

Report

Report to:	Education Resources Committee
Date of Meeting:	9 November 2021
Report by:	Executive Director (Education Resources)

Subject:	Support for Equality and Diversity within Education Resources
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ provide an update on the breadth of activity being conducted across Education Resources in relation to support for Equality and Diversity.

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that the range of work across Education Resources in respect of Equality and Diversity be noted

3. Background

3.1. Education in South Lanarkshire is based on an inclusive ethos that ensures that all learners are treated fairly, have equality of opportunity and have a sense of belonging in their learning environment. We are committed to the wellbeing of learners, reflecting the aspirations of the Getting it right for every child policy framework, that all children and young people should be safe, healthy, achieving, nurtured, active, respected and included and that they have their views listened to and are involved in decisions that affect them.

3.2. Equality is the elimination of unlawful discrimination, harassment, victimisation and any other unlawful conduct. It is also the advancement of equality of opportunity and fostering of good relations to tackle prejudice and promote understanding. Diversity is about recognising and valuing difference, where everyone is respected for who they are.

4. Legislative and Policy context

4.1. A range of legislation and policy frameworks support the equality and diversity agenda across education contexts:

4.1.1. Equality Act 2010

The Equality Act 2010 (the Act) replaces previous separate equality legislation in Britain with a single, harmonised Act. The Act provides a framework of discrimination law which protects individuals from unfair treatment and promotes a fair and more equal society.

The Act protects people from discrimination on the basis of the following protected characteristics:

- ◆ disability
- ◆ gender reassignment
- ◆ pregnancy and maternity
- ◆ race
- ◆ religion or belief;
- ◆ sex
- ◆ sexual orientation
- ◆ age*
- ◆ marriage and civil partnership*

*Age and marriage and civil partnership are not protected characteristics for the schools provision. However, in general, the Act applies across all the protected characteristics in a consistent way.

The Act also introduces a single Public Sector Equality Duty (the general duty). Within a school setting this means we have to give 'due regard' to the three elements of the duty in all our activities:

- ◆ eliminate discrimination, harassment and victimisation;
- ◆ advance equality of opportunity between people who share a protected characteristic and those who do not; and
- ◆ foster good relations between those who share a protected characteristic and those who do not

These duties are also reflected in international human rights as expressed in the United Nations Convention on Human Rights, the United Nations Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

4.1.2. Children and Young People (Scotland) Act 2014

The Act establishes wellbeing as the key mode of assessment for practitioners in Scottish schools. Wellbeing is based upon the wellbeing indicators set out in the UN Convention on the Rights of the Child.

4.1.3. Education Scotland Act 2016

The Act supports a range of improvements to Scottish education including: improving the attainment of pupils from backgrounds of deprivation, widening access to Gaelic medium education, giving children a voice in matters that affect them and extending the rights of children with additional support needs.

4.1.4. Education (Additional Support for Learning) Scotland Act 2004 (as amended)

The Act provides a framework for local authorities and other agencies to support all children with their learning and introduced the concept of 'additional support needs', gave parents/carers new rights and placed duties on authorities and other agencies. It also set in place the processes for resolving differences for families and authorities – mediation, dispute resolution and the introduction of the Additional Support Needs Tribunal. The Act was amended in 2009.

4.1.5. Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002

The Act sets out the duties on education authorities, schools and other responsible bodies to plan for the needs of disabled pupils, to ensure access to the curriculum, physical environment of schools and school information.

4.1.6. Standards in Scotland's Schools etc. Act 2000

The Act sets out the rights of children to school education (including children who cannot attend school because of ill-health) and the related duties of education authorities. The Act introduced the policy of 'presumption of mainstreaming', that is, that all children will be expected to attend mainstream school unless certain circumstances apply.

The national priorities and drivers that support promotion of equality, diversity and an inclusive approach for all learners are:

4.1.7. The National Improvement Framework

The National Improvement Framework and Improvement Plan (NIF) was established in 2015 and set out a clear vision for Scottish Education based on delivering Excellence and Equity. It has four priorities:

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

4.1.8. Delivering Excellence and Equity in Scottish Education. A Delivery Plan for Scotland 2016

The Delivery Plan outlines the steps to be taken to achieve key improvements in education, building on the work in the National Improvement Framework with a focus on raising attainment and making progress in closing the poverty related attainment gap.

Supporting translation of legislation and national policy into practice at local level are a range of policies, strategies and approaches including:

- ◆ The Scottish Attainment Challenge (SAC)
- ◆ Pupil Equity Fund (PEF)
- ◆ 3-18 Curriculum
- ◆ The Early Years Framework
- ◆ Building the Ambition
- ◆ Pre-Birth to Three: Positive Outcomes for Scotland's Children and Families
- ◆ Opportunities for All
- ◆ Developing the Young Workforce
- ◆ Safeguarding Duties and Child Protection Guidance
- ◆ Included, Engaged and Involved

5. **Specific areas of Practice in Equality and Diversity within Education Resources**

5.1. Care experienced children and young people

Children or young people who are care leavers are among some of the most vulnerable in our society. They have often experienced some form of abuse, neglect and trauma prior to becoming looked after. As Corporate Parents, it is our duty to uphold the rights and safeguard the wellbeing of those looked after children and young people for whom we are responsible, and to promote their physical, social, emotional and educational development.

Every school has a Designated Senior Manager (DSM) with responsibility for provision for care experienced children. Refreshed materials have been developed to support

schools in meeting the needs of care experienced children in line with the aspirations of The Promise, which details Scotland's commitments to care experienced children and young people following the outcome of the Independent Care Review. These include the Council's Corporate Parenting Strategy and Education Resources Practice Guide, an Operating Procedure for Prevention and Management of School Exclusions with dedicated guidance for care experienced pupils and specific guidance on assessment and planning to meet the educational needs of care experienced children.

Enhanced support for education recovery for care experienced pupils is being implemented through dedicated teaching support for S1-S3 pupils (initially) and the introduction of a tutor programme for S4-S6 pupils.

5.2. Safeguarding

Everyone working with children and families is required to understand the important role that they play in remaining vigilant and providing robust support for the protection of children and young people. Every school and education establishment has a named Child Protection Co-ordinator who undertakes specific and regular training in the areas of child protection and safeguarding. Regular training ensures that staff apply their skills and knowledge collectively and effectively to promote, support and safeguard the wellbeing of all children, including those who are most vulnerable.

Detailed Education Resources Operating Procedures supported by a suite of staff resources and training materials, provide clear guidance in relation to roles and responsibilities in respect of monitoring, reporting and recording concerns, supporting children and young people and working co-operatively with partner agencies.

Multi-agency training of staff in Child Exploitation Online Protection (CEOP) has continued to be delivered online to staff groups across Police Scotland, the NHS, Social Work and Education Resources and Foster Carers. To date over 6000 people in South Lanarkshire including children, young people, parents/carers and professionals have accessed CEOP presentations.

A range of supporting literature has been issued to staff that is used to advise and support children and young people to keep themselves safe online. In addition, multi-agency Cyber Security training is being delivered online which enables staff to keep their devices and data safe and in turn enables them to advise children and young people appropriately.

A multi-agency Child Sexual Exploitation and Online Safety subgroup of the South Lanarkshire Child Protection Committee has been established to progress supports for children and young people.

5.3. Tackling Poverty

Education Resources plays an integral role in meeting the ambitions and drivers of the South Lanarkshire Child Poverty Action Plan. The Equity Team within Education Resources delivers training for schools on various aspects of 'equity', provide bespoke advice to individual schools who request it and scrutinise attainment and achievement data to ensure that the children and young people who should be benefitting from additional resources are accessing that additionality.

Twenty South Lanarkshire schools are supported by funding from the Scottish Attainment Challenge (SAC). Since its inception, these schools have benefitted from £10,094,935 of funding between them. Schools focus the additional SAC funding in

the areas of literacy, numeracy and health and wellbeing for a defined group of pupils whose attainment is closely monitored.

For session 2021/2022, schools have been allocated £9.9 million in Pupil Equity Funding (PEF) and are being encouraged to move away from universal to more targeted approaches to ensure that the needs of identified children and young people are met.

Cost of the School Day became a major focus for schools throughout 2019. Using the work of the Child Poverty Action Group, training materials and resources were adapted and developed to help schools better understand how they could reduce and, hopefully, remove, costs in their schools. Schools were encouraged to undertake audits of school costs and consult staff, pupils and parents on how best to reduce these. A Cost of the School Day Conference was held in January 2020 for all SLC schools. All schools produced a Cost of the School Day Position Statement in school session 2019/2020 which was made available to families. As a direct result of this work, schools started to think much more seriously about what they charged their pupils for and started innovative ways to help families in financial difficulties. Most schools, for example, have high quality second-hand uniforms available for anyone who needs them, and most schools started having 'swap shops' for Hallowe'en Costumes and Christmas Jumpers.

Costs associated with curricular activity have been removed for all pupils and digital inclusion continues to be addressed through the Scottish Government IT device scheme.

The first SLC Winter Clothing Campaign resulted in over 1000 new or nearly new winter jackets donated over the three-week donation period 21 December 2021 to 10 January 2021 and around 50% of schools and nurseries received jackets, which they have distributed to children and young people.

The work of the Youth Family and Community Learning Service in tackling poverty and deprivation has been subject to national reporting of good practice, particularly during the COVID lockdown period. Areas of work include:-

- ◆ reducing Food Poverty and insecurity;
- ◆ summer holiday provision;
- ◆ Pathfinders Initiative;
- ◆ outreach provision;
- ◆ Connecting Scotland; and
- ◆ national recognition

The Youth Employability Service (YES) has a clear focus to improve the lives of young people in poverty by supporting progression to sustained positive destinations, an area of focus for the National Improvement Framework. The team works closely with schools and partners including Skills Development Scotland to ensure that young people who are most at risk of post-school unemployment are tracked, monitored and offered appropriate support. A key target for the service is to close the gap in destinations between young people in the most deprived communities and their peers. In Quarter 1 of 2021, 85% of young people residing in data zones in the most deprived 20%, after leaving the Aspire programme, progressed to a positive destination compared to 84% overall.

5.4. Mental Health

Mental Health is conceived as a continuum from shorter term issues to serious longer term mental health difficulties which can impact on an individual reaching their potential. It is acknowledged that difficulties can arise from a wide variety of reasons within the daily experiences of young people. The Getting it right for every child approach promotes an integrated, commonly understood approach to understanding and developing children's wellbeing. Working with the underpinning values and principles of GIRFEC involves observing and recording concerns related to the wellbeing indicators, completing an assessment by gathering information and planning actions and reviews with the key people involved, including the young person and their family.

Where a child or young person presents with a mental health and wellbeing concern, an appropriate support from family, local community or pupil support services from within the universal service of education should always be considered as the first option. Schools play an important role in providing the least intrusive, most inclusive support at an early stage and the staged intervention process that follows may include planning and intervention from the school's Joint Assessment Team, educational psychology service or other school based mental health support services such as school based counselling. Following assessment, should more intensive or specialist supports be required, in line with the staged intervention approach, schools may request assistance from agencies outwith education such as social work or mental health practitioners within health settings. Emergency services will always be contacted where there is a need for urgent and immediate intervention.

An update on progress of the Counselling through Schools programme was presented at the previous Education Resources Committee on 31 August 2021 [Document.ashx \(cmis.uk.com\)](https://cmis.uk.com)

Further examples of supports accessed by schools to support mental health and wellbeing include:

- ◆ 'The Blues Programme' is being delivered by Action for Children across a number of secondary schools. This is an evidence based early intervention and depression prevention programme for secondary pupils. By meeting the emotional wellbeing needs of pupils at an earlier stage, as soon as issues emerge, the Blues Programme can complement existing wellbeing initiatives already in place within each school while adding value to maximise the impact of new investment in school counselling services.
- ◆ Togetherall is a digital mental health and wellbeing resource, commissioned by Education Resources, for 16-19 years olds in South Lanarkshire, providing a safe, on-line moderated community offering peer to peer support and self-help for a range of wellbeing related issues.
- ◆ Lifelines Lanarkshire, multiagency guidance for working with children and young people at risk of self-harm and suicide was launched in May 2021 and is supported by a defined training programme to support implementation across all schools.

5.5. Severe and Profound Additional Support Needs

All pupils, including those with severe and profound additional support needs, have the right to access appropriate assessment and relevant and personalised learning experiences within the context of Curriculum for Excellence. *The South Lanarkshire*

Framework for Supporting Pupils with Severe and Profound Learning Needs (the Framework) [Framework for Supporting Pupils with Severe and Profound Learning Needs Education and learning - South Lanarkshire Council](#) supports teachers and other school staff to deliver an elaborated, meaningful and enjoyable curriculum to this group of learners.

Pupils with severe and profound additional support needs have difficulty generalising skills to new contexts, often plateau in their learning or show regression as a result of illness. The skills that need to be taught within a school environment may already have been achieved by the majority of typically developing children within the first two years of life. Some children may achieve competency in certain areas of learning but continue to have difficulty carrying out self-care skills or communicating their needs.

Pupils are mostly non-verbal and may sometimes use eye pointing, vocalisations and gestures to communicate. They require high levels of support with all aspects of daily life such as intimate care, feeding and dressing. They will have additional sensory and physical disabilities and multiple, complex and ongoing health needs.

An understanding of these atypical development patterns ensures that emphasis is placed upon conducting appropriate assessment and providing relevant and personalised learning experiences, all within the context of Curriculum for Excellence.

The Framework provides guidance to teachers and school staff on the following:

- ◆ Definitions of severe and profound learning needs
- ◆ the Curriculum for Excellence for pupils with severe and profound learning needs
- ◆ Assessment, target setting and monitoring
- ◆ Teaching and learning approaches
- ◆ Health and wellbeing and addressing challenging behaviours
- ◆ References and links to useful resources
- ◆ Appendices (including, Carrying out an observation, Paths to Progress, Forms of engagement and indicators of observable behaviour, Sequence for introducing objects of reference and visuals, Carrying out an assessment of behaviour, Possible banks of targets linked to Curriculum for Excellence)

A recently introduced IT based tracking and monitoring system specific to ASN individual children's milestones and the breaking down of the Curriculum for Excellence experiences and outcomes at every level, allows an equitable approach to tracking and monitoring of achievement and attainment for children and young people with severe and profound additional support needs and complements the guidance detailed in the Framework. This approach is currently being implemented across all ASN settings.

The system enables evidence of work completed by children and young people to be stored in a range of media- hard copies, photographs, videos etc. enabling detailed reports with supporting evidence to be generated for parents/carers and other relevant stakeholders such as members of the multidisciplinary team.

5.6. Accessibility

Establishments must be aware of the importance of ensuring equality of access to all areas of school life for all learners. In the Equality Act 2010, there are three elements to the duty of reasonable adjustments that relate to:

- ◆ provisions, criteria and practice, for example, providing a dyslexic pupil with a note of homework instead of requiring them to write it down
- ◆ auxiliary aids and services, for example, providing special computer software or support from a school support assistant
- ◆ making changes to the physical environment, for example, repositioning furniture and other layout changes within classrooms or physical adaptations to the school/establishment building

Physical adaptations are routinely made within the general areas of all schools to meet the needs of learners, including provision of ramps and handrails, accessible toilets, showers and changing rooms, audio loops, sensory areas, hoists, tracking and specialist equipment to assist movement for physically disabled learners, nurture areas and pupil support bases.

Pupils may require specialist equipment in order to access the curriculum and/or to promote physical wellbeing, for example, wheelchairs, standing frames, supported seating etc..

The term AAC, Alternative and Augmentative Communication Aids, is used to describe the different methods that can be used to help people with disabilities communicate. In certain circumstances, AAC Aids may be required following a detailed assessment of need. All ASN provisions have been provided with AAC resources and supporting guidance developed in partnership with Speech and Language therapists and experts in alternative communication approaches (CALL Scotland). These resources are vital in giving children and young people a voice and enabling them to participate in learning experiences and in decisions that affect them.

In addition, establishments make use of a wide range of ICT equipment which promotes access to the curriculum including:

- ◆ Mobile touch technology
- ◆ Screen magnification
- ◆ Text to Speech Software
- ◆ Eye Gaze systems
- ◆ Chrome books
- ◆ I pads and relevant Apps

Picture Communication Symbols and Makaton are widely used to enhance expression and understanding.

Specialist provision for children and young people with hearing and visual impairments is in place. Hamilton School for the Deaf is co-located with Glenlee Primary School, a Hearing Impairment unit for secondary aged pupils is included within Calderside Academy, a Visual Impairment unit is included within Uddingston Grammar School and provision for young people with social, emotional and behavioral needs is located at KEAR Campus, Blantyre.

5.7. Dyslexia

Children and young people with significant literacy difficulties, including children and young people with dyslexia, can struggle with learning, can become disengaged and de-motivated, and they can underachieve markedly both at school and afterwards. This can have wide reaching negative implications for their future. South Lanarkshire Council has clear values, aims and developing practices that closely reflect the current closing the gap and raising attainment policies of the Scottish Government which aim

to improve outcomes for vulnerable learners. It is noteworthy that the major influence on poor reading and spelling appear to be poverty, which involves a complex set of interactions at different levels. Education Resources' staged intervention process emphasises the need to identify as early as possible pupils with weak literacy skills, and aims to support and improve their skills, using evidence-based approaches and resources. The Literacy Strategy Implementation Group has developed Literacy Pathways Support materials which support all schools in identifying and appropriately supporting young people with weaker literacy skills and dyslexia.

The Literacy Pathways Support materials support the Framework for Addressing Weak Literacy Skills and Dyslexia and include:

- ◆ Weak Literacy Skills and Dyslexia Process Chart
- ◆ Parents Information leaflet
- ◆ Young Person's Information leaflet/animation
- ◆ Professional Guidance on Dyslexia Identification
- ◆ Literacy Consultation Profiling and Planning template
- ◆ Literacy Assessment Document
- ◆ Dyslexia Consultation Meeting Record template

All Extended Community Teams (Specialist Support Teachers) have received training on these new materials and on the literacy support pathway.

The materials were recently launched at the Inclusion Conference on 10 September 2021 and will be rolled out to Head Teachers, ASN Coordinators and Literacy Coordinators via the networks for these groups.

5.8. Promoting race equality and anti-racist education

All learners have a right to learn in an equitable environment where all cultures, identities and languages are recognised and valued and where the curriculum responds to the diverse needs of individual learners, reflecting the uniqueness of their communities.

Effective race equality and anti-racist education has the following features:

- Learners are empowered to develop an understanding of their own values, beliefs and cultures and those of others
- Anti-racist education helps children to understand and realise their own rights and the rights of others with the school, the community and at global levels
- Anti-racist education helps learners to understand the harmful consequences of racism and encourages them to actively challenge it wherever it occurs
- It helps to ensure that the learning environment is an inclusive one, without racial inequality or racism
- It nurtures a historical literacy in learners which helps them to understand all of Scotland's history and the diversity of Scottish society in the past. It helps learners understand how Scotland's colonial past plays a role in their current everyday lives, acknowledging the successes and impact of Minority Ethnic historical figures, in relation to Scottish and global history
- Race equality education provides a vehicle for all educators to demonstrate their professional values.

In the early years, careful consideration is given to resources including dolls and figures, dressing up clothes and other role play equipment, cooking activities, picture books, rhymes and songs and wall displays, in working to normalise diversity.

Normalising diversity within the curriculum gives every learner the important message of being valued and belonging.

As children and young people develop, they see diversity embedded across the curriculum in for example, worked examples in mathematics, literacy and in interdisciplinary learning.

Specific curriculum inserts supported by contemporary resources and education packs serve to reinforce race equality and anti-racist education and schools work with partners including Police Scotland and Show Racism the Red Card to deliver focussed activities, such as assemblies and PSHE lessons focussing issues such as hate crime, Black Lives Matter and Black History month.

Social media is used by schools to convey and reinforce important race equality and anti-racist information.

Minority ethnic pupils are supported by approaches in schools to prevent and respond to prejudice-based bullying and racist behaviour or incidents. All staff have a responsibility for all children and young people's health and wellbeing. Any reported incident of racist bullying or racism should be acted upon immediately. All schools have an anti-bullying policy which reflects the national guidance, 'Respect for All: The National Approach to Anti-bullying for Scotland's Children and Young People'. The guidance provides the overarching framework for all adults working with children and young people to address all types of bullying including prejudice-based bullying.

Since August 2019, there has been a refreshed, national approach to recording and monitoring incidents of bullying in schools which emphasises the importance, not only of recording, but ensuring appropriate action in response to incidents. National guidance on addressing inclusion and effectively challenging racism in schools provides information and guidance for school staff on addressing racist bullying and incidents in Scottish schools and complements 'Respect for All'. It also makes clear that it is important to maintain a way of addressing and recording racist incidents that take place that are not part of racist bullying. This is achieved in South Lanarkshire Council, via recording such incidents in the Education management information system, SEEMIS.

It is important to note that many of the professional values described in the professional standards for teachers, community learning and development and early years and childcare practitioners are directly relevant to race equality and anti-racist education.

A range of guidance and resources to support this area of work is available to schools including 'Promoting and developing race equality and anti-racist education – an overview' (Education Scotland), which is supported by a website and supplementary information.

5.9. English as an Additional Language (EAL)

Pupils who function in more than one language in their daily lives are known as bilingual pupils and may from time to time need additional support with English to access the curriculum. As with all pupils, this will vary for individuals depending on their command of and length of exposure to English.

The EAL service is based in the Extended Teams and connect with the child and family from the point of enrolment in a school and subsequently undertake a range of activity

to support children and families including supporting translation activity, direct teaching, remote communication, providing a helpline to respond to enquiries from families and schools, provision of home education packs, transition information packs and induction packs for new families. The recent development of phonic QR codes for P1 teachers and parents in different languages as a home school link, has been very well received.

The EAL Service provides staff development for educational establishments, advising class teachers and other agencies on strategies for support and monitoring progress of pupils.

5.10. Autistic Spectrum Disorder (ASD)

All children and young people with ASD are entitled to access all broad and general learning opportunities provided by Curriculum for Excellence. Pupils with ASD have differences in the areas of social interaction, social communication and in their thinking style, commonly known as the 'triad of impairment'. An understanding of these differences ensures that emphasis is placed upon providing appropriate supports, reliable assessment and relevant and personalised learning experiences within the context of Curriculum for Excellence.

The South Lanarkshire Framework for the Education of Pupils who have an Autism Spectrum Disorder [South Lanarkshire Framework for the education of children with autism spectrum disorder Children and families - South Lanarkshire Council](#) provides guidance based on relevant literature and research on the learning and teaching of pupils with ASD.

Partnership working between families and professionals underpins the framework and our practice. Information is provided on the following areas:

- ◆ Legislative and policy context; Good practice guidelines
- ◆ Definition of ASD and the triad of impairments
- ◆ Principles of the curriculum
- ◆ How autism affects learning and behaviour in the classroom
- ◆ Learning and Teaching approaches
- ◆ Assessment process
- ◆ Assessing and addressing challenging behaviour
- ◆ Provision of Education
- ◆ Early Intervention

Training and support in the ASD consultation tool is provided via the Educational Psychology Service and regular training events are made available in establishments and learning communities. Ongoing coaching and mentoring is a key aspect of this work and a suite of resources are available online to support the training.

A number of schools have Autism Ambassadors and deliver specific Autism awareness raising events for pupils and staff. Almost 3000 school staff have been trained in the South Lanarkshire ASD consultation approach which has positively impacted upon staff confidence and practice around the education of children and young people with autistic spectrum disorder in schools.

In addition, National Autistic Society (NAS) Autism courses for families and multi-agency staff are delivered across all localities. The Teen Life programme is available across all secondary schools and bases. The Educational Psychology Service has

developed the programme – ‘My Amazing Brain’ and training and resources for staff and young people are currently being rolled out across schools.

In May 2021 the Inclusive Education Service launched guidance to support children and young people with Extreme Demand Avoidance (EDA), a recognised profile of autism, in our schools.

5.11. Anti-Bullying

All schools in South Lanarkshire foster the values and principles of the authority wide guidance, *Promoting Positive Relationships and Understanding Distressed Behaviour* which places relationships at the heart of everything we do. Nurturing and developing positive relationships and an understanding that distressed behaviour is communication of a need, is fundamental to the promotion of positive relationships and in turn, the reduction of incidents of bullying behaviour. When young people display signs of distress, attempts are made to deal with them empathetically and with understanding whilst promoting the principles of social justice.

The Treat Me Well Anti-Bullying [Treat Me Well \(anti-bullying guidelines\) Education and learning - South Lanarkshire Council](#) guidance produced by South Lanarkshire Council Education Resources in conjunction with *Respect Me*, Scotland’s national anti-bullying service is operating within schools across the authority and is firmly embedded in children’s rights. Staff training delivered by the Respect Me team assists them in better understanding and dealing with bullying incidents.

The Guidance highlights that pupils will achieve best when learning in a safe and nurturing environment where there is a clear, promoting positive relationship strategy in place. ‘Treat Me Well’ has five key components which form the basis of the policy:

- ◆ A clear, working definition of bullying in line with the national approach
- ◆ Promotion of a positive ethos and culture of respect
- ◆ Positive strategies and structures to support pupils
- ◆ A clear procedure for the management of incidents of bullying
- ◆ Guidance for recording, monitoring, evaluating and reporting

A comprehensive review / refresh of secondary schools’ anti-bullying policies has recently been conducted in partnership with *Respect Me*. This will be further supported by the use of the Policy through to Practice tool produced by Respect Me which will assist schools in their ongoing reflection on their work in relation to anti-bullying and includes cyber and prejudice-based bullying.

Schools are directed to sources of specialist information and guidance to support their work in a range of areas and have a range of initiatives in place including Anti-Bullying ambassadors, focussed assemblies and PSHE focussed topics on mental health and bullying. Anti-Bullying Ambassadors in schools are trained and help to educate their peers about bullying and lead anti-bullying campaigns. They also promote a culture that celebrates difference and helps to keep their peers safe and promote positive relationships.

5.12. Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) Equality

South Lanarkshire Education Resources has embraced its duties under the Equality Act 2010 and in so doing schools have made considerable progress in embedding approaches to tackling prejudice towards LGBTI young people in both the Primary and Secondary sectors. This has involved staff training, development/refresh of school policy documents and a range of approaches in relation to the school environment.

We strive to develop an inclusive ethos in schools and are building confidence and capacity in staff to provide appropriate, sensitive and relevant support and guidance by listening to the voices of our young people and working in partnership with a range of specialist organisations.

At national level, from September 2021, the LGBT Inclusive Education Implementation Group will progress the recommendations of the LGBTI Inclusive Education Working Group. The Implementation Group's membership includes teaching unions, LGBT groups, parent groups and the Scottish Youth Parliament. The Implementation Group is jointly chaired by COSLA and Scottish Government officials and aims to deliver the Working Group's recommendations in full.

Scotland will be advancing LGBT Inclusive Education in all schools through a phased implementation approach. Phase 1 of implementation of the recommendations will include:

- A basic awareness raising e-learning course on LGBT inclusive education for practitioners;
- A toolkit of LGBT inclusive education teaching resources
- A centralised website (www.lgbteducation.scot) where resources, training and other relevant information will be hosted and available to all school staff and the wider public, including parents and carers and young people.

The National Parent Forum of Scotland have produced an information leaflet for parents and carers giving an overview of the content and rationale underpinning LGBT inclusive education. [LGBT Inclusive Education: Information for Parents and Carers – National Parent Forum of Scotland \(npfs.org.uk\)](https://www.npfs.org.uk/lgbt-inclusive-education)

During November 2021, Education Scotland will host a series of webinars designed to support all staff with the implementation of LGBT inclusive education. Time for Inclusive Education (TIE) will highlight strategies and practical approaches for curriculum development and showcase resources and school practitioners will share examples of good practice.

A range of policies, guidance and resources to support establishments to develop their own policies and practices to provide a safe, inclusive environment for all learners can be found on the National Improvement Hub website.

Training from specialise external agencies to support development in this area can be accessed from LGBT Youth Scotland, Stonewall and RespectMe.

A number of schools have signed up to the TIE campaign and/or the LGBT Youth Scotland Charter. There are also LGBTI Ambassadors, LGBTI clubs, identified safe spaces and LGBTI information boards in place within schools.

Lesmahagow High has introduced the Equally Safe at School programme. This is a whole school approach to preventing Gender Based Violence and promoting equality which links directly with their LGBTI work. These approaches complement each other in promoting tolerance and acceptance.

Duncanrig Secondary school is participating in the Scottish Government's LGBTI Implementation Group which includes a member of staff from the school and two pupils.

5.13 Gypsy/Traveller Education

Many children and young people are mobile and experience interruptions to their learning. All have an entitlement to 'school education' and 'additional support' should it be required. The experience in South Lanarkshire Council is that many Gypsy/Traveller families are content for their children to attend primary school but choose not to register them in a secondary school. The Gypsy Traveller Education Group (GTEG) runs 3 days a week, from a Youth Family and Community Learning Centre, catering for the needs of S1 to S6 pupils engaging in GTEG. For the past two years they have also offered 'pop-up' venues for young people of secondary school age from Gypsy/Travelling communities. These are held at Rutherglen, East Kilbride and Larkhall Academy. The Group aims to encourage young people from the Gypsy/Traveller community to continue to engage in meaningful educational opportunities at secondary age level. Parents are involved and engaged initially in their child's learning through home visits. Help with homework is provided for parents where required through non-judgemental, easy to understand approaches.

GTEG offers individualised learning programmes across both the Broad General Education and Senior Phase. The programme provides a curriculum offer in literacy, numeracy, health and wellbeing and employability. Young people have access to qualifications to develop their skills for learning, further education, life and work.

Work is ongoing to build upon the existing offer and enable young people to access more qualifications through a wider range of Scottish Qualification Awards. The curriculum offer has been developed and implemented in line with Curriculum for Excellence to suit individual learners needs whilst respecting culture and traditions of the young people and their families.

Verbal reports on their child's learning and progress are given to parents twice each term. There are ongoing two-way communications throughout the year between parents and practitioners about their child's learning and other related matters. Contact is also made with other professionals where necessary to ensure easy access and transition to further support.

Advice and support is provided to practitioners across all sectors who support children and young people from a Gypsy/Travelling community who have opted to remain in their own school/setting.

During academic year 2020-2021, 32 young people engaged in the project.

Senior pupils in the Gypsy Traveller Education Group have achieved qualifications in English, Maths Life Skills, Numeracy, Maths, History, PE and Media, at National 3 and 4 levels, Leadership, Construction and Beauty at National 5. A group of S1/2 pupils achieved the John Muir Award.

6. Employee Implications

6.1. There are no employee implications.

7. Financial Implications

7.1. There are no financial implications.

8. Climate Change, Sustainability and Environmental Implications

8.1. There are no implications for climate change, sustainability or the environment in terms of the information contained in this report

9. Other Implications

9.1. There are no risk implications in terms of the information contained in this report

10. Equality Impact Assessment and Consultation Arrangements

10.1. Not applicable

Tony McDaid

Executive Director (Education Resources)

14 October 2021

Link(s) to Council Values/Ambitions/Objectives

- Ensure inclusion & equality are at the heart of what we do
- Raise standards in literacy, numeracy and close the poverty-related attainment gap

Previous References

None

List of Background Papers

- National Improvement Framework

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

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