Parental Engagement Strategy
2017/2020

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Foreword by Chief Education Officer

This Parental Engagement Strategy aims to explain what we will do in Stirling to support establishments and relevant agencies help parents to become involved in their child's education within the context of the Scottish Schools [Parental Involvement] Act 2006.

Stirling Council recognises that parents are the first and ongoing educators of their children and know them best. The promotion of parental engagement and partnership working is therefore a key priority within Schools, Learning and Education.

There is considerable research evidence to support that family engagement in school has a bigger influence on a pupil's achievement than socio-economic background, parents education level, family structure and ethnicity.

Parents play a critical role in promoting academic success through parent-school involvement, stimulation of cognitive growth at home and the promotion of values consistent with academic achievement.

We are committed to raising attainment by promoting the involvement and engagement of parents in the education of their child.

This strategy will support parents, establishments and partners to work together effectively. Through working together and the sharing of knowledge, parents, schools and partners will be able to help support children to reach their full potential.

This strategy has been written in collaboration with staff, pupils, parents and partner agencies.

We are keen to continue the development of good practice in parental engagement and this strategy will align with the Integrated Children's Service Plan.

Kevin Kelman
Chief Education Officer,
Stirling Council

Introduction

This strategy is aimed at educators across all stages of education - Early Years, Primary and Secondary – and sets out expectations and approach to the significant area of parental engagement within Stirling.

The overarching aim of this strategy is to ensure that we work in partnership with parents to raise attainment and benefit children's outcomes. This should be our aspiration and guide our work. It is envisaged that, over time, we will consistently develop good practice in parental engagement which makes a demonstrable difference to attainment across all of the establishments in the whole local authority.

This strategy sets out our expectations for continuous improvement of parental engagement in all educational establishments. It sets out reflective questions, tools, models of good practice and information to support schools and early years settings to develop their approaches to parental engagement in a variety of ways, including the critical area of School Improvement Planning.

The expectation is that parental engagement activity is designed to ensure it can be evaluated, impact identified and improvement planned. Approaches to parental engagement - what has worked and what has not worked - should be addressed in a strategic manner in all schools and nurseries, and feature in fora such as Working Together meetings, Learning Community meetings and school/nursery meetings.

Our aim, too, is for action to be planned with targets and measures in mind so that our resources remain focused on what makes a difference. Standards and Quality Reports will be expected to include the outcomes of general and targeted activity to improve parental engagement and outcomes for children.

We will endeavour to engage with all parents equally, subject to any particular circumstances that there may be for a pupil.

This strategy has been developed with contributions and support from a wide range of parents, carers and professionals. The methodology used to develop the strategy can be found in Appendix 3.

Context

This strategy is underpinned by a wide range of national and local policy and legislative drivers that all recognise the vital role parents play in supporting the wellbeing and learning of children and young people. These aim to have an impact on attainment and achievement. In particular, our focus is in line with the objectives of the National Improvement Framework:

- Improvement in attainment, particularly in literacy and numeracy
- Closing the attainment gap between the most and least disadvantaged children
- Improvement in children and young people's health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people

Definitions

Parent refers to the mother or father of a child or young person, or to any foster carer, relative or friend who has responsibility for looking after or bringing up a child, for example through a supervision order. The term parent will be used throughout this strategy.

Engagement refers to the work and influence of parents as the first and on-going educators of their own children. "Parents should receive information and support to develop their children's learning at home and in the community" (Engaging Parents and Families toolkit, Appendix 1). It is a key function of all professionals both to recognise and support the critical role of parents as educators.

Learning at home refers to learning in the broadest sense and may include: supporting activities directed by school; access to experiences; targeted programmes such as Play, Talk, Read, Count; play and activities indoors and out; everyday family time. This is not simply about homework.

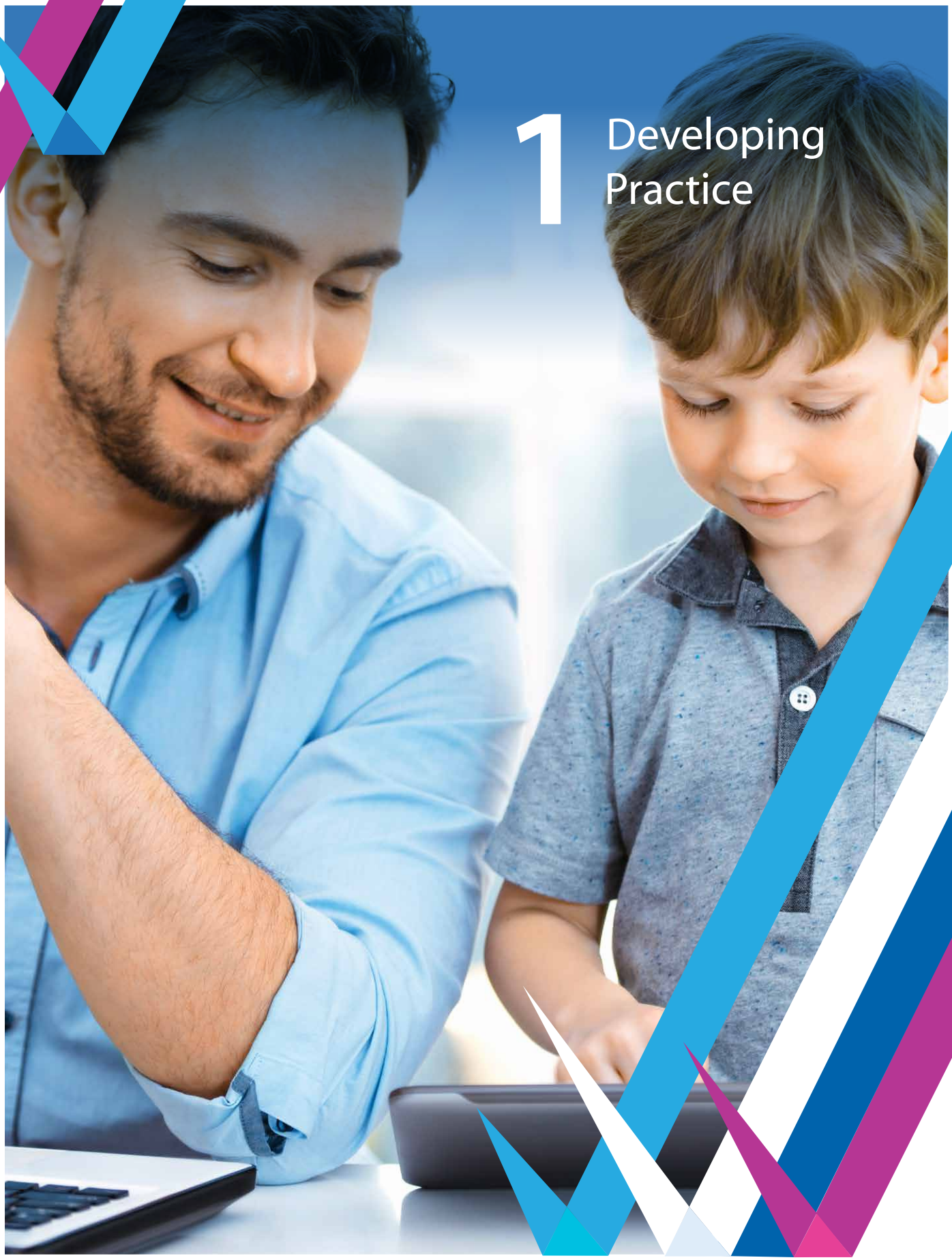
Involvement refers to the planned and supported involvement of parents in the work of the establishment, through volunteering and other means. Professionals must be mindful that not every parent can or will be involved in this way: this does not reflect a lack of interest in the child or their learning. Early years settings and schools "should consider ways of providing information that helps parents engage with them and their children's education." Joyce Epstein's model of the 6 types of involvement, and other research, can be found in Appendix 2.

Parental representation is about creating opportunities for parents to express their views and have these taken into account on policy matters affecting the education of children in the establishment. Views can be represented to early years settings, schools and the Schools, Learning and Education team through representation by a Parent Council (which is there to represent the Parent Forum) and, importantly, also on an individual basis. Parents also have a right to raise their concerns and/or make a complaint. A link to the Stirling Council Complaints Policy can be found in Appendix 4.

Using this Strategy

The purpose of this document is to increase understanding and support improvement around parental engagement. It aims to support developing practice, strengthening of relationships between educators and parents and, ultimately, make a difference to attainment and achievement of children and young people.

In order to evidence change and impact, it is important to have a clear starting point. This strategy provides a series of reflective questions to support this to enable practitioners to prioritise, plan and build on parental engagement year on year.



1 Developing Practice

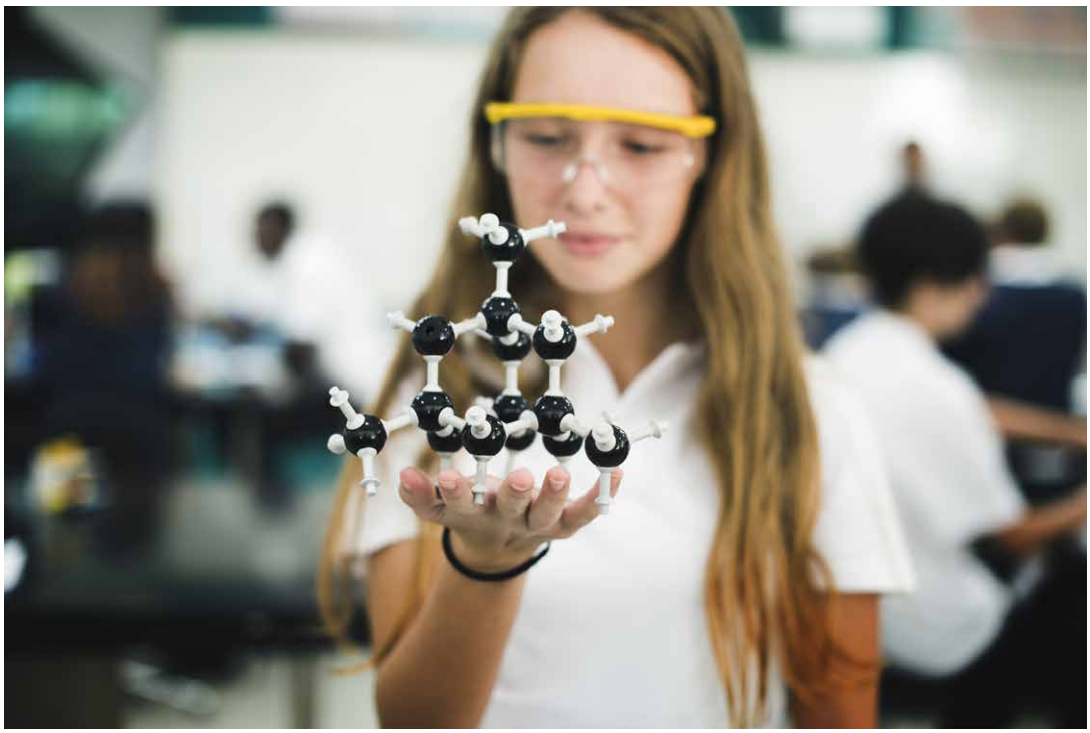
Developing Practice

There are models, toolkits, research documents and examples of practice both locally and nationally that will support the development of parental engagement. References to these examples can be found in Appendices 1, 2 and 5.

All establishments should view parental engagement as integral to school improvement. To do this effectively, evaluation and, most importantly, a clear understanding of the value and impact of current practice are required.

It is expected that practitioners and leaders from all stages of education, will ensure parental engagement is consistently part of agendas at all relevant professional development opportunities. Stirling Council will support this by creating opportunities for practitioners to learn about recent developments in research, share ideas about the application of new educational guidance and share the results of their current strategies to engage parents.

Progress in improvement in parental engagement and on the impact on attainment will be monitored within schools and nurseries through validated self-evaluation; at parent council meetings and reported in the Standards and Quality Reports completed annually. One measure of good practice should be a demonstration of the involvement of parents in developing approaches to engagement.



2.1 Determining a Starting Point

*school refers to all establishments

Area for Discussion	Reflective Questions
Current practice	How welcoming is our school, how do we know? What do we currently do to support parental engagement? What do we currently do to involve parents at different ages and stages? How do we link parental engagement to our wider improvement priorities? How representative of our school community and Parent Forum is our Parent Council? How do we support the Parent Council?
Approach to engagement and involvement	Do we have a common understanding with parents of what involvement/ engagement/ home learning look like in our setting? How do we involve parents in co-producing approaches to parental engagement? Do we ask parents how they would like to share and receive information/ communication? Have we worked with parents to determine what their family learning priorities are?
Evaluation of practice	How do we evaluate the impact of our work with parents? Are we clear about what we are aiming to achieve through our parental engagement, and the steps we can take to improve? Do we have specific targets and measures for parental engagement, do we know what difference we want to make? How do we gather and analyse qualitative information about parental experiences?

2.2 Planning for Improvement

Below are reflective questions that support the development of priorities in planning general and targeted work in parental engagement with a range of areas for discussion: this is not a definitive list as each school community must reflect on its own context and the needs of its children and families.

Our Families	Reflective Questions
Knowing our families, their assets, ambitions, wishes, barriers to engagement, equalities issues	Do we ask our parents what their hopes and dreams are for their children? Do we know what our parents' skills, strengths, interests and talents are? Do we fully understand the circumstances/ support needs of our children and their families? Do we know where to go in order to ensure the correct support is provided to enable learning and attainment? How well do we listen to parents and value their knowledge of what works for their child? Are we clear about where to go for advice about equalities and diversity matters? Do we seek and act on that advice? Are we creative in our approaches to working with our whole school community to support our families? Do we celebrate the diversity of our school community in practical ways?
Non-resident parents	Do we have contact details for non-resident parents with parental rights? Do we know and follow the arrangements for information sharing to assist non-resident and shared-care parents to be involved, including providing information and advice about meetings, learning and school activities? Do we have clear information as to whether there are specific limits on contact or information-sharing? (Advice available on the Source) Have we asked non-resident parents what would help them?
Looked-after children	Do we consider the views of looked-after children when seeking to involve their parents? Do we know and follow the arrangements for information sharing to assist in parents being involved in their child's education?
Engaging fathers	How well do we support fathers to engage with their children's education? Have we asked fathers for their views on what they need?
Additional support needs	Have we listened to parents' views about how best to support their child to do well at school? Have we asked parents what they need to support their child's learning at home? Are we familiar with ASN legislation and advice? Do we fully recognise and address the range of circumstances that can lead to a child having additional support needs, e.g. absence from school through illness; school refusing; looked after children; bereavement?

Our Families	Reflective Questions
Mobile/ traveller families	How open are we to flexible learning for children from mobile families? Do we have arrangements for maximising the use of technology to support flexibility? Have we asked families for their views and wishes? Do we fully utilise the services and practice advice available to us?
English as an additional language	How well do we support families who do not have English as a first language? Do we make ourselves available to speak with for families that cannot read English readily? Do we have links to the local Adult Learning /EAL teams to support learning English as an additional language?

2.3 Defining Approaches

There are many resources to support the development of local plans and approaches to parental engagement including: "Review of Family Learning: Supporting Excellence and Equity" (December 2016), "Engaging Parents and Families: A Toolkit for Practitioners", PEEP (Peers Early Education Partnership), HGIOS 4 and HGIOELC. The reflective questions below are linked to these resources.

Approaches	Reflective Questions
Six types of involvement	Do we recognise and support different types of involvement in our setting? (Please see below for notes and examples on the different types of involvement)
Partnership working, team around the child	Have we made contact with the range of local authority, community and third sector partners to help address specific barriers that parents and families experience?
Consultation and participation	Do we use a variety of means to consult parents about issues that affect their children's education? When we do, how do we feedback (for example, "You said, we did")? Have we looked at the 'ladder of participation' and thought about how we might increase meaningful participation of parents?
Welcoming school	How welcoming is our school? Have we asked our parents how welcoming they find it, and listened to their views on how we can improve?
School and Schools, Learning and Education Policies	Do we have a Parental Involvement Policy, were parents involved in developing it? Is our policy clear about how we will encourage partnerships with parents? How do we share information about local authority policies, including Complaints and Advocacy Services?

2.4 Epstein's Six Types of Involvement

Joyce Epstein's School-Family-Community Partnership Model is an influential model in parent engagement research. As a framework for increasing parental participation in education, the model recognises six types of educational engagement and encourages schools to develop activities that engage schools, families and communities within each type.

Parenting	Help all families understand child and adolescent development and establish home environments to support them as learners. Help schools understand families' backgrounds, cultures and goals for children.
Communicating	Make sure there are effective forms of school-to-home and home-to-school communications about what is going on in children's progress and education.
Volunteering	Recruit and organise families and others to support the school/ early years setting and children and young people.
Learning at Home	Provide information to families on how to help children and young people with homework, other education-related activities, learning, course decisions and future goals.
Decision-making	Include parents in school decisions and develop parent leaders and representatives (for instance through a Parent Council whose role it is to represent the views and interests of the Parent Forum).
Collaborating with the Community	Use resources and services from the community for families, children and young people and the school and provide services for the community.

There are many examples of good practice in parental engagement across Stirling Council. See Appendix 5 for case studies.

2.5 Working with Parent Councils

An active and representative Parent Council is vital in ensuring there are a wide variety of opportunities for parents to be involved in the life of an establishment. Parent Councils can also facilitate partnership working on school improvement planning and support the development of parental engagement work. The reflective questions below can be used to support working with Parent Councils.

Discussion topic	Reflective Questions
Parent Council development	Are we clear about our role in supporting our Parent Council as an independent body? Are we clear about the role of the Parent Council? Have we signposted and encouraged use of relevant resources such as Scottish Parent Teacher Council, National Parent Forum, Parentzone and the Stirling Council Parent Council Network?
Good practice	Have we worked with the Parent Council to understand what representation means in our school/setting? Have we shared good practice and our own learning of engagement with the Parent Forum?
Inclusion	Do we support meetings to happen at times and days to support inclusion of as many parents as possible? Have we discussed the potential for working parents to be involved 'virtually' through the use of technology?
School improvement	Is our Parent Council engaged in planning, implementing and evaluating school improvement priorities?
Communication	Have we worked with the Parent Council to support communication with the Parent Forum? Can we share communication space, e.g. through Group Text, Dojo, website, social media or our newsletter?
Partnership working	Do we ask parents what their priorities are in relation to shared learning or parental engagement activities? Do we create opportunities for parental representatives to join working groups to ensure co-production when we are planning shared learning or parental engagement activities?
Consultations and communication	Do we work with the Parent Council to design effective consultations, when required, to address issues raised? Do we work with the Parent Council to inform the Parent Forum of the results of the consultation?
Impact	What impact does our work with the Parent Council have in school improvement and/or parental engagement?
Supporting learning	Do we ask the Parent Council/ Parent Forum what resources they need regarding child development and learning? Do we encourage the Parent Council to play an active role in supporting families to be involved in learning?
Fundraising/ social activities	Do we work in partnership with the Parent Council and the pupils to agree priorities for spending money raised by the Parent Forum? Do we recognise and value the role that fundraising and social activities play in encouraging parental involvement in the school?
Campaigning	How well do we work with the Parent Council when there are issues that affect the whole school community and require campaigning efforts to address? What do we do well, what could we do better?

2 Parent Councils and the Parent Forum

Parent Councils and the Parent Forum

The Parent Forum (i.e. all parents and carers in a school) has the right to create a Parent Council to represent views and interests, and to support the work of the school. For details about how what Parent Councils do and how schools and the local authority can support them, see Appendices 7 and 8.

The Parental Engagement Survey conducted in 2017 by Stirling Council suggests that some parents believe the quality of representation could be improved: there were consistent comments made for both schools and Parent Councils to be mindful of working parents' circumstances. (See Appendix 6 for survey results).

Parent Councils should represent the views of the wider Parent Forum and should be made up of a representative group of parents. As working groups, they should be focused on partnership projects within early learning settings and schools as part of the school improvement agenda. Experience suggests that parents who are new to Parent Councils are often unclear as to what their remit is and may, as a result, focus on fundraising.

The Stirling Council Parent Council Network provides a vital opportunity for Parent Councils to develop as partners and as contributors to the development of education services across the Council, and for them to keep up-to-date on news to share with their respective Parent Forums.

School Management Teams are also instrumental in working alongside Parent Councils to recognise and develop good practice.

Appendix 9 is a summary report of work undertaken in 2016 to determine what further support and mechanisms are required to ensure that parents have information, capacity and opportunities to contribute locally and strategically to ongoing developments.

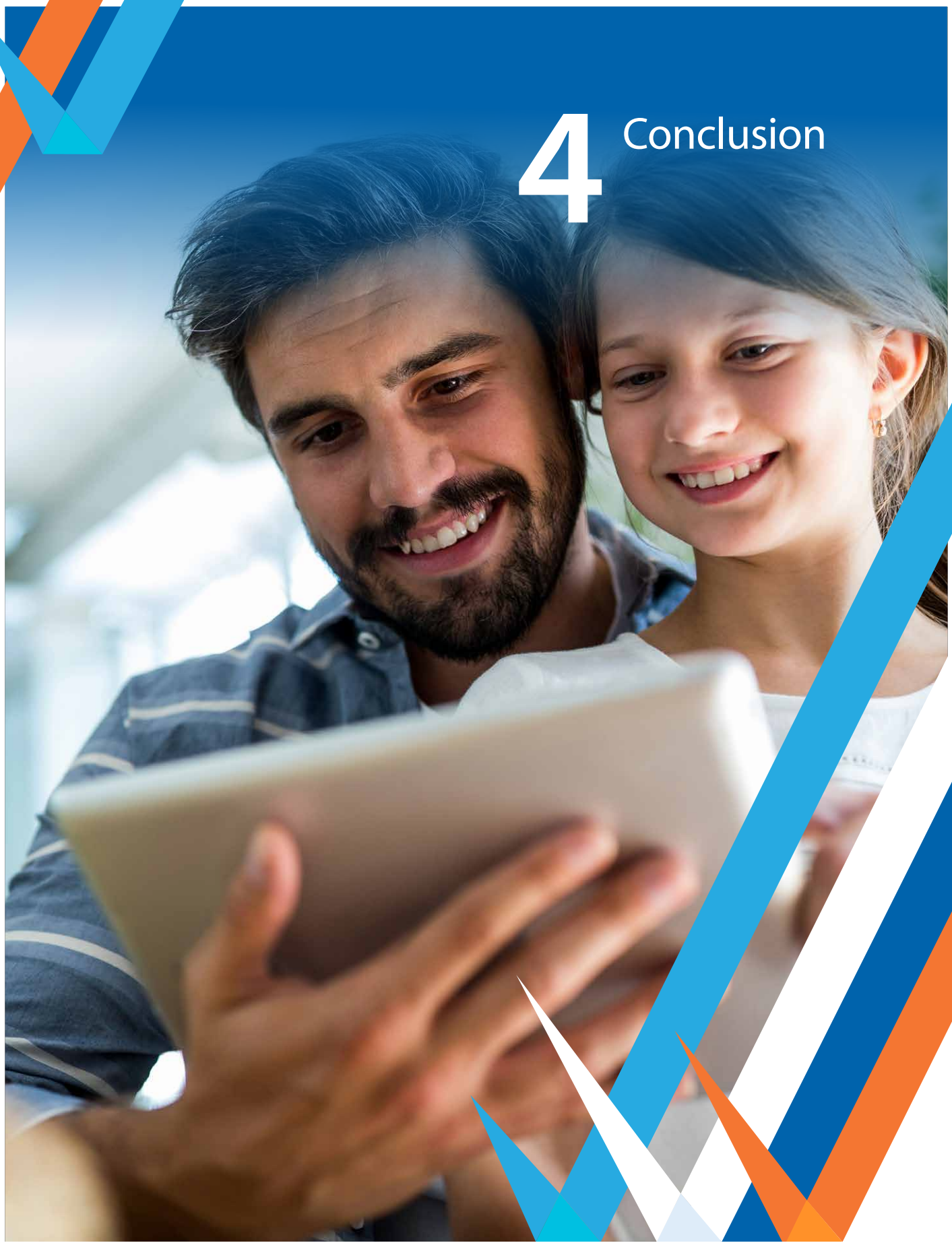
3 Volunteering within Schools

Volunteering within Schools

As part of supporting partnerships between home and school and enriching the school experience for children and young people, all establishments should seek to involve parents in a volunteering capacity.

Guidance regarding volunteers and transporting children can be found in Appendices 10 and 11.

4 Conclusion



Conclusion

This strategy begins and ends with a firm commitment to doing the very best for all the children in Stirling. It is of utmost importance that parents are supported to be the essential partners they are in children's learning and achievement.

As part of our commitment to children and learning, Stirling Council's Schools, Learning and Education team will fully support the ongoing development of staff in their work on parental engagement.

Every learning establishment, and the community parents are part of, has a unique set of strengths and challenges and so approaches to involvement and developing engagement will also be unique. The common thread is a robust approach to working in partnership with family and community, evaluating for impact and continually developing the actions that work.

APPENDICES

Appendix 1

Legislative and Policy Drivers

1. SCOTTISH SCHOOLS (PARENTAL INVOLVEMENT) ACT 2006

http://www.educationscotland.gov.uk/resources/s/publication_tcm4638821.asp

Sections 5 and 6 of the Act provide for the Parent Forum (that is, all parents/carers) with a child at the school to be represented by a body to be known as a Parent Council. The Schools, Learning and Education team is required to promote the establishment of Parent Councils and to support their operation.

NB: this legislation has been subject to a review in 2017 and therefore it is anticipated that it will be updated and amended in the course of 2017/18.

2. EDUCATION (SCOTLAND) ACT 2016

http://www.legislation.gov.uk/asp/2016/8/contents/enacted

Under Section 6: Parental Involvement, this legislation provides amendments to The Scottish Schools (Parental Involvement) Act 2006 and requires each education authority to publish its strategy for parental involvement. Additionally, education authorities must prepare and publish each year a report on the activities undertaken in pursuance of the general policies set out in its strategy for parental involvement.

3. EDUCATION (ADDITIONAL SUPPORT FOR LEARNING) (SCOTLAND) ACT 2004

http://www.legislation.gov.uk/asp/2004/4/contents

Statutory Guidance to the Act: http://www.gov.scot/Publications/2011/04/04090720/0

The Act provides the legal framework underpinning the system for supporting children and young people in their school education, and their families.

See also the Additional Support Needs Blog http://additionalsupportneeds.co.uk/

4. NATIONAL IMPROVEMENT FRAMEWORK FOR SCOTTISH EDUCATION

http://www.gov.scot/Topics/Education/Schools/NationalImprovementFramework

The National Improvement Framework for Scottish Education, published in 2016, sets out the Scottish Government's vision and priorities for children's progress in learning. The Framework will be key in driving work to continually improve Scottish education and close the attainment gap, delivering both excellence and equity.

5. SCOTTISH ATTAINMENT CHALLENGE

http://www.educationscotland.gov.uk/inclusionandequalities/sac/about/index.asp

6. NATIONAL IMPROVEMENT HUB

http://www.educationscotland.gov.uk/inclusionandequalities/sacnationalhubforscottishattainmentchallenge/index.asp

The National Improvement Hub is a key resource to support the Scottish Attainment Challenge.

7. ENGAGING PARENTS AND FAMILIES: A TOOLKIT FOR PRACTITIONERS

https://education.gov.scot/improvement/par2engagingparentstoolkit

This toolkit has been developed to provide practitioners with a practical resource to help support partnerships with parents and families in all aspects of their children's learning.

8. REVIEW OF FAMILY LEARNING: SUPPORTING EXCELLENCE AND EQUITY (DECEMBER 2016)

https://education.gov.scot/improvement/Documents/Family-Learning-Report-full-document.pdf

An accessible guide for practitioners with a summary of evidence from a wide range of research that highlights what has worked well in Scotland and what we can learn from effective practice from elsewhere.

9. CAREER EDUCATION STANDARD 3-18 (PUBLISHED SEPTEMBER 2015 BY EDUCATION SCOTLAND)

The primary role of families in influencing the choices made by young people is highlighted in this standard.
https://www.educationscotland.gov.uk/Images/CareerEducationStandard0915_tcm4-869208.pdf

10. WORK PLACEMENT STANDARD (PUBLISHED SEPTEMBER 2015 BY EDUCATION SCOTLAND)

www.educationscotland.gov.uk/developingtheyoungworkforce

The standard sets out the expectations for the main parties involved in work placements namely the young person, the employer, the parent/carer, the school and Schools, Learning and Education, outlining the expectations in advance of, during and after a placement.

11. GIRFEC (Getting It Right For Every Child)

http://www.gov.scot/Topics/People/Young-People/gettingitright

GIRFEC is the national approach to improving outcomes through public services that support the wellbeing of children and young people. Based on children's and young people's rights, it supports children, young people and their parents to work in partnership with the services that can help them.

12. CURRICULUM FOR EXCELLENCE: BUILDING THE CURRICULUM 4

http://www.educationscotland.gov.uk/Images/BtC4_Skills_tcm4-569141.pdf

Some key messages:

- It will be important to recognise and reflect the important role of parents and carers in influencing young people.
- Every child and young person is entitled to support to enable them to gain as much as possible from the opportunities to develop their skills which Curriculum for Excellence can provide.
- Curriculum for Excellence can best be delivered through partnership working. All establishments should work with partners and share a common understanding and language around skills development and application. Together, they should plan and deliver learning and other experiences which meet the needs of individual children and young people.

13. CHILDREN AND YOUNG PEOPLE IMPROVEMENT COLLABORATIVE

http://www.gov.scot/Topics/People/Young-People/early-years/early-years-collaborative

The Children and Young People Improvement Collaborative has brought together the Early Years Collaborative and the Raising Attainment for All programme to deliver quality improvement throughout a child's journey.

14. HGIOS (How Good Is Our School?)

http://www.educationscotland.gov.uk/Images/HGIOS4_tcm4-870533.pdf

How good is our school? (4th edition) is designed to promote effective self-evaluation as the first important stage in a process of achieving self-improvement. The introduction and the quality indicators are designed to reflect the rapidly developing context within which schools now operate.

15. HGIOELC (How Good is Our Early Learning and Childcare?)

https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf

This new framework closely correlates to the work undertaken on the recent review of HGIOS? (4th edition). How Good Is Our Early Learning and Childcare? builds on the strengths of previous and existing frameworks for improvement. It offers specific illustrations of practice in early learning and childcare (ELC) for children aged 0-5 years.

Appendix 2

Research References

1. Closing the Attainment Gap in Scottish Education, by Edward Sosu and Sue Ellis published by the Joseph Rowntree Foundation in 2014. The full report can be read here: https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/education-attainment-scotland-full.pdf

2. In this article (November 2013), Robert Simons examines whether levels of parental engagement can be improved by increasing the capacity of schools and principals for local decision making. The article can be downloaded at: https://rd.acer.edu.au/article/parental-engagement-in-learning

3. The report Parental Engagement in Learning and Schooling: Lessons from Research, published by the Australian Research Alliance for Children and Youth in 2012, describes parental engagement as consisting of partnerships between families, schools and communities that raise parental awareness of the benefits of engaging in their children's education – at home, as well as at school – and provide them with the skills to do so.

   https://www.aracy.org.au/publications-resources/command/download_file/id/7/filename/Parental_engagement_in_learning_and_schooling_Lessons_from_research_BUREAU_ARACY_August_2012.pdf

4. The report, The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievements and Adjustment: A Literature Review by Professor Charles Desforges with Alberto Abouchaar was published in 2003.

   The full report can be downloaded here: http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk

5. Joyce Epstein's School-Family-Community Partnership Model
   http://nnps.jhucsos.com/

   Joyce Epstein's School-Family-Community Partnership Model is an influential model in parent engagement research. As a framework for increasing parental participation in education, the model recognises six types of educational engagement and encourages schools to develop activities that engage schools, families and communities within the six types.

6. Education Endowment Foundation
   https://educationendowmentfoundation.org.uk/school-themes/parental-engagement/

   This site shares various research examples of parental engagement work, including evaluation of impact.

7. PEEP (Parents Early Education Partnership)

Three formal research studies on PEEP have been carried out by the University of Oxford:

- The six-year Birth to School Study (2005) of over 600 children found that parents involved in PEEP reported a significantly enhanced view of their parent-child interaction. Parents were also rated significantly higher on the quality of their care-giving environment. Children involved in PEEP made significantly greater progress in a cluster of skills related to future literacy, eg vocabulary, awareness of rhyme and alliteration, letter identification, understanding of books and print, and writing. The children were also rated higher on self-esteem by the age of five.

- The Foundation PEEP Study (2003) found that three and four year olds engaged in PEEP made significantly greater progress than others in several key areas, including language comprehension, understanding about books and print, and self-esteem.

- The Enabling Parents Study (2005) found that adult PEEP participants had made a significant improvement in their job status. They also reported significantly greater awareness of their child's literacy development and of ways to foster it.

Appendix 3

Methodology

This strategy has been developed with contributions and support from a wide range of parents, carers and professionals.

Information on good practice has also been sought from current research and, in addition, a survey of parents seeking their views about support for parental engagement was conducted and the results analysed (see Appendix 6).

The starting point for consultation and working with key stakeholders was the Parent Council Network. At a meeting in January 2017, the Network was presented with information about parental involvement and asked to share information about what they currently did and where there might be gaps in understanding. It was clear from the conversation that there were a range of understandings of what parental engagement meant, how parent councils could support parental engagement and involvement and what parents could do at different stages of education.

Early on in the process of consultation and information gathering, a reference group was set up. The group was made up of parents, including parents of children with additional support needs, a Head Teacher, a family learning worker from the Council's Adult Learning team, manager of Home Start Stirling, the chair of the Parent and Family Support Strategy Group and a Regional Adviser from Scottish Parent Teacher Council. The reference group identified issues and priorities in parental engagement work and shared examples from their experience of what has worked well and not so well in relation to engaging parents, communication between Schools, Learning and Education, schools and parents and the work of parent councils.

Individuals and Groups Consulted:

Foster Carers Support Group

Additional Support Needs Reference Group

Parental Engagement Office, Dundee City Council

Parent Council Network, Stirling

Improvement advisor, Scottish Government

Headteacher, Castleview School

Team Leader, Creche Play and Out of School Care, Stirling Council

Acting Depute Headteacher, Cornton Primary

Headteacher, Wallace High School

Papers Reviewed

SPTC Report of Work: Additional Support in Stirling and Clackmannanshire for Parent Councils and parental representation 2016

City of Edinburgh Council, Children and Families, Parental Engagement and Support Strategy 2013-2017

Scottish Government, Improving educational outcomes for children and young people from travelling cultures http://www.gov.scot/Publications/2017/02/5914/2

Families Need Fathers: presentation on communication with non-resident parents

Raising Attainment Strategy, Schools, Learning and Education Service, Stirling Council, December 2016

Parent and Family Support Strategy, Schools, Learning and Education Service, Stirling Council, 2016

Review of the impact of the Scottish Schools (Parental Involvement) Act 2006 conducted by the National parent Forum of Scotland

Parental Engagement: How to make a real difference, Oxford School Improvement

SPTC, Partnership Schools Scotland learning materials/ Engaging Families in Children's Education

Learning Through Listening

The conversations held with the various stakeholders centred around asking what was already happening, what was working well, what barriers to engagement there were and what people suggested could be improved. Similar questions were asked in the Parental Engagement Survey that was distributed across the local authority.

The following themes emerged and these have been reflected in the strategy:

- Schools and nurseries need to know families really well and commit to learning how their specific circumstances affect engagement.
- Schools and nurseries respect parents as partners and ask them what they think will help with engagement and with children's learning.
- Use transition periods as an important time to focus on connecting with parents
- Give parents information on what their children will be learning and how they can help support this. This might look different at different stages, but parents still want to know at each stage.
- Share information and links about learning resources with parents.
- Share information and communicate in a variety of formats.
- Support Parent Councils to be open, fully representative and clear about what their responsibilities are.
- Ensure that when you do consult parents that you let them know what difference the consultation made and how you are addressing concerns.
- Schools and nurseries are welcoming and approachable and share successes with learning communities.

Appendix 4

Stirling Council Complaints Procedure

It is important that parents and carers (the Parent Forum) are aware of their right to complain and that they understand how to do so.

Please see below the links to the Council's complaints procedure and to information for parents and carers.
http://my.stirling.gov.uk/services/council-and-government/consultations-complaints-and-compliments/schools-complaints-procedure

http://www.stirling.gov.uk/__documents/education-and-learning/education-complaints/makingacomplaint.pdf

Appendix 5

Examples of Good Practice in Parental Engagement

Cornton Primary School

Attendance and Staged Intervention Meetings

In 2016/17, as part of the school's commitment to raising attainment, the management team worked with the Support for Learning Assistants to address attendance. The rationale was that children could not learn or attain if they were not at school. Once attendance was taken in the morning, the SLAs got in touch with families to ask after the absent child and to offer support if they could. Consistent chasing up, showing support and speaking with families about the importance of attendance made a positive, measurable difference.

The school also decided to change its approach to involving parents at Staged Intervention Meetings. Data on attendance was already available to provide a baseline. If parents or carers did not attend a meeting, they were immediately contacted and the meeting rearranged at a time (or place) that suited, even if it meant holding a meeting on a Friday at 6 pm. Parents' contributions to plans for supporting children's learning was valued by the school and they made a concerted effort to find out from parents what would make it possible for them to be involved. The flexible approach worked and there has been a 47% increase in parental attendance at Staged Intervention Meetings at the school.

Allan's Primary School

The Cost of a School Day – working with parents and families

The Head Teacher at Allan's invited parents to join her at a local café where they were asked their views and experiences of the cost of the school day. The working group was asked to consider issues such as the cost of getting dressed for school, travelling to school, eating at school, school trips, school clubs, fun events and more. The meeting was very informal and held in a welcoming, local venue to support inclusion.

A wealth of information about issues relevant to parents was gathered and a wealth of ideas about how to solve the problems associated with the cost of a school day were shared.

Following on from this work, Allan's Primary has initiated the following actions:

- A breakfast club has been set up and free breakfasts are offered.
- A uniform bank is in operation and it is run at a local community venue.
- The price of school trips has been capped.
- A residential fund has been set up to ensure that all children have the opportunity to attend a residential experience.
- A creche facility is offered at parents' evenings
- Parents get-togethers are held in a local café
- At Sports Day, rather than feeling they have to buy a house-colour t-shirt, the school gives each child a coloured wrist band to identify which house they belong to.

The solution-focused working group and the on-going parent gatherings have contributed to the welcoming feel of the school and the Head Teacher has reported an increase in the number of parents who have approached her for conversations.

Borestone Primary School

Revolution in Reading

Staff, pupils and parents identified reading as a priority for the 2016/17 School Improvement Plan and began work on raising funds to refurbish the school library.

The chair of the Parent Council identified the One Family Foundation Fund and together with the principal teacher co-wrote Borestone's Reading Revolution application. Pupils, parents and staff all worked together to design flyers, get on board with social media and share information at parents evenings about this project.

The whole school community launched a social media campaign, which included pupils creating films and parents writing song lyrics to support their visibility.

While the school did not have quite enough votes to win the £25k award, there has been significant impact as a result of this campaign:

- Collaboration and teamwork between staff, parents and pupils has developed and perceived inequalities between parents has reduced.
- Communication and engagement between parents and the wider community has improved.
- The school profile has been raised in the Stirling area and beyond.

As well as positive results in terms of community partnership working, the Parent Council has supported the school to refurbish the school library, have organised a sponsored Readathon, promoting the campaign via Social Media to encourage families to read together and have applied for funding to purchase additional books for the library.

Wallace High School

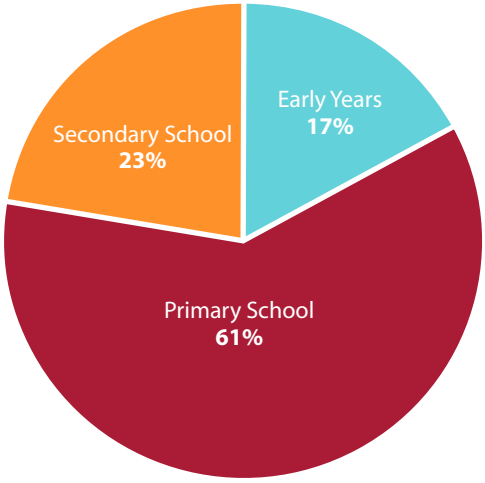
Working Together to Support Parent and Carers

In 2016/17, the parent council changed its name to Parent Teacher Network (PTN) in order to appear less formal and to emphasise the partnership approach that the school and parent forum wanted to take. The school shares its communication systems with the PTN and the PTN has used these to communicate about its initiatives such as a uniform bank and an internet safety talk, both of which are aimed at supported families to engage with school and learning.

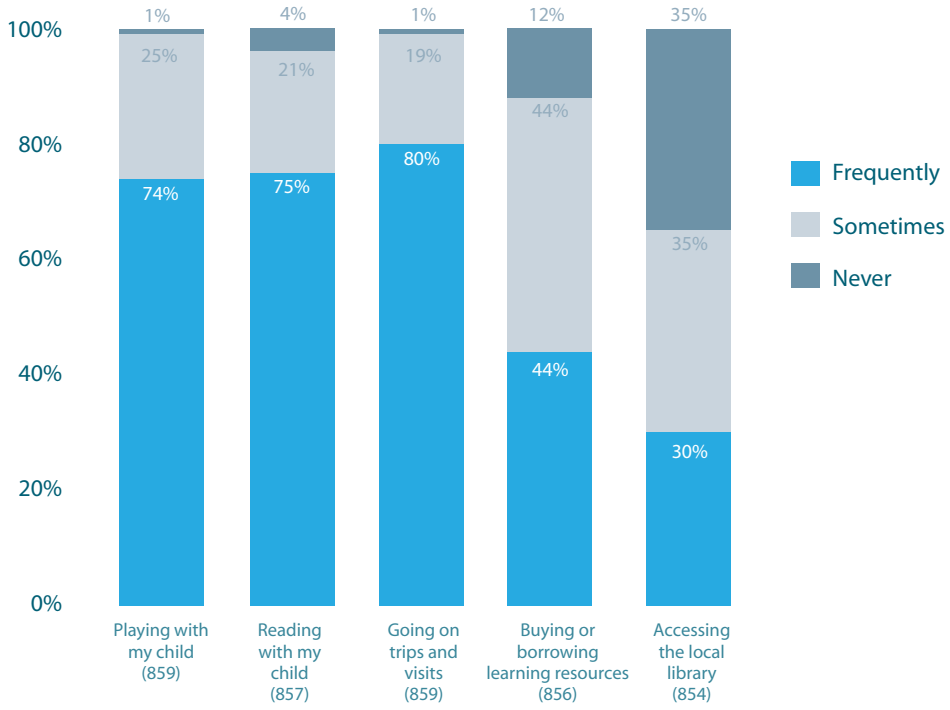
Appendix 6

Parent Survey Results

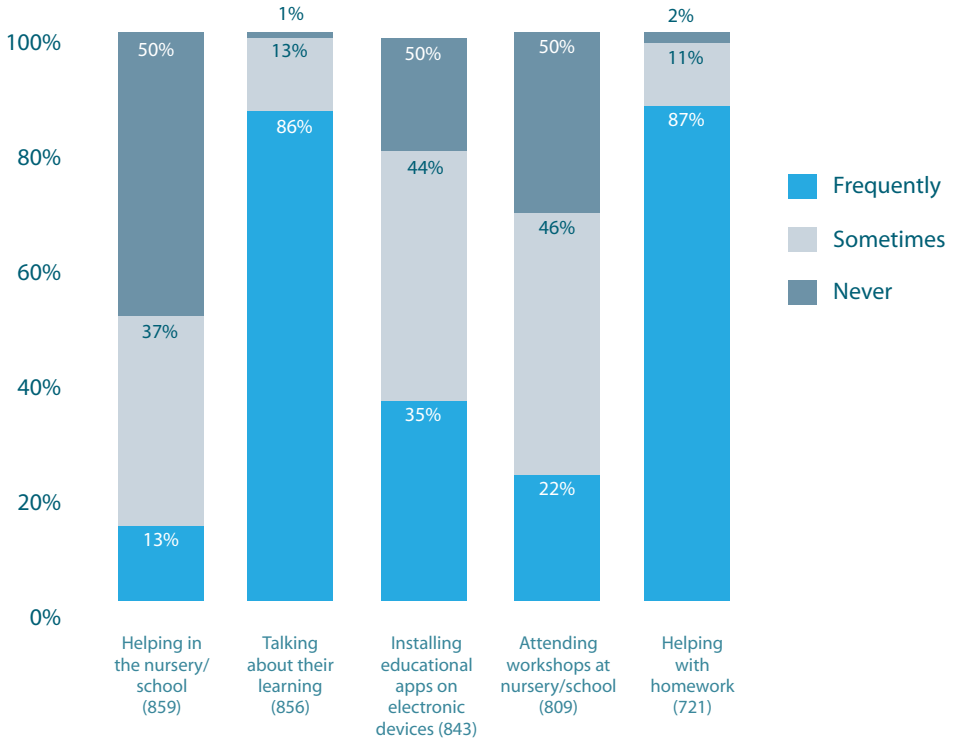
Q1 What stage of education is your child at?



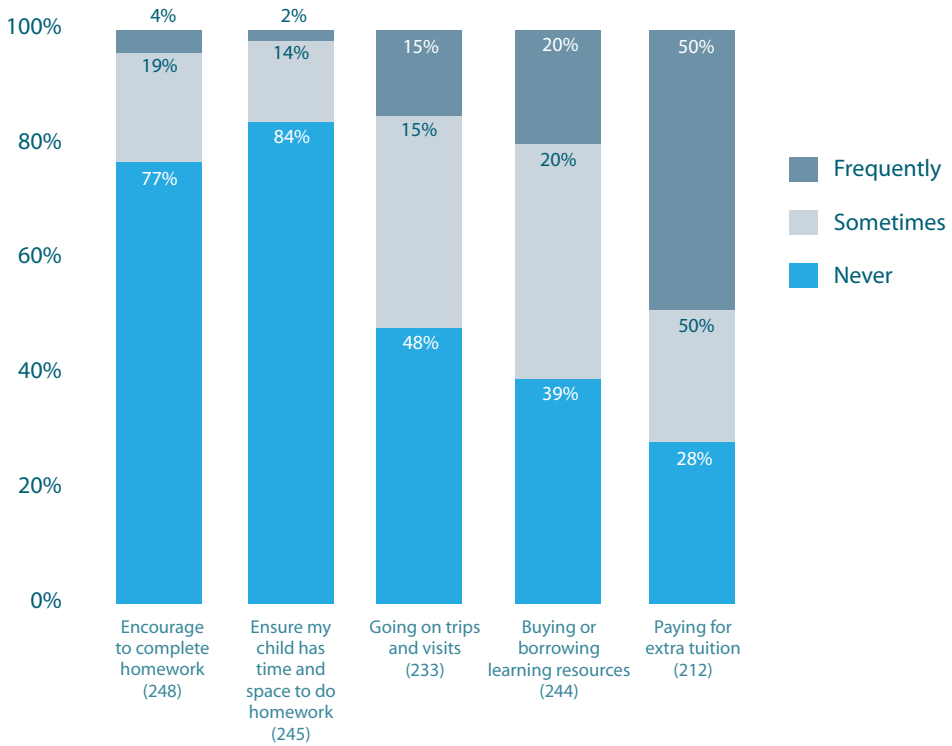
Q2 How often do you currently engage with your child in the following areas?



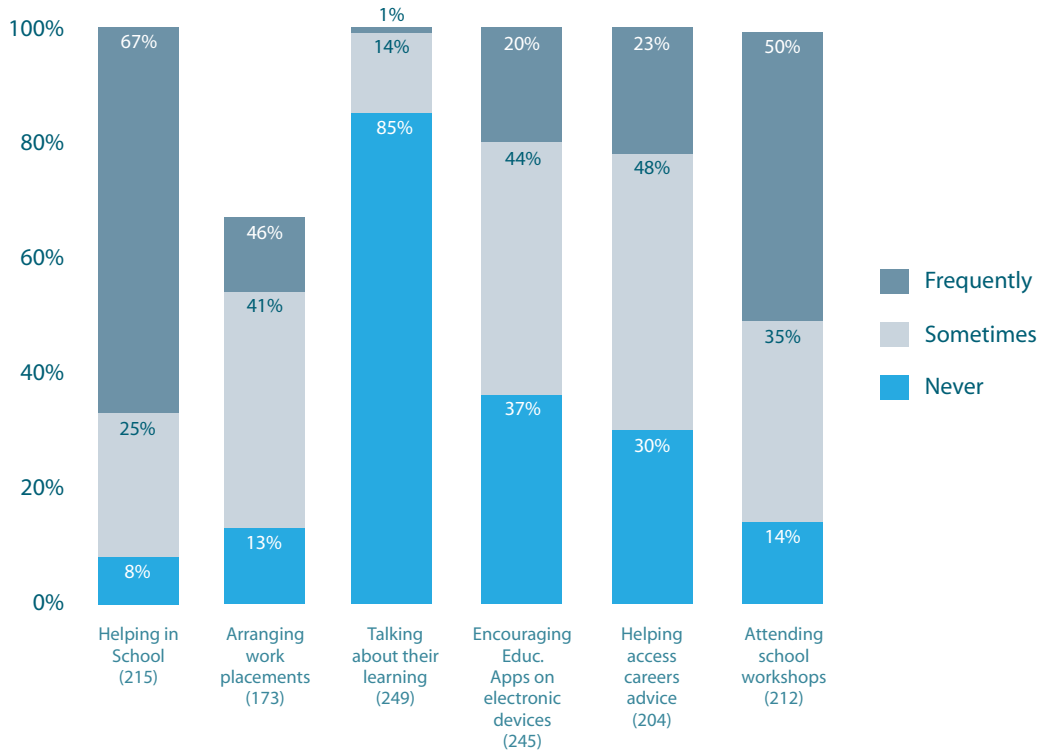
Q2 How often do you currently engage with your child in the following areas - continued?



Q3 How often do you currently engage with your child in the following areas?



Q3 How often do you currently engage with your child in the following areas - continued?



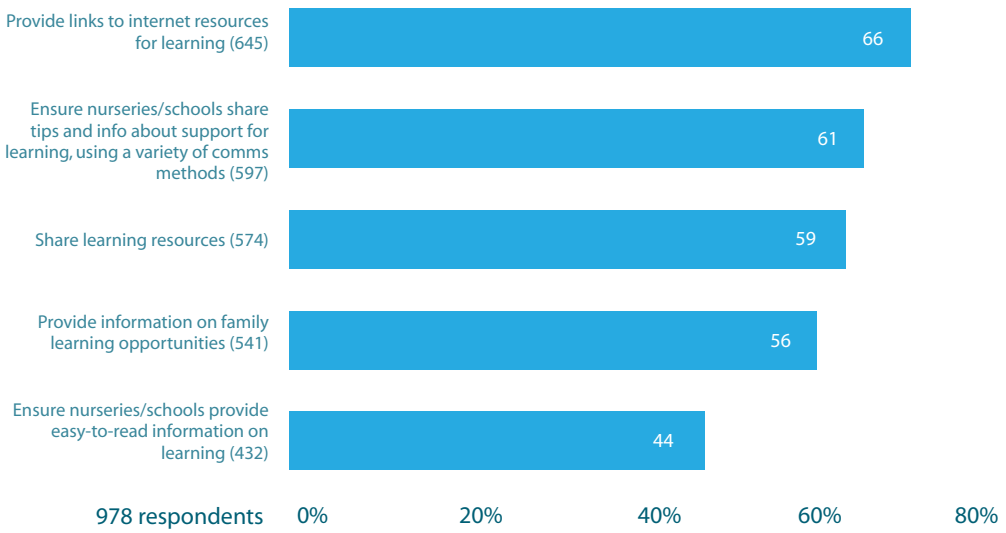
In relation to engaging with their children's learning, respondents also commented that, for them, this included helping out with learning at home and taking part in sport and creative pursuits with their children. For example:

> "…encouragement of out of school activities on their own and with us, e.g. hockey, badminton, Scouts, hillwalking, music lessons…"
>
> "…help with planning and managing homework and, particularly at primary school, being involved at the school."

Some respondents identified barriers to engaging with learning such as:

- not being aware of opportunities to be involved
- not having time to attend workshops or the school due to work commitments

Q4 Which of the following do you think Stirling Council could do to help you to support your child's learning?



Q4 Other suggestions

In terms of what Stirling Council could do to help parents support their children's learning, the most frequent suggestion was to improve information shared with parents about their children's learning. For example:

"Give clear information on course structure for each learning subject."

"Provide more detailed information on the learning requirements of my child."

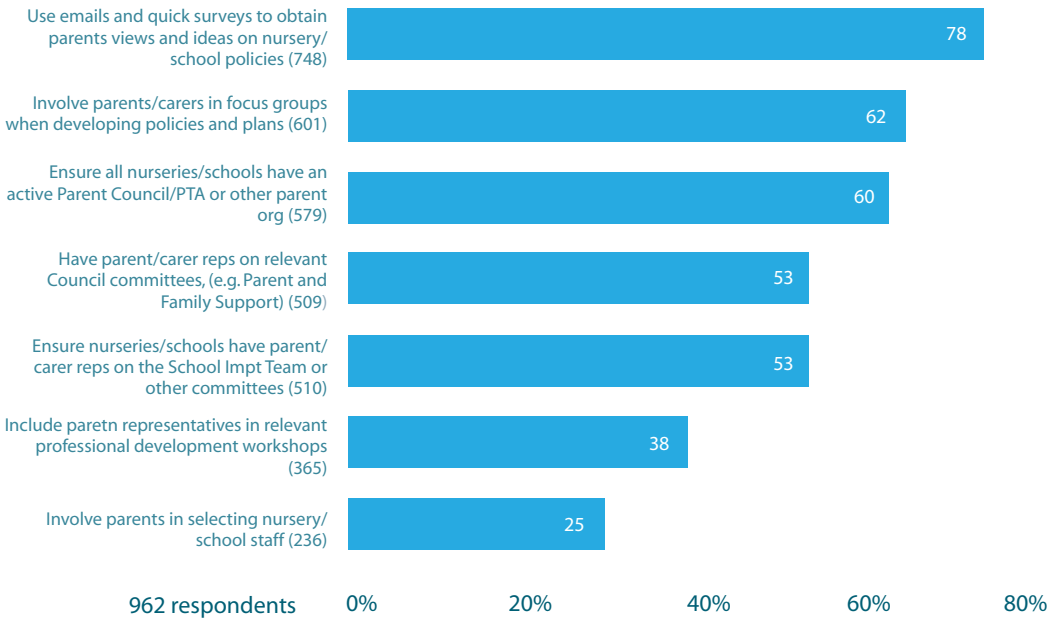
"Schools could provide more information about what the children are actually learning about at school so we can pick up on it at home…"

Parents also suggested that improvements in relation to resources and support for parents could be made. These included:

> "Have better facilities and resources for Dyslexic children, children who struggle to learn or with behavioural problems. Give parents help to understand difficulties and provide information on where to get help for their child."
>
> "Provide homework clubs/ support in local libraries where there is access to resources e.g. computers and books during the evenings and on Saturdays"
>
> "More activities available in rural areas to cut down travelling."

Some respondents also expressed concern that in order to improve their children's learning experience, teaching skills at the school needed to be improved.

Q5 How do you think Stirling Council could involve parents and carers in decision making about nurseries, schools and education?



Q5 Other suggestions:

When asked how Stirling Council could involve parents and carers in decision-making about nurseries, schools and education, a significant number of respondents said that the consultation process could be improved. This included:

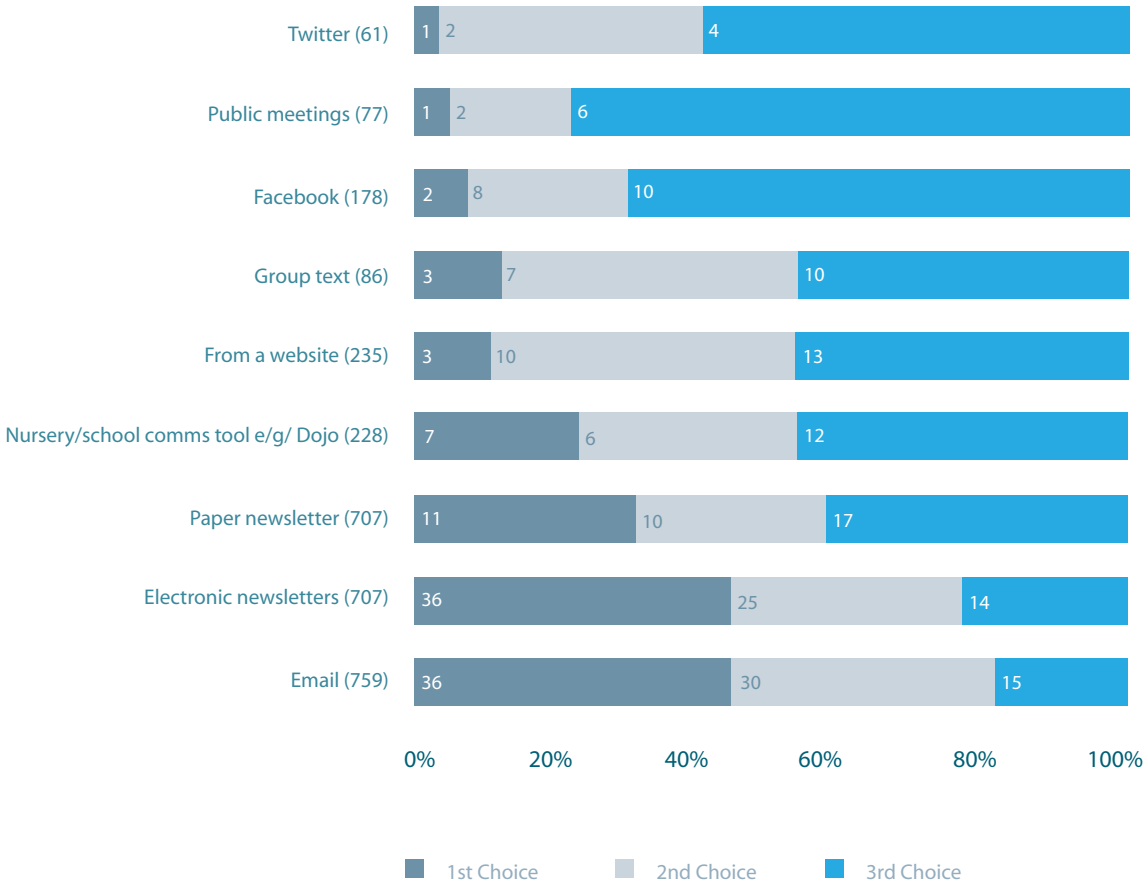
> "More transparency - sometimes there is consultation but when a decision is made, there is no information on how many parents were in support of it (e.g. the new timetables)."
>
> "Act on parent feedback - don't ask for it and ignore it."

Parents also made suggestions about how to improve the way they could engage with schools. These included:

> "Invite schools to find ways to discuss with parents/carers the kinds of ways in which they might best be involved to enhance provision for all learners"
>
> "Gather parents' views on a more regular basis through parent engagement activities. Using parents' views to inform learning."

Parents also suggested that Parent Councils could be more effective in how they supported involvement of the wider Parent Forum in decision-making.

Q6 How would you prefer to receive information from Stirling Council Schools, Learning and Education Service?



Q7 Do you have any comments you wish to make about supporting parents and carers to be involved in children's learning?

285 respondents made further comments about supporting parents and carers to be involved in children's learning.

- 26% of these 285 respondents suggested that good information about what children are learning at the start of term would be most helpful
- 24% said that communication from educational establishments should happen in many ways, through different media
- 23% of 285 respondents made a wide range of comments and suggestions for improvement from:

"How will Stirling Council support schools to engage with those parents who do not have the capacity to engage with their own children's education? Issues parents face may be linked to: literacy, social, communication, mental health etc."

"Perhaps you could just encourage parents to read a story or play a game with their child instead. Then the time parents and children have together in between cooking dinner and family life could be enjoyable, positive AND educational instead of filling the short time you have together with tears, stress and pressure. It's not rocket science."

The remaining responses included the following suggestions:

- Improve the PTA
- Address the concerns that are presented
- Provide more information about learning
- Consider the circumstances of working parents to ensure they can be involved

Appendix 7

Parent Council Information for Local Authorities

Mansfield Traquair Centre
15 Mansfield Place
Edinburgh EH3 6BB

Tel: 0131 474 6199
email: sptc@sptc.info web: www.sptc.info

Scottish Schools (Parental Involvement) Act 2006

Guidance and Duties

Key Points for Education Authorities

1. Parental Involvement Strategy

Each local authority is required to produce a strategy for parental involvement and this should cover the Schools, Learning and Education Service's duties to:

- involve parents in their child's education using three levels of engagement - learning at home; home/school partnership and; parental representation
- give advice and information to parents in respect of their own child
- the establishment of Parent Councils and support their operation
- establish a complaints procedure
- advise parents of performance data
- advise parents of pre-school provision

The strategy should detail how the local authority will:

- promote equal opportunities
- consider the barriers some parents face in getting involved and ways to support them to overcome these challenges through joint working with other services
- link with wider policies for supporting children and families, for example children with additional support needs
- meet the needs of looked-after children and their parents/carers
- make arrangements for involving parents who do not live with their children

2. Parent Forums/Parent Councils

- The education authority should ensure all parents with children attending or about to start a school are aware of what membership of the Parent Forum means.
- The education authority must provide support to Parent Councils so they can operate and carry out their functions effectively
- The local authority must allocate reasonable funding so a Parent Council may:
  - meet its administrative expenses
  - cover expenses for training of its members
  - other costs incurred in carrying out its functions under the Act
- The education authority must involve the Parent Council in the appointment of a headteacher/DHT and this involvement should extend throughout the appointment process; training should be offered to Parent Council representatives

Key Points for Schools and Headteachers

- The headteacher should make sure the school takes account of the local authority's parental involvement strategy.
- The school's objectives should include the involvement of a pupil's parents
- The headteacher and staff should make every effort to reach out to parents who are not usually involved
- The headteacher and staff must be available to give advice and information to parents
- The headteacher has a right and a duty to attend, or to be represented at, meetings of the Parent Council
- The headteacher (or their representative) attends PC meetings in an advisory capacity and must give advice and information to the Parent Council on any matter falling within their area of responsibility
- The headteacher must report at least once a year to the Parent Council

Key Points For Parents And Parent Councils

- The definition of parent includes guardians and any person who has parental responsibilities or care of a child or young person.
- Every parent has the right to be:
  - involved in their child's education and learning;
  - welcomed as active participants in the life of the school, and
  - encouraged to express their views on school education generally and work in partnership with the school.
- All parents/carers with a child at a school are members of the Parent Forum.
- Parents have the right to make reasonable requests to the school for advice and information.
- Parents have a right to be involved in school inspections.
- The Parent Forum decides on what sort of representative body (Parent Council) they want for their school; they can also decide how it works and what it is called.
- The Act sets out a range of functions for Parent Councils which fall broadly within the following four areas:
  - supporting the school in its work with pupils;
  - representing the views of parents;
  - promoting contact between the school, parents, pupils, providers of nursery education and the community;
  - reporting to the Parent Forum.
- The Parent Council (and parents) should be involved in the development of the School Improvement Plan and Standards & Quality Reports.
- The Act requires that members of the Parent Council must be members of the Parent Forum and the chair must always be a parent with children at the school. The Parent Council may co-opt others in the school and wider community onto the committee.
- In denominational schools, the Parent Council must invite the relevant church or denominational body to nominate a representative to be part of its membership.
- The Parent Council has a right to be involved in the recruitment of headteachers and senior members of staff.
- The Parent Council should seek the views of parents on school policy and school handbooks.

Appendix 8

Extract from SPTC leaflet – What is a Parent Council?

What is the Parent Forum?

The 2006 Parental Involvement Act states that every school in Scotland has a Parent Forum which consists of all the parents/carers who have a child at the school. They are automatically members, whether they like it or not! The Parent Forum can expect to:

- receive information about the school;
- decide on the format of the Parent Council and how it operates;
- identify issues for the Parent Council
- be consulted by the Parent Council
- express views through the Parent Council.

What is the Parent Council?

The Parent Council is the committee appointed by the Parent Forum to run matters on its behalf. A Parent Council is not run by the school or the local authority but by the parents in the school. The local authority should support a Parent Council both financially and through advice/support.

Should we have a constitution?

It is good practice to have a constitution as this gives a framework to your group and should contain a description of your Parent Council and how it will carry out its objectives.

Do we have to be called a Parent Council?

No, you can call your group anything you want. However, you will be recognised by the local authority as a Parent Council.

What do Parent Councils do?

The main aim of the Parent Council is to help the school operate as a successful school and to try to represent all parents/carers.

- There is an important role in improving links between all parents and the school; the Parent Council should report to parents at least once a year (at the AGM) but it is good practice to do this on a regular basis.
- Make sure that parents get the information they need in an accessible way and that the school staff gets feedback on parents' views.
- Discuss any issue that's of interest to parents, including school policies on such things as bullying, sexual health and relationships education, homework and school uniform.
- Work jointly with the school to set up extra-curricular activities and after-school clubs.
- As part of Curriculum for Excellence, parental involvement in their children's learning is recognised as very important: the PC has a role to play in working out how this can happen.

- Represent parents' views to the education authority and others on those issues that are of concern to parents, pupils and staff with an awareness of equality and fairness. Although issues from individual parents should not be pursued, it might be an opportunity to address the issue in a more general way.
- The Parent Council should be involved in the recruitment of new headteachers and/or senior staff.
- The Parent Council has an important role during and after a school inspection.
- Take on those social and fundraising activities previously run by the PTA.

Are there any rules about who should be on our Parent Council?

Although the number of members is not specified in the legislation, there are certain things that are fixed:

- The majority of Parent Council members must be parents of children at the school.
- The definition of "parent" is very wide and includes everyone with a parenting role with regards to a pupil; this could include foster parents, family members who have care of a child and divorced/separated couples.
- The chairperson must be a parent with children at the school.
- The Parent Council should promote equality and fairness in their activities and recognise the diversity in the school community.
- The headteacher (or his/her representative) has a right and a duty to attend all Parent Council meetings.
- In denominational schools, the local church can nominate a representative.

May we include other people on our Parent Council?

Yes you may, but remember that this must be decided by the Parent Forum. Most parents would probably want representation from the school staff, both teachers and support staff. This has always been a tradition with PTAs, but don't forget to ask the staff if they are willing to be represented before you write this into your constitution!

Your Parent Council may also find it useful to co-opt/ask other people to come along on a "needs" basis. For example, if you are going to discuss road safety then you may want to meet with the community police officer. Other people you might wish to invite to your Parent Council are other family members and friends of the school, local councillors, community councillors and other people from community groups, eg ethnic minority groups.

Although it might not always be appropriate (or very interesting) for the pupils to send a permanent representative to your meetings, it is a good idea to keep up links with the pupils, e.g. by exchanging minutes with or asking for ideas from the Pupil Council.

Always remember that parents **must** be in the majority.

Can a parent be on more than one Parent Council?

Yes, provided they have a child at each school.

Can a teacher be a parent-member on a Parent Council?

Yes they can if they have a child at the school however, it is important to remind them that they are there as a parent and not as a teacher.

What is the role of the headteacher on the Parent Council?

The headteacher has a right and a duty to attend meetings of the Parent Council or s/he can send a representative. Of course, it might not always be necessary for the Head to be at a meeting, for example if you are discussing arrangements for an event.

The headteacher is an advisor to the Parent Council and does not have a vote.

The Parent Council may ask the headteacher to report to their meetings but remember that parents decide on the agenda and the HT's report should not dominate proceedings.

The headteacher should involve the Parent Council in the School Improvement Plan and encourage them to have an active role in the development/review of school policies.

Can we have a PTA alongside our Parent Council?

PTAs were not affected by the legislation but it is up to the Parent Forum how they want to be represented.

There are currently four main models:

Model 1 - In very small schools the Parent Forum is the Parent Council as there are not enough people to form two groups.

Model 2 - The Parent Council act as one group and do everything, including organising fundraising activities.

Model 3 - The PTA has disbanded and become a sub-committee of the Parent Council and may keep their name and their own bank account. The sub-committee may still act on an independent basis but they should submit reports on their activities and finances to the Parent Council and should abide by any general policies decided by the PC. (See SPTC leaflet Subcommittees – your questions answered).

Model 4 - The PTA continues to work as an independent group completely separate from the Parent Council. If this is the case then the PTA need their own public liability insurance. (See SPTC leaflet What is a PTA/PA?).

Do we have to vote for office bearers at the AGM of the Parent Council?

You have an option; you can appoint office bearers at the AGM or at the first Council meeting. The benefit of the second option is that it is easier to appoint a replacement if an office bearer has to resign during the year. Whichever option you choose, it should be clearly stated in your constitution.

Do we have to get our accounts audited?

No. Accounts must be reviewed and presented at the AGM, however this does not need to be done by a professional auditor. Try to find someone who is used to this sort of work, e.g. someone who works in a bank; they may be another parent but should not be a member of the Parent Council or a relative. The rules are different for those PCs with charitable status.

Appendix 9

Summary Report on Parental Engagement, published September 2016

In 2016 SPTC was commissioned to review parental engagement and mechanisms to support parents in Stirling.

The following objectives were identified:

- To maximise the use of SPTC services and support by Parent Councils and the wider parent community with a view to increasing knowledge, confidence and capacity of parents and Parent Councils.
- To re-energise the Parent Council Network and to make recommendations regarding relevant structures and support which were required in order to ensure the network was sustainable and robust.
- To support parental engagement activity which would connect with Stirling's strategic planning and priority-based budgeting processes.

The Parent Council Network perspective on its workings was as follows:

- Require support from the authority.
- Should receive information in good time..
- Needs an 'online platform' for information, minutes, agendas.
- Has potential to be a strong force for positive parental engagement.

Suggestions for ways forward include:

- Four meetings per year.
- The dates for the meetings should be set in advance for the full school year.
- A clear consultation time line needs to be provided to the Parent Council Network by the authority in relation to budgeting and educational changes.
- Meetings need to be minuted and minutes shared.
- Council to provide administrative support to enable an up to date mailing list, circulation of agendas / papers, minute taking, posting of minutes online.
- Documents / papers to be received in advance of meetings.

Strategic recommendations:

- Develop a clear framework for engaging with parents at strategic and local level.
- Support and develop the Parent Council Network and ensure it connects with strategic framework.
- Build capacity of Parent Councils through training opportunities and sharing practice.
- Review and develop the Parental Engagement Strategy.
- Maintain and build on links with key organisations including the SPTC and NPFS.
- Exploring new opportunities for parental engagement such as Partnership Schools Scotland.

Appendix 10

Use of parents, carers or non-staff volunteers to transport children on behalf of the establishment

Guidance Note

This guidance sets out procedures and advice in connection with the use of volunteer drivers (parents, carers or other non-staff volunteers) to transport pupils for out of school purposes e.g. trips, sports competitions, visit etc.

Where parents, carers or any other non-staff volunteers are to be used to transport children consideration must be given to the following;

Any parent, carer or non-staff volunteer who will be travelling alone with children must have had an enhanced Disclosure Scotland check carried out. Small numbers of these forms can be requested from the Schools, Learning and Education Team, Wolfcraig. Larger quantities should be ordered directly from Disclosure Scotland (tel. no: 0870 609 6006).

The process for Disclosure Scotland checking is as follows;

The parent/carer/volunteer should complete the Disclosure Scotland application form and present it to the head of establishment (or nominee) along with all of the original identity documentation listed within the Verification Form (attached below). The head of establishment (or nominee) should:

- Check that all relevant parts of the application form have been completed (but do not retain a copy, for data protection reasons).
- Check the documentation, ensuring that there are 3 original forms of identification:
  - Photographic identification e.g. passport or driving licence with photo
  - Birth certificate or driving licence with or without photograph
  - Address related evidence, which must have the applicant's name, current address and be dated within the last 3 months (please insert this date on the verification form for our records)
- Complete the verification form accordingly, making sure that it is signed and dated by the authorised person.
- Retain a copy of the verification form for record purposes.
- Organise a payment cheque for £59, made payable to Disclosure Scotland. In these circumstances, it is usual for the establishment to cover the cost of the Disclosure Scotland check.
- If an existing member of this scheme only requires an update, the cost is £18.

Once these checks have been completed the application form, the original verification form and the cheque, should be sent to:

Schools, Learning and Education Team
Stirling Council
Wolfcraig, Dumbarton Road
Stirling, FK8 2LQ

The Schools, Learning and Education Team will ensure that a registered person countersigns the application form.

After countersigning, the application form and cheque will be forwarded direct to Disclosure Scotland for processing. Disclosure Scotland will issue a certificate to both the applicant and the registered person. If the certificate reveals any information that would make it inappropriate for the volunteer to be used, the registered person will notify the head of establishment immediately.

No child should be left alone with an adult who has not been disclosure checked.

Other things that should be considered are:

- That any volunteer has the appropriate level of insurance to carry passengers and that their vehicle is in a roadworthy condition.
- The possibility that the same group of parents/carers are continuously subsidising other members of the school community by using their own vehicles, at their expense. Would it be more equitable to seek a small contribution from all parent/carers to offset the cost of a coach or mini bus?
- The sustainability issues that arise from using a convoy of vehicles rather than one vehicle.

Schools, Learning and Education
Volunteer Driver Verification Form

Establishment	
Applicant	
Duties	

Protecting Vulnerable Groups Scheme Application

I, _____ (Print Name), confirm that the following **original** items of identification for the applicant have been seen by me, and that they match the details entered in Part B of the

PVG Application Form Serial No: | | | | | | | | | | | | | | | |

Mark each box that applies ☐

Birth Certificate (UK/Republic of Ireland) ☐	
National Insurance No. Completed ☐	
Photographic Evidence ☐ That the photograph is a true and correct likeness of the applicant. Yes ☐ No ☐	(Please state type produced) Passport ☐ Driving Licence (photo) ☐ Driving Licence (paper) ☐ Identity Card of an EEA State ☐ Other (Please specify) ☐
Address Related Evidence ☐ (must be dated within last 3 months) (Please state type produced)	
Signature of Authorised Person:	Date:
Job Title:	Date:

Appendix 11

Volunteers

Guidance Note

This guidance sets out procedures and advice in connection with the use of volunteers (parents, carers or other non-staff volunteers) to assist with activities within the establishment.

Where parents, carers or any other non-staff volunteers are to be used as helpers within an establishment, consideration must be given to the following:

- Any parent, carer or non-staff volunteer who may be left alone (i.e. without a staff member present) with a child or groups of children, must have had an enhanced PVG check carried out. Small numbers of these forms can be requested from the Schools, Learning and Education Team, Wolfcraig. Larger quantities should be ordered directly from Disclosure Scotland (tel. No. 0870 609 6006).

The process for Disclosure Scotland checking is as follows;

The parent/carer/volunteer should complete the Disclosure Scotland application form and present it to the head of establishment (or nominee) along with all of the original identity documentation listed within the Verification Form (attached on page 48). The head of establishment (or nominee) should:

- Check that all relevant parts of the application form have been completed (but do not retain a copy, for data protection reasons).
- Check the documentation, ensuring that there are 3 original forms of identification:
  - Photographic identification e.g. passport or driving licence with photo
  - Birth certificate or driving licence with or without photograph
  - Address related evidence, which must have the applicant's name, current address and be dated within the last 3 months (please insert this date on the verification form for our records)
- Complete the verification form accordingly, making sure that it is signed and dated by the authorised person.
- Retain a copy of the verification form for record purposes.
- Organise a payment cheque for £59, made payable to Disclosure Scotland. In these circumstances, it is usual for the establishment to cover the cost of the Disclosure Scotland check.
- If an existing member of this scheme only requires an update, the cost is £18.

Once these checks have been completed the application form, the original verification form and the cheque, should be sent to:

School, Learning and Education Team
Stirling Council, Wolfcraig
Dumbarton Road, Stirling FK8 2LQ

The Schools, Learning and Education Team will ensure that a registered person countersigns the application form.

After countersigning, the application form and cheque will be forwarded direct to Disclosure Scotland for processing. Disclosure Scotland will issue a certificate to both the applicant and the registered person. If the certificate reveals any information that would make it inappropriate for the volunteer to be used, the registered person will notify the head of establishment immediately.

No child should be left alone with an adult who has not been disclosure checked.

Schools, Learning and Education
Volunteer Verification Form

Establishment	
Applicant	
Duties	

Protecting Vulnerable Groups Scheme Application

I, _____ (Print Name), confirm that the following **original** items of identification for the applicant have been seen by me, and that they match the details entered in Part B of the

PVG Application Form Serial No: | | | | | | | | | | | | | | | |

Mark each box that applies ☐

Birth Certificate (UK/Republic of Ireland) ☐

National Insurance No. Completed ☐

Photographic Evidence ☐

That the photograph is a true and correct likeness of the applicant.

Yes ☐ No ☐

(Please state type produced)

Passport ☐

Driving Licence (photo) ☐

Driving Licence (paper) ☐

Identity Card of an EEA State ☐

Other (Please specify) ☐

Address Related Evidence ☐
(must be dated within last 3 months)

(Please state type produced)

Signature of Authorised Person:	Date:
Job Title:	Date:

If you need help or this information supplied in an alternative format please call 01786 404040.