benefit of such staff to schools by ensuring their training and development equips them for their schools' efforts to support children and young people. Some authorities deploy youth work, arts and culture and other staff on a cluster basis, to enhance the range of support and skills available to schools and their children and young people.

**South Lanarkshire Council** has involved youth work staff in its Active Breaks programme. During breaktimes the youth work staff work alongside the school staff in providing interest groups (sports, arts and IT skills, etc.) and support for more vulnerable pupils through individual or group work.

The effective development of Personal Support in schools, and the development of Integrated Community Schools, requires agreement at all levels that time and resources of health, social work, youth work and other staff (including voluntary sector staff) come together collaboratively in the best interests of children and young people. Not all services or interventions need to focus on the school, but for all services to work preventively and to focus on early intervention, school-based collaboration must take place, informed by a shared vision. It is essential that agreement is established at authority level on commitments and forms of support by other departments and agencies. This may be best achieved through the children's services planning process, or the community planning process.



### Multi-agency support

**West Dunbartonshire Council** has developed multi-agency working around school clusters in its Pupil and Family Support Service. This support service works in partnership with teaching staff in the secondary and primary schools, pupils and families, to design and implement strategies to address specific difficulties affecting families and school attendance, inclusion and attainment. All staff in the support service are trained jointly with schools, social work services and other partners, and through this have some vocational accreditation routes open to them. A member of the senior management team of the secondary school in the cluster manages and co-ordinates the service. West Dunbartonshire plans to extend the service to include early years services in the cluster to develop a seamless approach through all transitions.

While many school leaders will adapt and develop their own approaches, model policies prepared by authorities helps to establish a standard and expectation of support for children, young people and parents. Education authorities' quality assurance is key to ensuring consistency to assist enhancing the experience of children and young people making a transition between establishments.

All training within the school and authority should embed the learning of knowledge and skills required for supporting pupils within a framework of values, underpinned by understanding of policies and practice guidelines. Training which brings practitioners together from different disciplines or agencies builds stronger partnership working as well as enabling the sharing of practice and perspectives between professionals. This can be delivered on a 'whole school' or learning partnership basis, or at authority level.

Progression and accreditation in training provided to develop skills in supporting pupils is important for teachers and other key partners (e.g. school nurses, home-school link workers), helping to raise the profile and credibility of this area of work.

# core features of personal support in schools

Confident and empowered individuals at school level lead the development of systems for supporting pupils. Their roles and responsibilities are enabled through effective co-ordination and management at school level, underpinned by a clear vision and effective leadership at school and authority level.

Some core features of systems for supporting children are:

## At school level

### Communicating values and ethos

- › a positive school ethos and involving children and young people
- › working with pupils to develop peer support and positive relationships
- › effective whole-school approaches for prevention with commitment from all staff
- › effective communication amongst all staff
- › involvement of parents.

### Meeting the standard for Personal Support in school

- › involving children and young people in planning to achieve and reviewing their progress
- › progression of learning in education for personal and social development
- › systematic identification of children's and young people's needs and whole-school analysis to support planning
- › systems for in-class and in-school early intervention, referral to specialists or other agencies, and monitoring that agreed actions and outcomes for children are achieved, where ownership and responsibility for children and young people referred to external provision remains with the school.



## At school and authority level

### Communicating values and ethos

- › clear roles and expectations of staff
- › creating effective relationships with partners and the community
- › supporting innovation
- › clear education authority policy framework and strategic direction.

### Building schools' capacity to meet the standard for Personal Support in school

- › provision for supporting staff and developing skills through training, mentoring and multi-disciplinary opportunities
- › support for development of effective learning resources for education for personal and social development, with coherence and progression across stages of education
- › integrated planning, implementation and evaluation of services to children
- › developing with partners out of school opportunities and recognition for children and young people's achievement
- › systems of quality assurance and review in school and in the authority.



### school and authority managers

- > Support staff and develop skills through training and multi-disciplinary opportunities
- > Describe clear roles and expectations of staff
- > Develop coherent PSD resources that progress across stages
- > Integrate planning, implementation and evaluation of services to children
- > Monitor referrals to other services and the outcomes for children, maintaining the child as a member of the school community
- > Create effective relationships with partners and the community
- > Support innovation

clear vision and effective leadership

### authorities

- > Provide clear policies and set strategic direction
- > Develop systems of quality assurance and review
- > Provide for appropriate CPD and probationer development

strategic capacity and effective partnerships

confident, empowered staff

### schools

- > Provide a positive school ethos and peer support among pupils
- > Involve children in planning to achieve and reviewing their progress
- > Ensure progression in learning for PSD
- > Ensure systematic identification of children's needs and use overall analysis of need to support planning
- > Emphasise prevention and involve all staff in building a caring school community
- > Develop in-class and in-school early intervention
- > Ensure effective communication between staff and with parents



# the way forward for personal support in scottish schools

We want all children and young people to have opportunities to achieve and to make their individual contribution to society. Support for pupils must be designed to respect children's and young people's integrity, strengthen their individual capabilities and value their contributions.

The development of a holistic approach to Personal Support in schools will take place in the context of the emerging good practice in Integrated Community Schools. Everyone involved in schools can contribute to supporting pupils. Different individuals and organisations have a distinctive part to play.

## Outcomes for children and young people

The 10 Standards for Supporting Pupils provide a framework for pupils, parents and staff to reflect on the level and quality of support in schools. Ideally, schools should ensure that their communication with pupils and parents describes the school's approach to the Standards and reports on how these are met regularly.

Standards for Personal Support in Schools	Outcomes for Children and Young People
1. Learning skills to seek information and support	<ul style="list-style-type: none"> <li>▶ Pupils and parents readily seek support in school and from other agencies</li> </ul>
2. Access to information	<ul style="list-style-type: none"> <li>▶ Children and young people in all forms of full- or part-time education receive progressive core education for personal and social development and health education</li> <li>▶ Children and young people access up-to-date and relevant resources in education for personal and social development, and are involved in participative learning opportunities</li> <li>▶ Children, young people and parents know where information is located within the school and expect wide-ranging information on local opportunities and support</li> <li>▶ Pupils benefit from full collaboration between the school and other agencies such as the NHS Health Scotland and NHS to gain accurate, relevant and up to date information on issues such as healthy lifestyle choices including alcohol, smoking, sexual health and drugs</li> </ul>
3. Opportunities for citizenship and participation	<ul style="list-style-type: none"> <li>▶ Pupils are active in peer support and other forms of pupil participation</li> <li>▶ Children's and young people's achievements and efforts in citizenship activities, in school and the community to which the young person belongs, are recognised, and where appropriate, accredited</li> </ul>

Standards for Personal Support in Schools	Outcomes for Children and Young People
4. A regular review of progress	<ul style="list-style-type: none"> <li>➤ Children and young people participate in planning and reviewing their progress with staff</li> <li>➤ Pupils experience continuity of staff as far as possible and plan and review progress with a member of staff that knows them</li> </ul>
5. Help with transitions	<ul style="list-style-type: none"> <li>➤ Pupils and parents are confident they understand new settings or stages and aware of support and contact arrangements</li> <li>➤ Pupils' personal reviews of progress and other personal profiles and plans follow them into their new setting</li> <li>➤ Children and young people are familiarised with new settings and key staff prior to transition</li> </ul>
6. Help to plan for the future	<ul style="list-style-type: none"> <li>➤ Pupils acquire the skills and knowledge to be effective career planners</li> <li>➤ Children and young people are proactive in developing ideas about their future</li> <li>➤ Young people feel ready for work and confident in their personal ability to cope with the world of work and change</li> </ul>
7. Accessibility	<ul style="list-style-type: none"> <li>➤ Children, young people and parents feel confident that school staff will support them and understand the roles and remits of designated staff and partner agencies</li> </ul>
8. Co-ordination of support	<ul style="list-style-type: none"> <li>➤ Pupils and parents understand and are actively involved in plans for additional support or involvement of other agencies</li> </ul>
9. Confidentiality	<ul style="list-style-type: none"> <li>➤ Pupils and parents readily seek support in school and from other agencies</li> </ul>
10. Time and space	<ul style="list-style-type: none"> <li>➤ Children's and young people's needs are identified by staff quickly and responses are planned and implemented smoothly</li> </ul>



## Self evaluation and quality assurance in schools and authorities

Ambitious Excellent Schools (2004) describes Scotland's approach to ensure sustained improvement in Scotland's schools through a focus on outcomes and self evaluation, within a framework of proportionate inspection and international benchmarking. The Scottish Executive will continue to ensure support and challenge for local authorities through the development of effective reporting on performance in the National Priorities in Education. While there will be more flexibility in funding for the National Priorities, there will also be a focus on progress towards achieving outcomes in:

- › Achievement and attainment
- › Framework for learning
- › Inclusion and equality
- › Values and citizenship
- › Learning for life

The integration of planning and reporting by authorities for children's services in 2005 will provide a local framework for developing appropriate desired outcomes for a range of partner agencies supporting pupils, families and schools.

The core features of Personal Support in Schools described in the document, require commitment to staff development, from which a range of outcomes may be sought:

Action to prepare and support staff	Outcomes for Staff
In-school staff development activities	Confident staff who are clear about their role and fulfil their responsibilities to support children and young people well
Effective management and support for all staff	Staff feel confident and work effectively as a team Managers lead staff and respond to practice development needs The school draws on support from the authority, learning partnership or other schools to enhance their practice
Inter-school/authority opportunities for CPD	Staff and partner agencies are trained, together if appropriate, in specialist and generalist practices for supporting pupils Staff feel they are used effectively in their school community to provide support with other staff and team members
Establishing effective partnership working	School staff and other agencies have a clear understanding of their roles and functions Sharing of information, referral of pupils and joint working is frequent and adds value to the support all pupils receive School staff liaise closely with other schools/colleges to help children and young people prepare for transitions or the next stage of their education or career plan
Quality resources and curriculum materials for supporting pupils and education for personal and social development	School staff and other agencies provide consistent high quality support and learning opportunities for pupils appropriate for age and stage

# supporting pupils – sharing the agenda

Support for children and young people in Scottish schools will involve partners in providing a framework in which they are empowered to deliver excellent support for pupils within a context of support, challenge, and opportunities for reflection.

The National Review of Guidance provides 10 Standards of Personal Support. It is not prescriptive about the approach for organising support and it is expected that this will be developed to suit local needs and circumstances in authorities. It is therefore essential that there are opportunities for sharing good practice and exploring different models at national level, to support local development.

Significant developments in education policy will influence the ways that schools support pupils in the coming years. Ongoing reflection and feedback between practitioners and policy makers is essential to ensure that staff are able to fulfil our aspirations for supporting children. Monitoring progress, self evaluation and inspection will provide evidence of how Personal Support in schools is developing in Scotland.

An action plan for the development of Personal Support in schools will involve a range of partners in these broad objectives:

## The Scottish Executive will:

- › support authorities to bring together planning and reporting on progress in the National Priorities in Education
- › simplify the National Priorities Action Fund to support authorities' flexible use of funding for personal support in schools
- › assist the dissemination and promotion of emerging practice in personal support in schools
- › recognise the importance of pupil support in schools within the roll-out of Integrated Community Schools and Health Promoting Schools, the review of the curriculum and the review and ongoing development of Initial Teacher Training and Continuing Professional Development
- › provide guidance to authorities and schools on implementation of the Additional Support for Learning Act 2004, to help them fulfil their duties to children with additional support needs
- › continue to work with agencies to help deliver real improvements in child protection building on the Charter and the Framework for Standards by 2006.

## HMIE will:

- › support the development of self-evaluation and quality assurance of pupil support and implementation of the Additional Support for Learning Act 2004
- › continue to monitor the development of pupil support through its inspection programme of schools and education authorities



- › support the dissemination of emerging practice
- › take the lead in developing multi-disciplinary inspection of children's services commencing with child protection pilots from December 2004.

### LTS will:

- › provide information and resources to practitioners and trainers on personal support, education for personal and social development, and health education, in the context of inclusive education.

### Education authorities and schools will:

- › involve pupils, parents and staff in developing and reviewing support for pupils
- › ensure appropriate staff development opportunities
- › enable staff to adapt to new influences on their practice by providing training, support and guidance (e.g. Additional Support for Learning Act 2004)
- › enable effective partnership working and integration of support to children
- › lead and manage development.

### Partners in Community Planning and Children's Services Planning (local authority departments, Health Boards and voluntary sector agencies) will:

- › consider how to support schools to provide effective Personal Support
- › promote and support multi-agency training of staff
- › ensure Children's Services Planning and Community Planning supports schools' unique roles as a universal service for children, young people; and endeavours to build on shared values and common objectives.

### Higher Education Institutions will:

- › work with authorities and professional bodies to review routes of professional development and accreditation for pupil support
- › ensure newly qualified teachers have a full understanding of their role in supporting pupils and emerging systems and practice in schools
- › prepare new staff and make provision for the continuing development of staff (in education and in other professions) to provide effective personal support in schools and to adapt to new influences, such as the Additional Support for Learning Act 2004.



# Annex A

## 10 Standards for Personal Support in Schools – Outcomes and Practice Issues

### What the Standard means

### Outcomes for children and young people

### Some practice issues

## Learning for Life

#### 1. Schools make opportunities for developing the knowledge, skills and attitudes children and young people need to enable them to seek information and support throughout life

High quality programmes of education for personal and social development and health education should equip children and young people to be pro-active in seeking information and help to support their life choices. Children and young people will have knowledge of local sources of information and help, in and out of school.

- Children and young people in all forms of full- or part-time education receive progressive core education for personal and social development and health education

- Children and young people have access to up-to-date and relevant resources in education for personal and social development, and are involved in participative learning opportunities

- The development of education for PSD and health education at authority level should ensure that children and young people in all forms of full-time or part-time education provision experience core features of education for PSD and health education. It is essential that there is effective liaison between service providers to achieve this and that schools remain in contact with children and young people receiving education in other services.

- Many schools engage external agencies to deliver aspects of education for PSD on sensitive issues such as sexuality or sexual health. Often, children and young people welcome this approach. Authorities should consider means of developing a strategic approach to the involvement of partner agencies to ensure all children and young people in their schools receive quality learning and information opportunities, rather than relying on ad hoc local arrangements. It is not appropriate for schools to bring in external agencies without planning for follow up support, information or progression.

#### 2. Schools provide access to information to help children and young people make informed decisions and choices

Children and young people should make personal choices based on relevant and up to date information that communicates effectively and is appropriate to the age of the child. Schools should offer access to information in ways that allow discreet access to it.

- Pupils and parents readily seek support in school and from other agencies

- Pupils benefit from full collaboration between the school and other agencies such as NHS Health Scotland and NHS to gain accurate, relevant and up-to-date information on healthy lifestyle choices, including alcohol, smoking, sexual health and drugs

- Outreach information and contact within school by community-based agencies should be encouraged and form part of local Community Learning Planning.

- School-based staff should be familiar with out-of-school support provision in their area – children and young people can help validate the quality of the provision.
- A range of information should be accessible covering personal choices relevant to the age of the children and young people: relationships, sexuality, sexual health, pregnancy, drugs, crime and other issues are important. Many of these are covered in internet sites (e.g. Young Scot), although internet/child protection policies may bar young people's access to important subjects. The recommendations of the National Strategy for Sexual Health and Relationships should be fully considered by schools.

#### 3. Schools make opportunities for children's citizenship and participation, through involvement in their school community, their neighbourhoods and in democratic society

Challenging and enjoyable learning takes place through a wide range of in-school and out-of-school activities that engage children and young people in exploring individual interests and contributing to their community.

- Pupils are active in peer support and other forms of pupil participation

- Children's and young people's achievements and efforts in citizenship activities are recognised, and where appropriate, accredited

- The principles which contribute to citizenship form one of the underpinning elements of the purposes of education as defined in *A Curriculum for Excellence*. This is an important part of children's and young people's experience and contributes to the development of a positive ethos, and through which individuals' achievements should be recognised and where appropriate, rewarded or accredited. This area again requires ongoing commitment to co-ordination, development and management of relationships with partner agencies, and the leadership to integrate the approach into the whole school.

## Review of individual progress

#### 4. Schools provide regular review of progress in learning and personal and social development

Children and young people should be involved in regularly reviewing their personal goals with a member of staff that knows the child well, and can discuss the child's or young person's progress with parents on a regular basis.

- Children and young people participate in planning and reviewing their progress with staff

- Pupils experience continuity of staff as far as possible and plan and review progress with a member of staff that knows them

- An important aspect of Personal Learning Planning is the children's and young people's involvement in setting learning goals, both in the formal and informal aspects of the curriculum. Staff should know the child well, and preferably have some continuity throughout their time at school when in secondary school.

- In primary school, teachers may meet with children during class time by making best use of auxiliary support staff, for example, and meet with parents during parents evenings unless additional meetings are requested.
- Schools should consider increasing this contact commitment during key transition years: P7 & S1; S2 (Subject choices) & S4/S5.

#### 5. Schools help with transitions between stages in education and between different providers of education and personal development opportunities

Close liaison between schools and other service providers at transition points helps children and young people to feel personally prepared and helps children, young people and parents understand the support arrangements between providers.

- Pupils and parents are confident they understand new settings or stages and aware of support and contact arrangements

- Pupils' personal reviews of progress and other personal profiles and plans follow them into their new setting

- Children and young people are familiarised with new settings and key staff prior to transition

- Key transitions include nursery-primary; primary-secondary; at all stages between school and alternative provision; secondary-further education; secondary-post school.

- Good practice has been developed in collaborative teaching between schools at different levels prior to transition (e.g. teacher exchanges primary-secondary or nursery-primary).

#### 6. Schools help to plan for the future

Young people's future beyond school education is something the school and the young person proactively consider and plan for involving career related learning opportunities and career planning support services.

- Pupils acquire the skills and knowledge to be effective career planners

- Children and young people are proactive in developing ideas about their future

- Young people feel ready for work and confident in their personal ability to cope with the world of work and change

- The development of the work experience programme requires considerable organisation and the development of positive relationships with local employers.

- Enterprise education should engage the business community in order to meet the needs of local employers for school leavers with necessary skills and employability.

- There should be an integrated approach to enterprise education, career education and the development of young people's career planning skills.

- Strategic partnership and collaboration with Careers Scotland is essential.

## Access to Support

#### 7. Schools provide access to staff by children and parents who want support

Schools actively communicate to pupils and parents the role of all school staff in supporting them, and the roles of specialist staff and other agencies in providing specific support. Children, young people and parents should know who designated staff are and how to contact them.

- Children, young people and parents feel confident that school staff will support them and understand the roles and remits of designated staff and partner agencies

- This commitment may be particularly important for children, young people and parents to understand if they view previous encounters with the school negatively.

- A structure should be in place by which any member of staff who has been approached by a pupil or parent can gain the support of senior Personal Support staff for advice and support.

- Schools should ensure that a key member of staff is responsible for ensuring that any support provided by any member of staff is recorded, monitored and followed through.

#### 8. Schools co-ordinate support between agencies and schools, wherever learning takes place

Schools will make clear statements of support arrangements for children and parents where other services contribute to the child's or young person's learning programme outside school.

- Pupils and parents understand and are actively involved in plans for additional support or involvement of other agencies

- A statement of how information will be shared will assist partners to be clear about their roles and respective responsibilities

- Educational Plans reflecting the needs of the child or young person will be developed (Personal Learning Plans, Individual Education Plans and Co-ordinated Support Plans) which must ensure that programmes of support and learning provide appropriate challenges for children's and young people's learning and personal and social development.

- Increasing numbers of children and young people will undertake learning and other opportunities with a range of providers, on and off school site. Consequent fragmentation of support and access to information for children and young people should be avoided.

- It is a concern that young people with difficulties in mainstream education may miss out on aspects of the commitment to providing them with support and information on other sources of support available to them. Inclusive practice requires that information should be made to all children and young people, not just those attending a mainstream school full-time.

#### 9. Staff respect confidentiality

School staff, children, young people and parents are clear that the majority of concerns can be discussed in confidence with any member of staff, and the school will involve children and young people in giving informed consent to share information with other services where this will help them. The school is also clear what staff will do where there are concerns about risk of harm, while communicating a commitment to support and involve the child or young person when information must be shared.

- Pupils and parents readily seek support in school and from other agencies

- Information will be shared about a child where this is necessary to protect them

- Children can understand what concerns they can discuss in confidence and what information must be passed on with regard to their (or others') safety.

- Their choice of adult is respected and continuity of support sought if other staff or specialists become involved.

- The process of sharing information between agencies to achieve the best support for children and young people is carried out with their involvement and understanding, as far as possible.

- A portfolio of information detailing a child's or young person's preferences for personal care, communication and other needs is important where a child or young person has complex needs. Continuity of staff helps children to feel secure and confident in school, but where this is not possible effective transfer of information is essential for staff, children and young people.

#### 10. Schools ensure time and space to seek help

The school involves children and young people in deciding the most appropriate opportunities and locations to access information and staff who will support them. Schools provide space in the school week to allow children and young people to build relationships with staff, reflect on their personal, social and emotional wellbeing and develop their knowledge of information and support available to them.

- Children's and young people's needs are identified by staff quickly and responses are planned and implemented smoothly

- Children and young people can be involved in deciding how locations and opportunities can be developed as space for 'Personal Support and access to information'.

- Many schools have responded positively to the recommendation to create flexible support space in school refurbishment and plans for new building.

- Practices such as circle time help create the dedicated time for children and young people to develop their confidence and build relationships. Practices such as Bubble Time may provide the one-to-one opportunities for more personal discussion between children, young people and staff.



## annex b – supporting evidence

Three studies were conducted as part of this review:

- ▶ *Supporting Pupils: study of Guidance in Scottish Schools' (SCRE Centre, 2004).* The Scottish Council for Research in Education (SCRE) conducted a literature review on guidance in Scotland, the UK and abroad. A questionnaire survey of Scottish Education Authorities was conducted, to which 26 responded. In-depth case studies were undertaken in 3 primary, 4 secondary and 1 special school, in which 2,413 pupils, 158 teachers and 100 parents completed questionnaires and a further 26 school staff and 20 members of other professions were interviewed, supported by 10 pupil focus groups and 2 teacher focus groups. Six lecturers in Higher Education Institutions were interviewed and 2 student focus groups were conducted, on initial teacher training in guidance.
- ▶ *Support in School, the Views of Harder to Reach Groups', (TASC Agency and CaskieCo, 2004).* The TASC Agency and CaskieCo conducted a consultation to elicit the views of parents and pupils who may be disaffected with or excluded from mainstream schools. Their contacts were made through a range of agencies that provide learning or other support to children, young people and families, often by referral from schools or education authorities, or social work services. One hundred young people took part in interviews of small group discussions, and a further 18 made comments via an on-line questionnaire. Thirty-two parents took part in interviews or small group discussions, and a further 19 made comments via an on-line questionnaire. 10 agencies were interviewed, and a further 19 made comments via an on-line questionnaire.
- ▶ *Personal Support in Scottish Schools' (HMIE, 2004).* HMIE produced a report based on evidence from HM Inspectorate's programmes of inspection of Scottish primary, secondary and special schools during the period 2000-2003.

## Current Models of Pupil Support and Guidance 2003

Since the McCrone report and *Better Behaviour – Better Learning (2001)*, many authorities and schools report that they have restructured, or are in the process of re-structuring, their provision of guidance and Personal Support. A range of models were observed in the research conducted by SCORE during the review, which used a range of staff in different roles, from which a general picture can be drawn:

	Children	Education for Personal and Social Development (PSD)	Staff
<b>Embedded*</b>	Children build a relationship with their regular class teacher and have contact with senior manager for specific difficulties	Delivered by all staff and integrated into the curriculum	<p><b>All staff</b> Pupil progress planning and review; pastoral care and welfare; liaison with parents, support staff and others</p> <p><b>Senior managers</b> Support to staff; intervention with children and families on specific care and welfare or behavioural issues Develop partnership working</p>
<b>Integrated pupil support</b>	Children build a relationship with a first-level contact; but can approach any member of staff including senior managers Other forms of support (learning, behaviour support) are arranged into one team of staff	Delivered by a range of staff	<p><b>All staff</b> Responsibility for groups of children (e.g. 20:1) is spread across the staff team, who play a first-line role and review pupil progress Refer for specialist support when necessary</p> <p><b>Senior staff</b> Specialist roles include learning support, behaviour support and pastoral care to form larger 'pupil support team' Management and co-ordination of pupil support staff and development of partnerships with agencies May have teaching role</p> <p><b>Senior managers</b> Management and development of staff; strategic development of policies and practice and partnership working</p>
<b>'Specialist' guidance team**</b>	Children build a relationship with a designated guidance teacher Different teams of staff provide learning or behaviour support	Delivered by staff with a full-time guidance remit	<p><b>All staff</b> – review pupil progress; refer to specialist staff</p> <p><b>Senior staff (may be full- and/or part-time)</b> Caseload approach (average 198:1) Where full-time staff, teaching commitment is education for Personal and Social Development (PSD) only Where part-time staff, retain subject teaching commitment Liaise with learning and behaviour support and other partners Develop and deliver education for PSD</p> <p><b>Senior managers</b> Management and development of staff; strategic development of policies and practice and partnership working</p>

\*Observed in a primary and a special school

\*\*The study observed two specialist guidance teams: one with full-time dedicated guidance staff and one with a mix of part-time guidance staff retaining subject-teaching commitment and co-ordinated by fewer full-time guidance staff



This typology of the systems observed in the case study schools stereotypes three basic approaches to help provide a general picture. Models vary widely throughout Scotland. In some schools there is good practice based on successfully developing elements of all of the models described here, and in other schools there are variations on one or combined approaches.

## Features of Guidance and Pupil Support in Practice

The research conducted as part of this review and HMIE generally found that children, young people and parents were satisfied with the way support and guidance was delivered, regardless of the way in which it was structured within their school. Staff were similarly satisfied, and valued the role of support staff and specialist staff, while agreeing that all teachers should play their part in pastoral care.

A number of key points can be drawn from the research conducted during the review:

### Organising pupil support and guidance

- › Pupil support and guidance in primary and special schools is embedded into the day-to-day work of all school staff. Few local authorities provide guidelines or policies on pupil support and guidance in these settings, but many staff in these settings regard pupil support as a core part of their duties as classroom teachers.
- › Of the different models of delivering pupil support and guidance in secondary schools, no particular model emerged as more effective. Increasing the number of support and guidance staff increased the number of adults that children and young people could approach, but did not increase children's and young people's use of support. However in an integrated approach this did mean that a wider range of staff were approached by children and young people.
- › Reviewing structures in schools, the roles of staff and their deployment, will help ensure all pupils receive the support they require.
- › Authorities and staff supported the emerging concept of the 'extended' pupil support and guidance team which includes the school's partner professionals and agencies, as well as other support staff within the school. However, there are challenges in involving other professionals when their services have waiting lists.
- › Agencies and school staff feel that inter-agency relationships are strengthened and enhanced by consistency of personnel, leading to the opportunity to build trusting relationships in order to communicate and collaborate.
- › Systems need to be developed to monitor and support the individual progress of pupils, combining the tracking of attainment, broader achievements and aspects of personal and social development.

### Supporting and developing staff

- › In primary and special schools, all staff view pupil support and guidance as an aspect of their daily work. In secondary schools, the majority of staff accept that all teachers have a duty of care, but less than half accept that this encompasses a formal role in relation to pupil support and guidance.
- › Increasing demands on support in the primary and special settings means that staff feel they have a training need, particularly in aspects of multi-agency working and child and family welfare. Where promoted posts exist in primary schools, staff feel they can draw on additional support or refer pupils for more intensive support.
- › All staff, including support staff, would like continuing professional development on aspects of pupil support and guidance to be available and open to all staff (not just specialist guidance staff). Staff in a first-line pupil support role would like training and clarity on points at which referral to a specialist staff or other agency is necessary.
- › Arrangements for staff development and review of staff in pupil support roles requires improvement and there are variable approaches to training and accreditation for staff where pupil support is their main remit or a significant part of it.
- › Staff, children and young people felt that the personal qualities of support and guidance staff are more important than qualification.
- › All teachers should be prepared for their role as first-line of pupil support and guidance in initial teacher training.
- › Issues of confidentiality and sharing of information are important subjects for further staff development.
- › Education for personal and social development in the curriculum would be enhanced by improved staff training, particularly in secondary schools, and further development of national guidance on education for personal and social development.

### Children and young people accessing support

- › Just over a third of children and young people surveyed reported having gone to see, or been sent to, a pupil support or guidance teacher for help. Having been to a support or guidance teacher once, these children were far more likely to go to a support or guidance teacher for help on personal issues.
- › Ninety per cent of the children and young people in the core study survey who had seen a support or guidance teacher reported this to be helpful or very helpful. In the study of 'hard-to-reach' children and young people, learning support and behaviour support teachers were felt to be most helpful, and any other teachers who made time to listen and support. Some expressed the view that guidance teachers were too busy and pressured.



- › Over half the children and young people surveyed in the core study said that they would be unwilling to talk to guidance staff about personal issues. Fear about lack of confidentiality was a major issue raised in the study on ‘hard-to-reach’ children and young people, whose circumstances meant that personal issues were often at the root of difficulties in school. Many felt that personal information had been handled badly by school staff.
- › Children in both studies wanted to feel confident that staff knew them, could give advice about life and maintain their confidences. Time and space to talk were important issues for hard-to-reach children and young people, some of whom remembered activities such as circle time and time in pupil support bases as a time when they felt happy and supported.
- › Transition stages remain an important area for development, to ensure appropriate support and advice for all pupils.
- › Support for curricular and vocational choice was felt to be good and developing approaches to enterprise in education are well received by pupils. Links with careers specialists and developing the expertise of key teachers helped ensure all pupils and their parents receive high quality advice.

#### Parents accessing support

- › Parents were generally content with the support and guidance provision in schools.
- › A number of parents commented on the perception of guidance as a service for those with problems, rather than a universal entitlement for all children and young people.
- › Information and communication was the main theme of parents’ thoughts on improving support and guidance for children. Parents want more information on course choices, options on leaving school, and on transition between stages. Parents in the ‘hard-to-reach’ study felt that parents’ evenings were intimidating and impersonal, and lacked privacy.
- › Schools’ reporting on pupils’ achievements and personal progress could be improved and communication on issues such as behaviour remain difficult for staff.
- › Parents, children and young people commented on the importance of friendly administrative and reception staff in schools, who could act as a gatekeeper of support.
- › While parents in the ‘hard-to-reach’ study expressed a need for more help and collaboration with school on managing aspects of behaviour of their children and young people, (primary) teachers in the core study perceived working with parents on issues such as behaviour a challenge and a further demand on their time.
- › Consultation with parents could be improved on aspects of pupil support and the content of programmes of education for personal and social development.

## These findings suggest a number of imperatives for Personal Support in schools:

1. Children, young people and parents need more information on who will provide support and guidance in schools and on what kinds of issues – not all issues where support or advice is required are ‘problems’. Universal issues such as planning for the future and course choices concern all children, young people and parents. The perception of Personal Support as a service for ‘problems’ may influence the way children and parents seek support.
2. Children and young people who do require support on personal issues at present seem less likely to approach school staff. This may be influenced by a limited relationship with school staff or lack of time and space to approach them, as well as lack of clarity on confidentiality. However, it is clear that for many children and young people, choice of support is important. An essential aspect of support in schools is therefore pro-active signposting to other local support services for children and young people and effective collaboration with other providers.
3. Consistency of staff is an important feature of successful partnership working, allowing trust and familiarity on approaches to develop. There is broad agreement that school-based staff should work closely with and use the skills of staff in other authority departments and agencies to develop preventive work as well as responses to children’s and young people’s difficulties. One of the barriers that needs to be overcome is information sharing. Agencies must actively manage and support the sharing of information recognising that confidentiality does not prevent information sharing where a child is in need of protection.

The HMIE report Personal Support for Pupils in Scottish Schools identified many strengths in the provision of Personal Support in Scottish schools. The full report is available at <http://www.hmie.gov.uk/documents/publication/psps.html>. Further to this, HMIE pointed to areas of development required to improve Personal Support for pupils.

To ensure good Pastoral Support for pupils, schools and authorities may:

- › make maximum use of the potential of teaching assistants and staff from other services and professional backgrounds to play appropriate roles in providing aspects of pastoral support to pupils
- › ensure that all teachers, particularly at the secondary stage, fulfil their roles as the first point of contact for providing pastoral support to pupils
- › make full use of new opportunities that the Teachers' Agreement may provide for schools to develop innovative ways of delivering and improving care and pastoral support for pupils
- › ensure more effective early intervention for pupils experiencing a personal crisis



- › develop more effective joint working among staff in schools and with other relevant agencies in supporting vulnerable, alienated and disaffected children and young people and their families
- › develop and implement more effective ways of constructively engaging parents and carers who feel alienated from schools and education.

To ensure good education for personal and social development, schools and authorities may:

- › ensure the more consistent provision of coherent programmes of education for personal and social development in primary, secondary and special schools, which provide clear progression in pupils' learning in education for personal and social development from P1 to S6
- › resolve overlap between programmes of education for personal and social development and other aspects of the curriculum including health education and education for citizenship
- › ensure that all schools follow best practice in consulting with parents and carers when determining the content of programmes of education for personal and social development
- › ensure that staff who are delivering programmes of personal and social development are appropriately skilled and prepared through effective staff development.

To ensure good support for curricular and vocational choice, schools and authorities may:

- › develop expertise amongst relevant teachers and links with careers specialists to ensure that pupils and their parents and carers consistently receive the highest possible quality of vocational and careers advice in the contexts of greater flexibility in the curriculum and rapidly changing economy and society
- › ensure that all pupils experience a coherent and progressive programme in enterprise in education, including career education as an integral component.

To ensure good monitoring and evaluation of pupils' achievements, progress and development, schools and authorities may:

- › ensure that all schools implement effective arrangements for monitoring and supporting the progress of individual pupils, combining tracking of attainment, broader achievements and aspects of personal and social development
- › more consistently establish effective approaches to evaluating and recording progress in personal and social development
- › improve the use of Individual Education Plans and other forms of individual target setting to ensure that pupils have a simpler and clear understanding of what they are aiming to achieve
- › ensure that all parents and carers, including those who may be anxious or reluctant to attend regular school events, are effectively engaged in discussion about their child's progress.

To ensure a high quality environment for Personal Support, schools and authorities may:

- › review support structures in schools, including staff roles and deployment, to ensure that all pupils have the levels of Personal Support that they require
- › ensure that probationer teachers and relatively inexperienced teachers receive effective programmes of CPD to assist them to deliver their responsibilities for delivering Personal Support to pupils
- › ensure that schools consistently maintain and refresh their resources for PSD and have ready access to updated resources as required.

To ensure effective leadership and management of Personal Support, schools and authorities may:

- › ensure more effective use of more systematic and effective approaches to evaluating and improving provision for the Personal Support for pupils including education for PSE programmes
- › establish more integrated approaches to leading and managing the full range of support for pupils provision within schools and ensuring that the most effective use is made of input available from other professionals and agencies.





## annex c

## National Review of Guidance – Reference Group Members

Terry Ashton	Adviser, Guidance and Careers	Aberdeen City Council
Mike Baughan	Chief Executive	Learning and Teaching Scotland
Alison Wishart	Head of Post Primary Learning	Learning and Teaching Scotland
Pat Cairns	Headteacher	Firhill High School, Edinburgh
Alex Edwardson	President	Scottish Guidance Association
Anna Fowlie	Policy Officer	CoSLA
Grace Gunnell	Integration Manager	West Dunbartonshire Council
Kay Hall		Association of Headteachers in Scotland
Bobby Hogg	Inspector	Her Majesty's Inspectorate of Education
Alison Wales	Policy Officer	Childline Scotland
Frank Lennon	Headteacher	St Modan's High School, Stirling
Dougie Mackie	Ex-President	Educational Institute for Scotland
David McLaren	Senior Lecturer	University of Strathclyde
Michael O'Neill	Director of Education	North Lanarkshire Council
Gino Satti	Board Member	Scottish School Board Association
Loretta Scott	Advisor in Pastoral Care	Glasgow City Council
Tricia Walker		National Association of Social Workers in Education
Frances Webster	Locality Manager	Careers Scotland Highlands and Islands
Inga Wilson	PTA Member	James Gillespie's High School, Edinburgh

# further information

## Further reading:

Supporting Pupils: study of Guidance in Scottish Schools (SCRE Centre, 2004)

Support in School, the Views of Harder to Reach Groups, (TASC Agency and CaskieCo, 2004)

Personal Support in Scottish Schools (HMIE, 2004)

<http://www.hmie.gov.uk/documents/publication/pspss-01.html>

Better Behaviour – Better Learning (2001) Report of the Discipline Task Group

<http://www.scotland.gov.uk/library3/education/rdtg-00.asp> HMSO

Standards in Scotland's Schools etc Act 2000

<http://www.hmso.gov.uk/legislation/scotland/acts2000/20000006.htm>

Ambitious Excellent Schools

<http://www.scotland.gov.uk/library5/education/aesaa-00.asp>

Curriculum for Excellence

<http://www.scotland.gov.uk/library5/education/cerv-00.asp>

Integrated Community Schools

<http://www.hmie.gov.uk/documents/publication/dicss.html>

Integrated Children's Services Planning

<http://www.scotland.gov.uk/about/ED/CnF/00017842/Planning.aspx>

Teachers' Agreement for the 21st Century

<http://www.scotland.gov.uk/library3/education/tp21a-03.asp>

Additional Support for Learning Act 2004

<http://www.scotland-legislation.hmso.gov.uk/legislation/scotland/acts2004/20040004.htm>

Curriculum Review

<http://www.scotland.gov.uk/library5/education/cerv-00.asp>

## Web links:

Learning and Teaching Scotland: [www.ltscotland.org.uk](http://www.ltscotland.org.uk)

National Priorities in Education: [www.nationalpriorities.org.uk](http://www.nationalpriorities.org.uk)

National Grid for Learning: [www.ngfl.gov.uk](http://www.ngfl.gov.uk)

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