

Department of Corporate and Community Services

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Date: 25 January 2019

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TO: Councillors P. O’Kane (Chair), C. Merrick (Vice Chair), C. Bamforth, T. Buchanan, D. Devlin, C Gilbert, A. Lafferty, J. McLean and G. Wallace; Dr F. Angell, Ms D. Graham, Ms M McIntyre and Mr D Morris.

EDUCATION COMMITTEE

A meeting of the Education Committee will be held in the Council Chamber, Council Headquarters, Eastwood Park, Giffnock, on **Thursday, 31 January 2019 at 10.00am.**

The agenda of business is as listed below.

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DEPUTY CHIEF EXECUTIVE

AGENDA

1. **Apologies for Absence.**
2. **Declarations of Interest.**
3. **Draft Standards and Quality Report 2017 – 2018 – Report by Director of Education (copy attached, pages 3 - 40).**
4. **Local Improvement Plan 2019 – 2022 – Report by Director of Education (copy attached, pages 41 - 52).**
5. **Standard Circular 8(a); Bullying and Anti-Bullying – Report by Director of Education (copy attached, pages 53 - 72).**

6. **Allocation of 1140 Hours of Early Learning and Childcare – Report by Director of Education (copy attached, pages 73 - 76).**

This document can be explained to you in other languages and can be provided in alternative formats such as large print and Braille. For further information, please contact Customer First on 0141 577 3001 or e-mail customerservices@eastrenfrewshire.gov.uk

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE31 January 2019Report by Director of EducationDRAFT STANDARDS AND QUALITY REPORT 2017 - 2018**PURPOSE OF THE REPORT**

1. To inform elected members of the proposed contents of the Education Department's annual Standards and Quality Report for school session 2017 - 2018.

RECOMMENDATIONS

2. Members are asked to:

- a) Comment on the content and quality of the annual Standards and Quality Report; and,
- b) Instruct the Director of Education to make any amendments and take the necessary steps to produce and issue copies of the report for stakeholders.

BACKGROUND

3. Under the terms of the Standards in Scotland's Schools etc Act 2000 education authorities have a duty to produce and publish annually a local improvement plan which details how it and its schools and services will continuously improve, and, based on this plan, a Standards and Quality Report detailing how it has sought and achieved improvements in provision.

4. The local improvement plan, upon which this report is based, was approved by the Education Committee in February 2017 and reflected the National Outcomes for Education, the Council's Single Outcome Agreement; the department's contributions to the Council's Outcome Delivery Plan 2016 – 2019. The plan lists the expected outcomes and impact and is organised under the department's vision statement "*Everyone Attaining, Everyone Achieving through Excellent Experiences*". The draft Standards and Quality Report reflects the three key themes of the vision and evaluates the action taken and the improvements achieved as a result.

5. The draft Standards and Quality Report provides evidence of how the department and schools have raised the bar for all learners and at the same time reduced the inequalities of outcome experienced by our more disadvantaged children and young people. The report also sets out the progress we have made towards the four national priorities as set out in the National Improvement Framework (NIF).

REPORT

6. The department has undertaken a self-evaluation exercise which has informed the draft report. This evaluation has helped to outline our next steps which will be fed into the next local improvement plan that is the subject of a separate report to Education Committee. The draft, included as Appendix 1, highlights the very good and excellent standards and practice achieved by the department, its schools and services and is offered as a public record of some of the activities which were undertaken during the last school session, and their impact on stakeholders.

7. Evidence for the report was drawn from various sources including:

- Attainment and questionnaire data;
- Reports on schools and nurseries from Education Scotland and the Quality Improvement Team;
- Reports on Early Learning and Childcare Centres by Care Inspectorate Scotland;
- School and service improvement plans and Standards and Quality Reports;
- Quality reports on services for example, Customer Service Excellence.

8. Following feedback, the format of the 2017-18 report has been designed to provide a more concise, visual and high level summary of the progress made in implementing the 2017-20 Local Improvement Plan.

9. With committee approval, the Department plans to issue the report electronically to all parents of children attending an East Renfrewshire school or Early Learning and Childcare Centre. A limited number of copies of the published report will also be available in all libraries, education, sports and cultural centres and Council buildings, and will also be available to be viewed online or downloaded from the Council's website.

FINANCIAL AND EFFICIENCY IMPLICATIONS

10. There are no financial or efficiency implications arising from this report.

RECOMMENDATIONS

11. Members are asked to:

- a) Comment on the content and quality of the annual Standards and Quality Report; and,
- b) Instruct the Director of Education to make any amendments and take the necessary steps to produce and issue copies of the report for parents.

Convener Contact Details

Councillor P O'Kane, Convener for Education and Equalities

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Local Government Access to Information Act 1985

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Appendices

1. Draft Standards and Quality Report 2017 - 2018

Background Papers

1. Local Improvement Plan 2017- 2020

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Standards and Quality Report 2017-18



Everyone Attaining, Everyone Achieving through Excellent Experiences

Everyone Attaining, Everyone Achieving through Excellent Experiences



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Foreword

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East Renfrewshire Council continues to provide the highest quality services for all residents. The Education Department's Standards and Quality Report clearly shows the progress made in achieving our expected outcomes and impact in the past year. Evidence for this report is gathered by the Quality Improvement Team who support schools and services in carrying out self-evaluation. External evaluation is carried out by Education Scotland and the Care Inspectorate who, in visiting our schools, commented favourably on the practice they observed.

This year the Education Department maintained its outstanding award for Customer Service Excellence. The Department was found to have a deep understanding of, and commitment to, Customer Service Excellence. The commitment was displayed from the Senior Management levels through to operations and front line staff. During the inspection process the assessor identified seventeen areas of good practice including a strong commitment to involving and engaging with customers. The report highlighted that, "At the highest level, the Director of Education continues to engage with pupils and uses these consultations to further improve insight into service delivery and to impact change where appropriate."

The Education Department is also fully committed to meeting the needs of the General Equality Duty, as outlined



by the Equalities and Human Rights Commission, through eliminating unlawful discrimination, advancing equality of opportunity and fostering good relations.

This Standards and Quality Report is a tribute to the many outstanding achievements of East Renfrewshire's Education Department, its schools and services and the progress made in the implementation of *Curriculum for Excellence* in session 2017-18.

A handwritten signature in purple ink that reads "Paul O'Kane". The signature is fluid and cursive.

Councillor Paul O'Kane,
Convener for Education and Equalities





The Education Department is fully committed to continuous improvement and its vision of *Everyone Attaining, Everyone Achieving through Excellent Experiences*, which is at the heart of our work as we seek to provide the highest quality education and services to children, young people and adults within East Renfrewshire. This report is structured under this vision and details progress over the academic year 2017-18 towards achieving each of the associated target outcomes and expected impacts as detailed in the Education Department's Local Improvement Plan for 2017-20. This report also clearly demonstrates the progress we have made toward the four national priorities as set out in the National Improvement Framework (NIF).

Through the implementation of *Curriculum for Excellence*, our schools and services are improving experiences for children, young people and adults, ensuring the quality of education we provide is further enhanced.

Our aim for every young person to leave school and go on to further or higher education, employment or training is being realised through the excellent standards achieved by our senior pupils in the Scottish Qualification examinations and the continuing development of our

vocational programme. The results that the young people achieved in their national examinations this year were superb. There is clear evidence we have raised the bar for all and we are closing the poverty related attainment gap.

The department is confident that it has robust self-evaluation practices in place to ensure further improvement across its schools, clusters and services. As you can see from the body of this report we have continued to improve year on year in the measures and targets we have set for ourselves or those that have been highlighted through our own internal reviews or by Education Scotland through a variety of school and service inspections.

The next steps outlined in this report will be addressed through our implementation of the Local Improvement Plan 2018-21 which will be used to inform school and service improvements for the next three academic sessions. Given the performance, the culture within the department and the challenges we set for ourselves, we can state that we have a very high capacity for improvement.

I am fully committed to our vision and to the highest standards in delivering a first-class education service which will benefit all of our children, young people and the residents of East Renfrewshire, ensuring we deliver excellence and equity for all.

Mhairi Shaw,
Director of Education



Background Information

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About the Education Department

In 2017-18, East Renfrewshire Council's Education Department provided an education service through seven secondary schools, twenty-three primary schools, of which ten have nursery classes, eight family centres and one special school for children with additional support needs. The Education Department also has responsibility for Adult Learning and Facilities Management.

About the Standards and Quality Report

The Standards and Quality Report details the progress made towards achieving the outcomes and impact set out in the Education Department's Local Improvement Plan 2017-20. The Local Improvement Plan is organised under the Education Department's vision of *Everyone Attaining, Everyone Achieving through Excellent Experiences* and has a clear focus on outcomes and impact on learners, parents and carers, staff and the community.

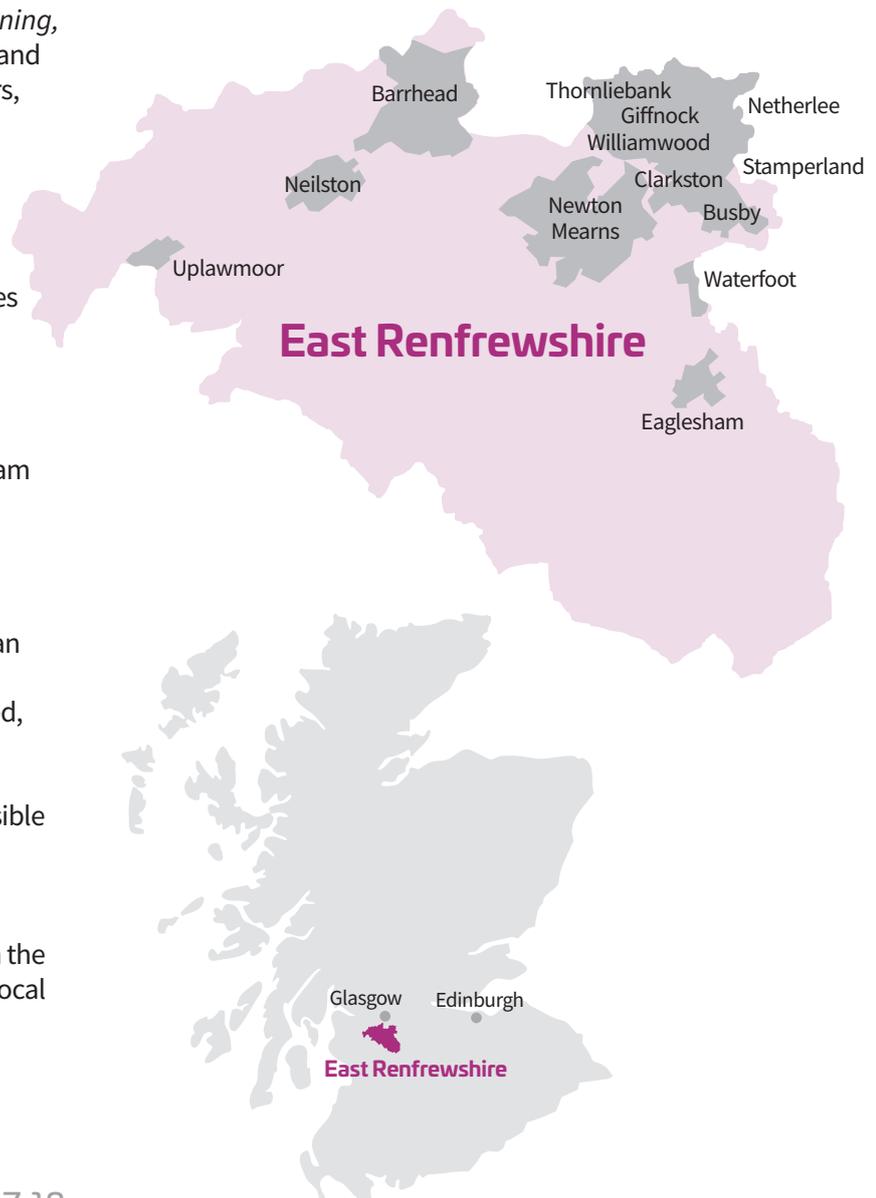
Evidence for the Standards and Quality Report is gathered through:

- Effective Transitions Reviews
- Education Scotland reports on schools and services
- Follow through reviews of Education Scotland inspections
- External audits by, for example, Customer Service Excellence (CSE)
- Audits carried out by the Quality Improvement Team
- Attainment and questionnaire data
- Schools' Standards and Quality Reports.

This report is also informed by:

- the Education Department's Outcome Delivery Plan
- the Scottish Government's wellbeing indicators: safe, healthy, achieving, nurtured, active, respected, responsible and included
- the four capacities of Curriculum for Excellence: successful learners, confident individuals, responsible citizens and effective contributors
- the National Improvement Framework.

The results of this self-evaluation will be used to plan the next steps, which will be incorporated into the next Local Improvement Plan.



Schools and Services Inspected in 2017-18

During session 2017-18, a series of inspections took place to evaluate and report on standards and quality.

Education Scotland

The following schools underwent an inspection by Education Scotland:

Giffnock Primary School

St. Mark's Primary School

The following school was engaged in a Follow Through to Education Scotland Inspection:

Hillview Primary School

Care Inspectorate

The following early learning and childcare centres underwent an inspection by the Care Inspectorate:

Arthurlie Family Centre

Busby Nursery Class

Carlibar Family Centre

Cart Mill Family Centre

Eaglesham Nursery Class

Isobel Mair Family Centre

Madras Family Centre

Netherlee Nursery Class

Thornliebank Nursery Class

Standards & Quality and Thematic Reviews

The authority's Quality Improvement Team also carries out reviews which focus on aspects of provision.

- A Review of Learners' Experiences across the Early Level took place, looking at experiences in family centres, nursery classes and primary schools for children across East Renfrewshire within the Early Level of Curriculum for Excellence.
- Schools in the Barrhead Cluster, including Carlibar Primary School and Nursery Class, Cross Arthurlie Primary School, Hillview Primary School and Barrhead High School took part in a review which looked at effective transitions for pupils moving from early years to primary and primary to secondary.
- A Validated Self-Evaluation took place in St. Mark's Primary School.



Everyone Attaining

In 2018 East Renfrewshire schools maintained very high performance levels throughout the Broad General Education (BGE) and the senior phase. The very high attainment levels are a tribute to the hard work of pupils who have been ably supported by teachers, parents and carers and are evidence of the exceptional quality of our schools.

NIF Priority 1: Improvement in attainment, particularly literacy and numeracy.

Significant increases in pupils' achievement in Curriculum for Excellence (CfE) Assessments were noted, with the 2017-18 results the highest to date.



Curriculum for Excellence Assessments



91.2%
of primary pupils achieved the appropriate levels in reading, an increase of 2.0% in comparison with 2016-17.



89.4%
of primary pupils achieved the appropriate levels in writing, an increase of 2.9% in comparison with 2016-17.



94%
of primary pupils achieved the appropriate levels in talking and listening, an increase of 2.4% in comparison with 2016-17.



90.8%
of primary pupils achieved the appropriate levels in mathematics, an increase of 0.5% in comparison with 2016-17.

Secondary attainment (S3) at third and fourth levels in reading, writing, talking and listening and mathematics has increased over the last three years, with the 2017-18 performance the highest to date.



SQA Examinations

Once again, young people in East Renfrewshire secondary schools excelled themselves and the results they achieved in their Scottish Qualifications Authority (SQA) examinations were outstanding.



75% of young people in S4 attained 5 or more qualifications at SCQF Level 5 (National 5), similar to the previous year and well above the national average of 39%.

The Higher results for S5 pupils were very strong across all measures. Barrhead, and Williamwood High Schools had their best ever S5 results; Eastwood, Mearns Castle and Woodfarm also saw increases in key measures.



At Advanced Higher in S6, the authority also achieved its best ever performance with 40.7% of the original S4 cohort achieving 1 or more Advanced Higher awards, up from our previous record in 2017 (38.8%).

St Luke's and St Ninian's High Schools had their best ever results for the proportion of S6 pupils achieving one or more Advanced Highers, with St Ninian's results increasing by nearly 5%.



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NIF Priority 2: Closing the attainment gap between the most and least disadvantaged children

Equity is at the heart of East Renfrewshire's Education strategy and the results reflect the work of teachers to vigorously support all pupils. There is clear evidence that we have raised the bar for all.

2017-18 was the first year of Scottish Government's Pupil Equity Fund (PEF), which allocates additional funding directly to schools, targeted at closing the poverty-related attainment gap. East Renfrewshire schools were allocated £1.37 million in 2017-18. Head teachers developed PEF plans detailing how resources would be used to provide targeted interventions in literacy, numeracy and health and wellbeing to close the attainment gap in their school. Interventions included:

- Additional staff to provide focused support for individuals or groups of pupils in literacy, numeracy and health and wellbeing.
- Supplementary resources to support literacy, numeracy and health and wellbeing including digital resources.
- Promoted posts with staff undertaking work linked to tracking attainment or specific interventions
- Additional staffing to further develop engagement with parents.
- Targeted breakfast clubs, study clubs and homework clubs.
- Professional development for teachers to build on and improve pedagogical approaches in the classroom.
- Continuous professional learning for staff, for example, in mental mathematics.
- Support for pupils to attend extra-curricular activities such as music or sports events.

As a result of the additional funding, East Renfrewshire schools are able to demonstrate progress in improving outcomes for the most disadvantaged learners including:

- In 2017-18, the attainment of the most deprived primary pupils, based on the Scottish Index of Multiple Deprivation (SIMD) deciles, and those pupils registered for free school meals was the highest to date for all four curricular areas;
- In 2017-18, the CfE attainment of S3 pupils living in SIMD deciles 1 and 2 and those pupils registered for free school meals was the highest to date for all four curricular areas; and,
- From 2016-17 to 2017-18, the attainment of disadvantaged primary and secondary pupils increased at a higher rate than the overall cohort, demonstrating that ERC schools were closing the poverty related attainment gap.

Further detail in relation to the progress schools have made in improving outcomes through the Pupil Equity Funding during 2017-18 is available online:

[Improving Outcomes Through the Pupil Equity Funding](#)

Statistics from the questionnaires from 2016-2018 showed that 96% of teachers agreed that they were aware of their school's strategies for raising attainment for all and 92% had a shared understanding of their "responsibility of all" in literacy, numeracy and health and wellbeing. 94% of staff agreed that they used information and data effectively to identify and reduce inequalities in children's and young people's outcomes.

Within the senior phase, we compare the performance of key equity groups against overall performance to measure and monitor our impact in closing the attainment gap. In East Renfrewshire, the average total cumulative tariff points of the most deprived 30% of S4 pupils has increased from 413 points in 2013-14 to 441 points in 2017-18; an increase of 7%. The 2017-18 result is well above the national average of 290 points. The attainment of this group of pupils has increased at a faster rate than the middle 40% and the least deprived 30% of pupils, providing further evidence that ERC schools have raised the bar for all and are closing the attainment gap.

All primary schools and early learning and childcare centres are involved in the School Improvement Partnership Programme (SIPP). This programme is supported by the Educational Psychology Service and uses collaborative inquiry methods to tackle educational inequality for vulnerable learners. Two establishments in East Renfrewshire developed improvement partnerships with education establishments in other local authorities through the Regional Improvement Collaborative and made improvements in supporting learners by using educational research effectively to inform learning and teaching.

"Not only did I see the children make improvements in the targeted area of attainment through the use of research to support our chosen interventions, we observed unintended gains in that the children became more engaged and motivated by learning in this way."

Teacher



The Early Years Strategy covers the period 2013-2018. Over this time key pieces of work have been delivered collaboratively across the council to support children and their families including: Psychology of Parenting programme; the introduction of Family First Workers; the development of the Let's Play network; targeted youth work in postponing pregnancy; and the achievement of UNICEF Gold Breast Feeding Friendly accreditation.

 **ERC plans to expand early learning and childcare from 600 hours to 1140 hours for eligible children by 2020**

One key element of this plan is the focus on high quality professional learning for staff to ensure high quality experiences for children. In October 2017 the first annual Early Years Conference was held at Hampden Stadium with 350 East Renfrewshire staff in attendance from across our early years settings and primary schools. The focus on 0-6 pedagogy at the event enabled practitioners to adapt their practice to create more opportunities for children to make choices about what they learn and to lead their own learning.

Nine early years settings were inspected by the Care Inspectorate in session 2017/18; all received grades of very good or excellent for the quality themes inspected.

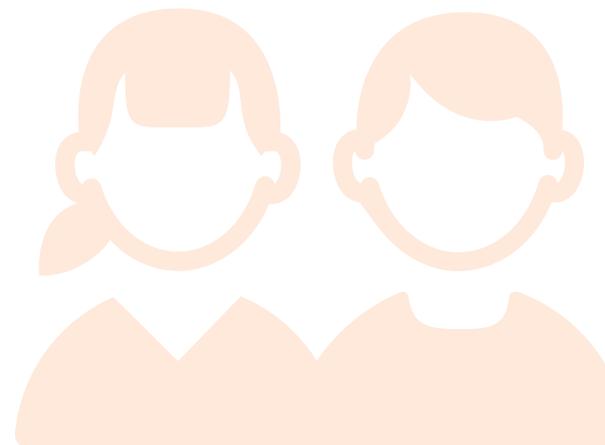
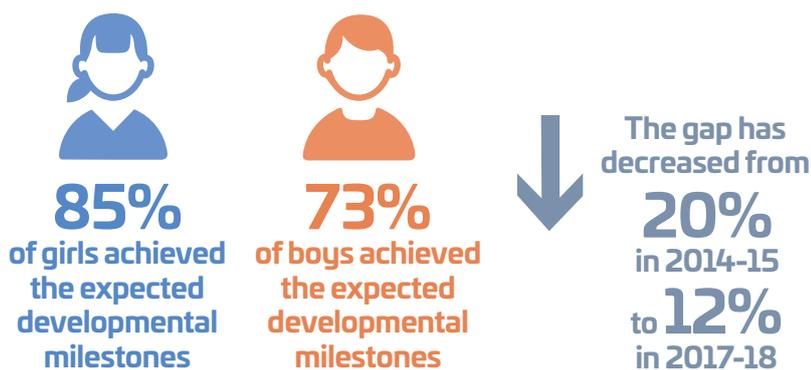
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Since 2013-14, data has been gathered on the percentage of children achieving the expected levels of development on entry to Primary 1. In session 2017-18, 78% of young children achieved the expected developmental milestones, a decrease of 4% from 2016-17. A significant gender gap in the achievement of developmental milestones is evident with 85% of girls and 73% of boys successful in 2017-18. The gap has decreased from 20% in 2014-15 to 12% in 2017-18, highlighting the continuing focus on pedagogy and child-centred learning in our establishments to improve the achievement of boys in relation to the developmental milestones.

Whilst the proportion of children residing in deciles 4-7 and 8-10 achieving their developmental milestones has increased by 2% and 5% respectively since 2015-16, the Education Department's focus on targeted early intervention has proved successful in the early years, with an 18% increase in children residing in SIMD areas 1-3 successfully achieving their developmental milestones over the same period.

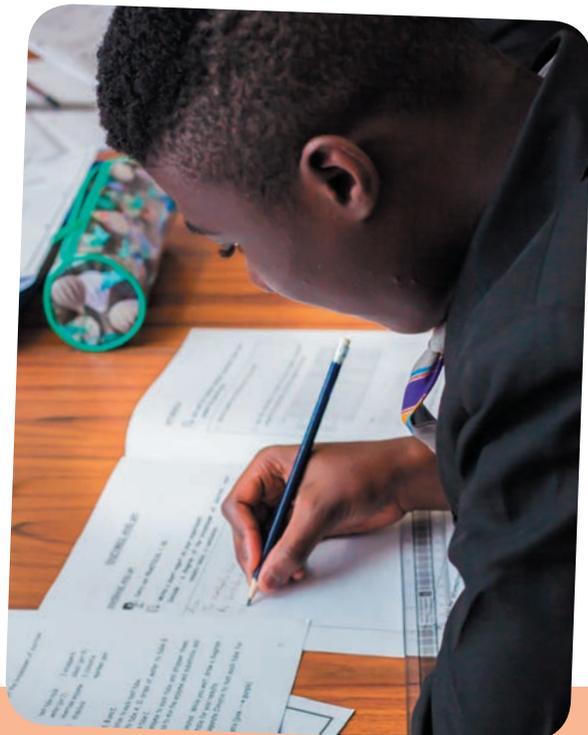
A review of Early Level experiences across the authority was undertaken in May 2018 to consider the progress that has been made by the Education Department and schools in ensuring every child has meaningful and progressive learning experiences across the sectors and within the early level. The report on the review highlighted a number of key strengths, including a strong culture of professional learning, a warm, caring and nurturing approach, encouragement for children to lead their own learning and increased attainment in literacy.

Expected levels of development on entry to Primary 1 – 2017-2018



What are we going to do now?

- Continue to support and challenge schools to raise attainment through analysis of data, improved professional judgements, the target-setting process and improved learning and teaching, particularly for key equity groups.
- Continue to provide analysis and benchmarking information on SQA results to support schools in ensuring young people are presented for the most appropriate National Qualification level in all subject areas.
- Continue to support schools to implement the new National Qualifications, including their assessment practices in line with the national framework.
- Continue to build capability and capacity of senior staff and teachers in schools in the use of tracking and monitoring tools, including Insight, SNSA and the BGE Benchmarking Tool.
- Continue to implement high quality training for secondary staff across the authority in assessment, moderation and verification to support the Broad General Education and the senior phase of Curriculum for Excellence.
- Continue to develop the range of moderation opportunities, including with colleagues from the West Partnership (Regional Improvement Collaborative).
- Support and challenge schools to improve outcomes for identified groups through their use of Pupil Equity Fund.
- Implement the Numeracy and Mathematics Strategy and Literacy Strategy.
- Provide support, including Career Long Professional Learning, for learning partnerships and expand the use of collaborative action-based research to improve outcomes for key equity groups.
- In partnership with HSCP develop a new Early Years Strategy for 2018-2021 with an emphasis on collaborative working, improvement methodology and implementing change.
- Continue to implement the Early Learning and Childcare Strategy.
- Continue to provide parenting programmes, develop peer support groups and introduce groups for parents of children aged 0-8 and 8-16.



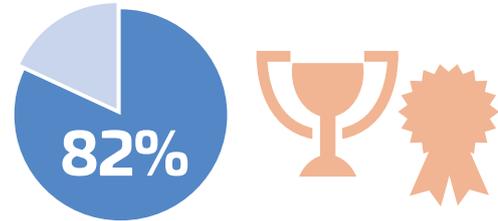
Everyone Achieving



“Across the cluster schools, children and young people could articulate their involvement in the life of the school and spoke positively about their learning experiences, recognition of achievement and opportunities for sharing their views. In all schools pupils were given a range of roles and responsibilities to help improve the school and develop leadership skills, e.g. buddies, house captains, pupil council and committees.”

**Effective Transitions Review: Barrhead Cluster
November 2017**

The table below shows the number of young people achieving a variety of awards over the last seven years. An increase or decrease in particular awards was due to schools targeting opportunities to match the skills pupils needed to develop.



Percentage of young people in East Renfrewshire who agreed that the school recognised and celebrated their personal achievements

Young people’s achievements are recognised through a wide range of awards and awarding bodies. Throughout 2017-18, working towards a variety of awards helped our children and young people develop a range of skills and attributes which supported them to improve their skills for life, learning and work. This session’s Convener’s Awards for Outstanding Achievement celebrated the successes of thirty-five young people and groups from across the authority. Our children and young people’s achievements were recognised in various fields including sports, arts and creativity, community service and independent living. Pupil questionnaires showed that 82% of young people in East Renfrewshire agreed that the school recognised and celebrated their personal achievements.

Achievement Awards	2013	2014	2015	2016	2017	2018
Duke of Edinburgh	730	592	381	370	485	523
Sports Leadership	155	246	447	420	651	274
John Muir Award	359	461	723	741	788	917
Saltire Award	393	962	625	640	946	653
Caritas Award	53	48	70	54	53	68
Total	1690	2309	2246	2225	2923	2435

“The service had introduced new learning journals for children, where staff, parents and children could record their individual learning, interests and achievements. Some children present were keen to share their journals with us, talking about the photographs, the activities they were taking part in and showing us their friends. Parents described how valuable the journals were to them and as a link with the nursery. They appreciated the fact that their contributions were welcomed and valued as part of their child’s learning journey.”

Care Inspectorate Report, Thornliebank Nursery Class

Leadership is crucial in developing high expectations and ambitions for pupils. We continued to support schools to develop leadership opportunities for staff at all levels, for example through local authority Career Long Professional Learning courses, Masters Level Learning and the Into Headship programme, and by working with schools to further develop approaches to distributive leadership.

Leadership

Parents and carers in schools who felt that schools were well managed **88%**

Parents and carers in ELC settings who felt that schools were well managed **87%**

Teaching staff who felt that schools were well managed **87%**

Support staff who felt that schools were well managed **88%**

In 2017 we completed our first Head Teacher Induction Programme to support recently appointed head teachers, with thirteen sessions delivered by the Quality Improvement Team and experienced head teachers. Evaluations by head teachers indicated that the programme increased the confidence of participants to lead their school communities. This feedback will be used to design another training programme to support our latest cohort of newly appointed head teachers.



Between August 2017 and June 2018, 255 courses were facilitated by the Quality Improvement Team; 67% more than in 2016-17. This represents a total of 2720 staff attending a local authority CLPL course during 2017-18, an increase of 24% on 2016-17. The high quality of our professional learning courses was maintained with 92% of attendees evaluating their courses as good, very good or excellent.



All probationer teachers successfully completed a professional inquiry during the course of the session, with support from the Quality Improvement Team and school staff. Participants shared their learning with peers, senior leaders, members of the Quality Improvement Team and other colleagues at a showcase event held in June 2018.

All teaching staff in St Luke's High School embraced an inquiring approach to professional learning. All teachers undertook practitioner inquiries focused on pedagogy and learning and teaching strategies to ensure excellence and equity for all. The results of their professional learning were shared at a Cluster Learning and Teaching Conference where St Luke's staff also benefitted from a number of workshops delivered by their cluster colleagues on their experience of Building the Learning Power. The event allowed staff to share best practice and enhance creativity and innovation in learning and teaching across the cluster.

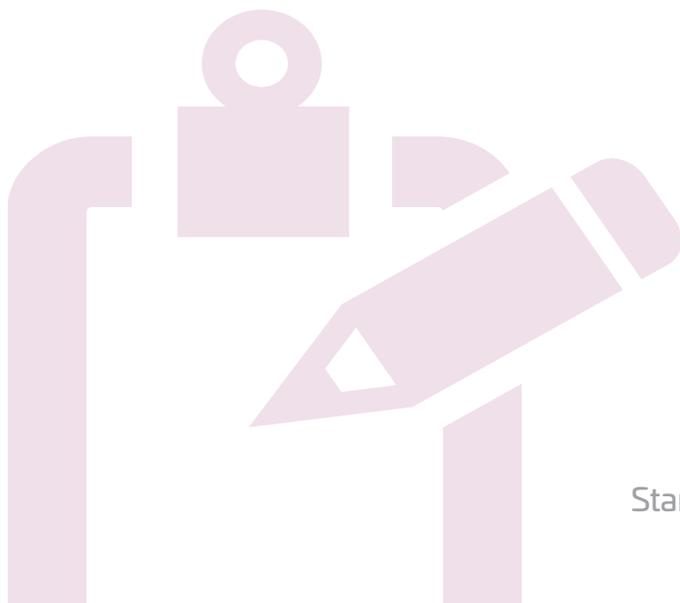


All educational establishments have self-evaluation as an integral component of continuous improvement.

All schools and early learning and childcare centres use a range of approaches to ensure there is a collaborative approach to the regular and rigorous self-evaluation activities that take place throughout the school session. This ensures that suggestions by staff, pupils and parents are taken on board and used to inform priorities for improvement.

“Stakeholders are very much part of the self-evaluation process. We endeavour to involve pupils, parents and partners in a variety of ways which supports the school improvement process. Their views very much lead to further improvements and better outcomes for our learners.”

Head Teacher



Digital Leaders were identified in every educational establishment in 2016-17 to develop skills and confidence in the appropriate and effective use of digital technologies. Training continued in 2017-18 and there are now 149 Digital Leaders across all clusters. The Digital Leaders have since supported and enabled staff to use tools in Glow to enhance teaching, enrich learning and develop the digital skills of their learners.

Braidbar, Giffnock, Kirkhill, Neilston, St John's, St Thomas' and Thornliebank Primary Schools all achieved the Digital Schools Award this year, bringing the total of schools having achieved the award to ten. The assessors were impressed by the range of opportunities given to their pupils as an integral part of their classwork, including real life links to the world of work. A further sixteen schools are registered for the three-step programme, developed to help schools assess progress and recognise excellence in the use of digital technology.



“Along with the other cluster primary schools and the High School, Woodfarm, Braidbar Primary is part of a Digital Skills Committee. The Committee work together to plan the outcomes and impact of various digital skill action points including planning for CLPL opportunities. The school also has its own in-house training supported by the Digital Technologies Coordinator and also the Primary 7 pupils who “teach the teachers”. It is clear that through various ways of delivering CLPL that the school offers an inclusive and motivational way of working together.”

**Digital Schools Award Validation Report:
Braidbar Primary School**



149 Digital Leaders across all clusters



7 primary schools achieved the Digital Schools Award this year



Through the 23rd Citizens' Panel Report, published in January 2018, residents surveyed about their levels of satisfaction with the quality of service provided were very positive about those provided by the Education Department; indeed education was the top rated Council service.

Citizens' Panel

% of satisfaction with the quality of service

	Primary education	Secondary education
2013	100%	96%
2014	98%	96%
2015	100%	98%
2016	96%	96%
2017	97%	91%
2018	96%	89%

Further analysis within the 23rd Citizens' Panel Report showed that education was identified as a particularly significant reason for respondents choosing to live in East Renfrewshire.

According to questionnaires:



94%

of parents/carers agreed they were satisfied with the school

96%

of parents/carers agreed they were satisfied with their child's ELC setting



Both figures up **3%** from last year

In February the Education Department was reassessed by SGS Customer Service Excellence. The subsequent report noted that the service demonstrated 'a deep understanding of, and commitment to, Customer Service Excellence. The commitment was displayed from Senior Management levels through to operations and front-line staff.' The service was found to be fully compliant against all criteria and in addition 11 areas of Good Practice and 17 areas of Compliance Plus were awarded during the assessment – four more than the previous year.

All Early Learning and Childcare establishments continued to offer excellent services for families. 86% of ELC establishments have now achieved Family Centred Status at Silver level and one establishment has been accredited with the Gold level Family Focused status. 100% of Primary Schools have now achieved Family Friendly Bronze award, with 26% having achieved Family Centred Silver awards. The Parental Engagement Strategy was finalised in May 2018. The new strategy outlines East Renfrewshire Council's commitment to an intensified, more targeted focus on engaging and involving parents in their children's learning and the life of their children's school.



Early Learning and Childcare establishments achieving Family Centred Status



Primary schools achieving Family Centred Status



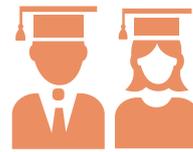
NIF Priority 4: Improvement in employability skills and sustained, positive school-leaver destinations for all young people

School leaver destinations in East Renfrewshire remained very strong. 96.1% of school leavers in 2016-17 were in a positive destination, including those in higher education, further education, employment, training and voluntary work. The school leavers follow-up survey indicated that 96.6% of leavers were in a positive destination. Our performance compares favourably to the national picture and our Virtual Comparator with 93.7% and 96.0% respectively. 65.1% of young people went on to higher education in 2017, a slight decrease of 1.1% in comparison to 2015-16 and well above the national average of 40.0%.



The most recent published data shows that East Renfrewshire had the highest proportion of school leavers entering higher education across all local authorities in Scotland in 2016-17

Throughout 2017-18 the Education Department engaged with a range of partners including the Environment Department, Skills Development Scotland, Work EastRen, the college sector and employers to increase the number of work-based and work-relevant opportunities for our children and young people. Vocational Education continued to contribute to the achievement and attainment of young people in the senior phase, where a wide range of courses was delivered in partnership with colleges, universities and employers, allowing pupils to not only develop skills in their chosen areas, but also to gain valuable experience to help them in the world beyond



65.1%
of young people
went on to higher
education in 2017



110
adults were supported by
Adult Learning Services
to achieve their
employability-related goals



503 pupils participated in
vocational courses

school. In 2017-18 the number of pupils in the senior phase who were participating in vocational courses from SCQF Levels 1 to 8, including Foundation Apprenticeships, was 503.

Adult Learning Services supported 110 adults to achieve their employability-related goals. The service worked closely with partner organisations to enhance the learning opportunities on offer and engage with those people who would benefit most from the service. Additional literacy support was provided to supplement and develop employability skills. Learners used these skills to update their CVs, write cover letters, apply for work and volunteering positions. Through the Individual Learning Planning process almost all learners identified and took up progression opportunities.

The service has been working in partnership with West College Scotland to offer adults accredited courses in the community. This year 43 adults were awarded SQA certificates in IT, Customer Service and Early Years and Childcare. 33 learners completed SQA National ESOL Literacies courses and a further 8 learners completed an ESOL for Work course during 2017-18. Improving their English language skills enabled them to feel better equipped when applying for work and to understand the employment system in Scotland. Almost all learners reported using their increased literacy skills in other areas of life including supporting children with homework, communicating more confidently with their children's school, filling in work or volunteering-related forms and undertaking college course work.

“This service has helped to give me a life back - a massive change which will have a knock-on effect for me and my family.” Adult Learner

What are we going to do now?

- Continue to offer challenge and support to all schools and services to achieve consistently high standards through internal and external review.
- Continue to empower schools and centres to strengthen practices in self-evaluation for improvement.
- Continue to provide analysis and benchmarking information on questionnaire results and support schools to make use of this as part of their improvement planning cycle.
- Work with partners to support and challenge schools to improve systems for the recording, reporting and celebration of the personal achievements of all children and young people across the four contexts of learning.
- Continue to support schools to offer a range of opportunities that will help learners develop skills for life and work, working towards the recommendations of the Developing the Young Workforce Implementation Plan.
- Work with partners to support schools and services to improve transitions beyond school for all young people and especially those with additional support needs.
- Continue to provide tailored learning support for adult learners through individual learning planning.
- Continue to develop project-based learning opportunities and integrated English language learning programmes to support adult learners.
- Implement the new Educational Psychology Service delivery model.
- Implement the Digital Learning and Teaching Strategy and STEM Strategy.
- Take a focused look at the impact of our Career Long Professional Learning and use findings to inform our CLPL offer.
- Implement the Leadership Strategy.
- Increase opportunities for more staff to engage in Masters level learning, with a focus on leadership at all levels and professional inquiry.
- Support schools to further embed professional inquiry into their professional learning programmes.
- Devise and launch a Family Centred Approaches Framework for Secondary Schools.
- Implement the Parental Engagement & Involvement Strategy.
- Continue to analyse and learn from a range of evidence including complaints, questionnaires and the Customer Service Excellence process, to ensure continual improvement in the experiences of service users and learners.



Excellent Experiences

Through Education Scotland inspection reports and our own reviews of schools we know that we are delivering excellent experiences which have significant impact on children, young people, and their parents and carers. The Review of Learners' Experiences across the Early Level found that, *'There is a strong supportive and inclusive ethos within all establishments. All children are able to access the range of learning experiences provided. Staff know the children very well and the pedagogical approach, along with the changes to the P1 learning environment, has led to all staff reporting that they had a greater knowledge of individual children and were able to plan and target effectively to meet needs.'* Since 2016-17 East Renfrewshire Education Department has worked in partnership with Strathclyde University to ensure a Playful Pedagogy approach in the early years of primary school. This approach supports continuity of learning and teaching approaches between Early Learning and Childcare (ELC) settings and primary schools.

All schools now have staff trained in developing Playful Pedagogy in Primary One. Staff are now ensuring that learning is more responsive to children's abilities and interests, leading to children having greater opportunities to lead their learning. In schools where this approach is well-established teachers are now developing more playful and independent approaches to learning in Primary 2 to further support children's transitions as they move from stage to stage.

Cluster working continued to be a major strength across the authority with a strong focus on professional dialogue around learning, teaching, assessment and moderation. All clusters had strong transition and extended transition arrangements. All staff continued to participate in regular moderation meetings in schools and with cluster colleagues in a number of curricular areas at the point of transition.

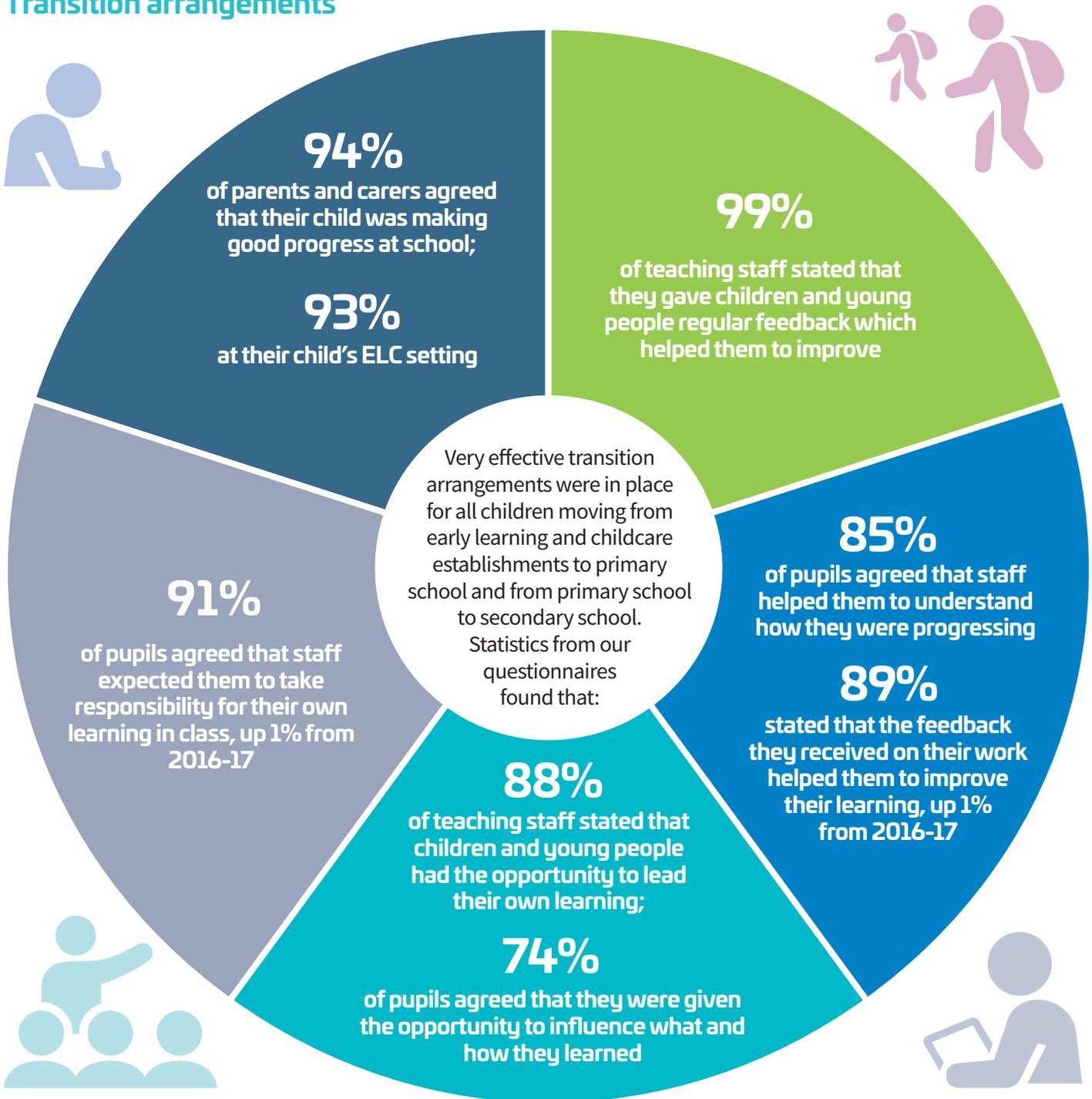


"Staff felt supported and through regular meetings and the professional development and review system they had opportunities to assess the impact that training had on their practice and outcomes for children ... We saw that all children enjoyed choosing areas and resources they wished to investigate and explore. The learning environment captured childrens' interests and staff were on hand to extend and support children's learning in the outdoor; woodland; creative; discovery; social; numeracy and literacy areas."

Madras Family Centre Care Inspectorate report, June 2018



Transition arrangements



“Across the cluster transition arrangements were very good. There were effective arrangements to support continuity and progression in pupils’ learning which included reciprocal visits, transfer of information and dialogue between staff. The commitment demonstrated by senior managers and staff to the transition process resulted in children and young people feeling confident and secure in transferring from early years to primary and from primary to secondary.”

Effective Transitions Review: Barrhead Cluster, November 2017



120 Primary 5 pupils from schools in areas of higher deprivation received whole class ukulele tuition on a weekly basis throughout the year. This provided an opportunity for them to improve their musical skills and experience performing at assemblies, concerts and end of session events. 80 pupils from primary and secondary schools in the Barrhead area have also received free bagpipe and pipe drum tuition through the Instrumental Music Service and the Youth Music Initiative, in partnership with the Scottish Schools Pipe and Drum Trust.

“Many pupils in our school are desperate to play a musical instrument and the opportunity to receive free tuition on three different musical instruments is such a wonderful opportunity for them.”

Head Teacher



Young musicians from East Renfrewshire excelled in another successful round of performances at the Glasgow Royal Concert Hall in March. Six of our bands, orchestras and ensembles all came first in their class. The adjudicators commented on the high quality and high numbers of performers from East Renfrewshire.

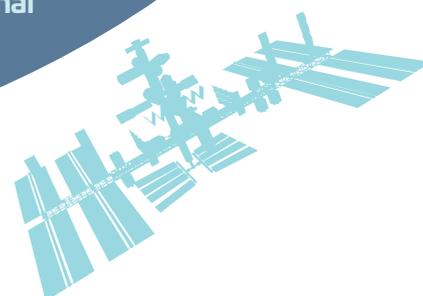


The East Renfrewshire Senior Concert Band was also awarded the highest accolade possible, a Platinum Award, for its performance in the National Finals of the Scottish Concert Band Festival.

Scottish Government’s STEM Education and Training Strategy for Scotland was launched in 2017 to encourage and support learners of all ages to develop their STEM skills throughout their lives, thereby improving Scotland’s capacity to create and sustain employment opportunities in this fast-growing area of the economy. East Renfrewshire’s local STEM Strategy was developed in 2017-18 to support the development of staff skills as well as to develop and sustain greater partnership working across our establishments, with further and higher education, related industry and other organisations promoting a wide range of STEM activities. An action plan linked to the strategy will be launched in 2018-19.

In June S3 pupils from across East Renfrewshire attended Mission Discovery, a five day educational programme run by the International Space School Education Trust. The programme involves astronauts, astronaut trainers, scientists and NASA leaders, and gives young people the chance to learn from NASA’s approach to leadership, team building and personal development as well as fostering interest in science and research.

This year’s winning team included a pupil from Eastwood High School. The team designed an experiment to explore the effects of microgravity on the degradation of vitamin C in space. The experiment will be launched into outer space to be undertaken by astronauts on the International Space Station.



The first Maths Week Scotland ran from 11 to 17 September 2017 and was celebrated by all school communities across East Renfrewshire. Maths Week Scotland is part of Scottish Government's approach to transforming public attitudes to maths, as outlined in the Making Maths Count Report. By helping children and young people develop greater awareness of the importance of maths to everyday life and future jobs, we aim to raise attainment and promote the value of maths as an essential skill for every career.



Netherlee Primary School won the Scottish Education Award for Raising Attainment in Numeracy category. The school and nursery were recognised for their outstanding achievements and excellent practice in teaching numeracy and mathematics.

In 2017-18 teachers at Carolside Primary and Our Lady of the Missions Primary Schools completed ERASMUS+ projects which saw seven teachers undertaking French language immersion courses in France. This professional learning has enabled them to implement high quality French learning experiences with their own classes, provide support and training to other members of staff to improve teacher confidence, implement new teaching methods and enhance the use of ICT to engage pupils in language learning. In May 2017 Neilston Primary School also secured an Erasmus+ award from British Council to support French language immersion training in France for eight teachers. The project, called 'Language Learning at the Heart of GIRFEC', will be taken forward over a two-year period and aims to further enhance the experiences of pupils in L2 French.

In February an S2 pupil and an S6 pupil from St Ninian's High School reached the final of the HSBC Mandarin Speaking competition. Held at the British Museum in London, the grand final saw more than 130 pupils from across the country competing to be recognised as the country's best non-native Mandarin speakers.

Working closely with colleagues from Active Schools we have increased the number of schools participating in the Sports Scotland award scheme, with 16 schools now at Gold level and 15 others actively pursuing an award. The Sports Scotland awards celebrate participation, choice and pathways in sport for young people.

An S2 pupil from Barrhead High School became Scottish Trampoline champion in category NDP 6. She has been selected to be part of the Champion Performance Pathway programme where she will be coached by an Olympic coach.



All primary and secondary schools have highly effective pupil council structures which play an active part in improving the school. Children and young people were provided with many opportunities to participate actively in decisions, with their views, opinions and ideas used to influence improvements in their learning experiences. In all schools pupils were given roles and responsibilities to develop leadership skills.

East Renfrewshire's schools have an excellent record in gaining and promoting UNICEF's Rights Respecting School Award, with 8 schools currently holding the Gold award, 11 Silver and 8 Bronze. The award recognises achievement in putting the United Nations Convention on the Rights of the Child at the centre of the school's planning, policies, practice and ethos. Pupils are actively engaged in activities, both in and out of school, in support of their rights, which increases awareness and understanding of rights amongst pupils, parents and the wider community.

“Children had an extensive knowledge of rights, with almost every hand up eager to offer a suggestion when asked by the assessor. They were able to name a vast selection, which included the right to education, to safety, to an identity and other, less commonly shared, examples such as protection from illegal drugs and kidnapping. They were confident, too, with key rights concepts, understanding that their rights were not conditional and could not be taken from them, also appreciating that they were ‘for all children, all over the world.’”

Busby RRSA Gold Reaccreditation



Number of schools gaining and promoting the UNICEF's Rights Respecting School Award



A pupil from Williamwood High School became the British Paralympic Champion for Under-17s 800m and 1500m and also the Scottish Cross Country Paralympic Champion.



An S6 pupil from Eastwood High School took the gold medal in the 1500m at the 2018 Commonwealth Youth Games in the Bahamas in July. She was also named Scottish Young Sportswoman of the Year 2017.





In September 2017 and January 2018 the Quality Improvement Team, in partnership with the Educational Psychology Service and the Health and Social Care Partnership, delivered a series of workshops to over 100 key members of staff across education, health, and social work. This training focused on supporting staff to develop their skills of assessment and SMART outcome-focused planning, and to share multi-agency perspectives on the implementation of GIRFEC.

In May 2018, the Quality Improvement Team and Educational Psychology Service delivered further GIRFEC and Corporate Parenting training for designated managers from all sectors within Education, focusing on national updates on information sharing and Parts 4 (Named Person) and 5 (Child's Plan) of the Children and Young People (Scotland) Act 2014. Further aspects of the training included activities to support moderation of wellbeing plans, approaches to chronologies and pastoral notes.

“Children speak positively about their knowledge and understanding across health and wellbeing. For example, recognising the risks associated with smoking, understanding the importance of a balanced diet, being active and having a range of interests. They are familiar with the language of the wellbeing indicators. School assemblies have been used well to enable senior pupils to speak confidently about the importance of wellbeing, as well as to celebrate achievements. Celebration of achievements is given a high profile. Children value this and acknowledge the positive impact this has on their confidence and self-esteem.”

**HMIe Summarised Inspection Findings,
St Mark's Primary School**

An action plan to progress Learning for Sustainability (Lfs) was launched and a working group to take forward the action plan has been established. The initial focus of the working group is to audit Lfs activity across schools. Pupils are engaging in a broad array of Lfs activities which link to work on rights, outdoor learning, environmental activity, global citizenship, STEM and many other areas of the curriculum. Learning for Sustainability is enhancing knowledge, understanding and pupil voice.

Schools continued to pursue environmental sustainability in 2017-18 through the Eco Schools Green Flag award. This programme engages all members of the school community to participate in activities which raise awareness of local, national and global environmental issues, and promotes an active approach to tackling some of these issues. Learners' understanding of the environment and their connection to it is enriched through these activities. Following a revised reaccreditation system 31 East Renfrewshire schools now have Green Flag status.



“Your school values and respects local wildlife and I'm pleased to hear that your grounds have been designed to reflect this. It's great to hear that you have been successful in reducing food waste and have been using your own compost to help grow plants and vegetables.”

Crookfur Primary School Eco Green Flag renewal



6969
activity sessions were
delivered in schools



An increase of
787
on 2016-17

Active Schools continued to work in close partnership with schools to promote active, healthy lifestyles and to support the delivery of active opportunities for pupils. Working in partnership with Active Schools, 6969 activity sessions were delivered in schools in 2017-18, an increase of 787 on 2016-17. The increase in activity sessions is matched by an increase in pupil participation in activities with 150,931 participant sessions recorded – an increase of more than 21,000 on the previous year. Pupils participating are benefitting in a variety of ways by developing their strength, fitness, self-confidence, resilience and team working skills. Research has also shown a strong link between higher participation and increased attainment.

35 Establishments have attended professional learning relating to Grief, Bereavement and Loss. Positive feedback from these events highlighted the opportunities afforded to delegates to reflect on and extend their understanding, knowledge and skills in this area; to collaborate with colleagues around planning; and to enhance awareness of local organisations who can support young people, families and school staff. Those who have subsequently accessed the information and resources have reported them to be increasing the confidence of staff to support children, young people, families and colleagues.

The catering team have played a pivotal role in the food and health experiences of all children throughout this year. This has been evident in their enthusiasm and willingness to work in partnerships with staff, parents and pupils, for example to cultivate and use the produce grown in school gardens and by encouraging young people to gain work experience in the school kitchen. Their joint working with teaching staff has contributed to four schools' achievement of Education Scotland's Better Eating, Better Learning Award 2018.



In partnership with the *Child Poverty Action Group*, training sessions were delivered to Equalities Coordinators and to Parent Council representatives on the Cost of the School Day. School staff and Parent Councils are working together to remove potential financial barriers to full participation in all contexts of the school curriculum. In a pilot initiative, in partnership with the FareShare food recycling charity and local Tesco stores, three family centres and one primary school used weekly food parcels to tackle food poverty, enhance their nurturing approaches and further develop their Health and Wellbeing Curriculum.

The annual anti-bullying return shows a decrease from the previous year in the number of confirmed bullying incidents from 65 to 44. Of those 28 (3.07 per 1000) were in primary schools and 16 (2.05 per 1000) in secondary schools. This continues a downward trend in the number of confirmed incidents. Incidents and alleged incidents of racist behaviour were low across both primary and secondary establishments.

According to pupil questionnaires, 81% of young people in East Renfrewshire agreed that their school dealt well with bullying behaviour, a decrease of 5% on statistics gathered in 2016-17. 81% of parents and carers agreed with this. 81% of teaching staff also felt the school dealt effectively with bullying behaviour.

The Outreach support service continued to develop a range of high quality targeted supports for children and young people with social, emotional and behavioural needs to maintain them in their mainstream schools.

Teaching staff who agreed that children and young people were encouraged and supported to treat others with respect

93%

Support staff who agreed that children and young people were encouraged and supported to treat others with respect

95%

Young people who felt other pupils treated them fairly and with respect

82%



34

Our schools continued to use strategies to promote positive, nurturing and supportive relationships with our children in order to manage behaviour in a proactive and person-centred manner. Nurture Groups have now been established in all ERC secondary schools. Professional learning led by the Educational Psychology team has supported staff to establish and further develop nurture groups and nurturing approaches in schools across sectors. Practitioners have reported improved confidence to establish nurture groups, and increased awareness of the support available to them from the Education Department and online.

“The positive, nurturing environment throughout the school stems from effective, well established procedures and approaches to supporting children’s wellbeing and understanding of responsibility of all. This is well led by the support for pupils team. Children are confident in their relationships with adults in school and as a result they are assured that personal concerns or issues with learning will be addressed sensitively by staff. There is a strong sense of community where children feel valued and almost all feel treated with respect and in a fair and just manner by adults at school.”

HMIe Summarised Inspection Findings, Giffnock Primary School

Overall attendance rate for all primary schools was 96.1%; down from 96.5% in 2016-17. The three year average target (2016-18) of 96.8% was missed by 0.4% with an average of 96.4% for the same three year period. In secondary, the attendance rate was 93.7%; the same as the rate recorded in 2016-17. The three year average target (2016-18) of 94.7% was missed by 0.8% with an average of 93.9% for the same three year period. Attendance rates of those children and young people who are Looked After remained the same as 2015-16 at 89.6%.

In 2017-18, no temporary exclusions were made in the primary sector. There was an increase in exclusions in the secondary sector to 7.4 incidents per 1000 pupils, up from 6.7 in 2016-17. The ERC performance compares very well with the national figure of 47.7 incidents per 1000 pupils (latest published data for 2016-17). The Council has missed the very challenging three year average target of 3.3 incidents per 1000 pupils for 2016-18 by 2.7 incidents per 1000 pupils. Exclusions of pupils within our Looked After population remained at 35 per 1000 pupils in 2017-18, low in comparison to the latest national average of 169 incidents per 1000 pupils.

As part of a one-off investment allocated by elected members as part of the 2017-18 budget every primary, secondary and special school received a virtual and augmented reality system designed specifically for schools. This funding allocation followed a successful pilot of VR in St Luke's High School where 76% of pupils stated that they found lessons more fun and interesting and 86% of teachers reported that they felt that the use of VR headsets in the classroom enhanced pupils' experiences in their subject.

"The pupils were eager to share information about the various ways that digital technologies were used in the school and highlighted the use of the VR headsets as being a fantastic way of initiating story writing. The Primary 4 pupils informed me about their recent virtual visit to the Colosseum in Rome, through the VR headset they were able to see how the building was when it was initially built and how it looks today. This was an excellent stimulus for the pupils who were then able to write a story with clear and vivid images in their heads to enhance their writing."

**Digital Schools Award Validation Report:
Braidbar Primary School**

35

The Education Department secured a one-off investment as part of the 2017-18 budget setting process to provide approximately 1250 East Renfrewshire school children living in SIMD 1 and 2 with a Chromebook. The devices provide equity by supporting the delivery of digital access to all learners.

Glow is Scotland's national intranet for education. The aims of the new national strategy, *"Enhancing Learning and Teaching through the Use of Digital Technology – A Digital Learning and Teaching Strategy for Scotland"* were addressed in 2017-18 through continued use and development of Glow to interact and share experiences, ideas and information; increased provision of class blogs in the primary sector to engage parents in their children's learning; and provision of twilight professional learning sessions to develop teachers' confidence in using digital technology effectively to support learning and teaching. From May 2017 to May 2018, total Glow logins by teaching staff, non-teaching staff and students all increased significantly.

In December 2017 East Renfrewshire's cleaning team was announced as the winner of the 'Best Performer in Building Cleaning' category at the Association for Public Service Excellence's Annual Service Awards 2017 ceremony. The APSE Awards are designed to recognise excellence in local government frontline services.



This year saw the opening of the innovative Sir Harry Burns' Centre incorporating the Arthurlie Family Centre. It was developed as part of the Council's integrated early years work with East Renfrewshire Health and Social Care Partnership (HSCP) and brings together a range of services under one roof, including early learning and childcare, at the heart of the Auchenback community. This provision champions preventative work in communities to improve health and wellbeing by bringing together front-line staff from other council services and partner organisations, such as health visitors and social workers. It also provides the opportunity for staff to work with parents while their child is learning and cared for.



What are we going to do now?

- Further expand music experiences through Youth Music Initiative funding.
- Conduct a review of the Instrumental Music Service and implement recommendations.
- Review the 1+2 Languages Strategy, taking account of the recommendations of the National Strategic Plan for Implementation 2017-21.
- Further develop our digital capacity and modernise services for all learners and residents and implement the Digital Learning and Teaching Strategy.
- Provide a programme of Career Long Professional Learning which meets the emerging developments in the curriculum and learning and teaching.
- Continue to work in partnership with the Child Poverty Action Group to share and encourage good practice.
- Implement the recommendations of the Review of Learners' Experiences across Early Level.
- Continue to implement the Health and Wellbeing Action Plan.
- Continue to promote nurture in establishments through whole-school approaches.
- Continue to collaborate with the Health and Social Care Partnership and other partners to deliver the Children's Services Plan.
- Continue to hold biannual Getting It Right For Every Child and Corporate Parenting Forums to keep staff updated regarding key developments and to provide opportunities for discussion and sharing of good practice.
- Launch revised guidance on Grief, Bereavement and Loss
- Continue to provide an excellent catering and facilities service to our pupils.
- Continue to progress plans to deliver the expansion of early learning and childcare and other educational provision in line with available capital and revenue budgets.
- Continue to seek efficiency savings and modernise how we work whilst planning ahead for further budget reductions.





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इस सूचना-पत्र में उल्लेखित सूचना यदि आप हिन्दी अनुवाद में चाहे तो कृपया सम्पर्क करें।

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اگر آپ اس لیفلیٹ میں درج معلومات کا ترجمہ اپنی زبان میں چاہتے ہیں تو ہم سے رابطہ کریں

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EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE31 January 2019Report by Director of EducationLOCAL IMPROVEMENT PLAN 2019 - 2022**PURPOSE OF REPORT**

1. The purpose of the report is to seek elected member approval for the Education Department's draft local improvement plan 2019 - 2022.

RECOMMENDATION

2. Elected members are asked to approve the attached draft local improvement plan 2019 – 2022.

BACKGROUND

3. Members will be aware of the previous Local Improvement Plan 2018 – 2021. The Standards and Quality Report 2017 – 2018 provides an indication of the next steps the department, its services and schools will take to improve continuously over the next few years.

4. The draft local improvement plan takes full account of the East Renfrewshire Community Planning Partnership Community Plan, the Fairer East Ren Plan and Locality Plans, the department's contributions to the Council's Outcome Delivery Plan 2019 – 2022 and the department's strategy Advancing Excellence and Equity in Education in East Renfrewshire. Links to the National Improvement Framework (NIF) priorities and drivers have been incorporated into the plan. Cognisance has been taken of the West Partnership Improvement Plan which sets out the areas that the eight Local Authorities will collaborate on regionally to support and challenge establishments to improve.

REPORT

5. The draft local improvement plan is designed to give an indication of the department's key areas for improvement over the next three years and is updated annually to take account of changing priorities. The draft plan is included as Appendix 1.

6. The expected outcomes and impact are organised under the department's vision statement of *Everyone Attaining, Everyone Achieving through Excellent Experiences* and have been reviewed and amended to reflect the National Improvement Framework (NIF) and the results of the department's ongoing self-evaluation.

7. The plan has a clear focus on improving outcomes for all our learners and the impact we expect to have on the experiences of the children, young people and adults who attend our schools and use our centres and services. In line with the Standards in Scotland's

Schools etc. Act 2000 the plan also sets out how we will address the inequalities of outcomes that exist for different equity groups and how we will achieve the priorities associated with the NIF.

8. High level areas for improvement are outlined and give an indication of the priorities for development and the activities the department, schools and services will undertake to make the necessary improvements in the quality of their provision. It is expected that the authority will negotiate and work with managers and head teachers to use the service's / schools' own self-evaluation, the information gathered through external evaluations and the local improvement plan to identify priorities for inclusion in their own improvement plans.

9. The department evaluates its progress annually to identify strengths in current provision and areas where further improvement is required. The self-evaluation and evaluations of services and schools by the department's Quality Improvement team, Education Scotland, Care Inspectorate and Customer Service Excellence identify steps which need to be taken to secure continuous improvement.

10. The timescale for the implementation of the plan is school sessions 2019 – 2020 to 2021 – 2022. The department will continue to report on the progress it has made with its local improvement plan and the progress made in implementing the department's strategy, *Advancing Excellence and Equity in Education in East Renfrewshire* through the annual standards and quality report.

FINANCIAL AND EFFICIENCY IMPLICATIONS

11. The department will direct funding from its delegated budget to support the improvement agenda as outlined in the draft local improvement plan.

CONSULTATION

12. Under the Standards in Scotland's Schools etc. Act 2000 education authorities are required to consult with pupils, staff, parents and all other interested parties on their priorities for improvement for the ensuing year. To this end, the department will issue the appended draft plan to all schools, parent councils, service managers and partners to gather the views of all stakeholders. Thereafter, the plan will be amended as appropriate, finalised and issued to schools, services and stakeholders.

RECOMMENDATION

13. Elected members are asked to approve the attached draft local improvement plan 2019 – 2022.

Mhairi Shaw
Director of Education
31 January 2019

Convener Contact Details
Councillor P O'Kane, Convener for Education and Equalities

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Local Government Access to Information Act 1985

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Appendix

1. Local Improvement Plan 2019-2022

Background papers

1. East Renfrewshire Community Planning Partnership Fairer East Ren and Locality Plans
2. Standards and Quality Report 2017 - 2018

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East Renfrewshire Council

Education Department

Local Improvement Plan

2019 – 2022

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A message from Councillor Paul O’Kane

As the convener for education and equalities, I am very pleased to introduce the Education Department’s Local Improvement Plan for 2019 – 2022. East Renfrewshire Council is committed to delivering the highest quality services for its residents and throughout my tenure as convener, I will continue to do my utmost to ensure this continues to be the case for Education Services.

The department’s vision statement *Everyone Attaining, Everyone Achieving through Excellent Experiences* captures our aspirations and expectations for all learners and customers. It outlines our commitment to supporting everyone including staff, to realise their potential whether they work in or go to one of our schools, nurseries or centres and to achieving the National Improvement Framework priorities.

This Local Improvement Plan outlines the key outcomes we will be working to achieve in the next three years. This outcome focused approach will help us ensure that the services we provide have a positive impact on the children, young people and adults who use our centres, schools and services. It will also ensure we deliver the outcomes in East Renfrewshire’s Community Plan in partnership with all our users and those with an interest and stake in education.

I commend the improvement plan to you and invite parents, carers and all our other partners to work with the staff in our schools and services in securing the outcomes and impacts identified in the plan.

Councillor Paul O’Kane
Convener for Education and Equalities

Introduction to Local Improvement Plan for 2019 - 2022

On a yearly basis the Education Department’s Quality Improvement Team and service managers carry out an extensive audit to identify strengths in our current provision and areas where further improvement is required. The department’s progress with the impact and outcomes listed in the Local Improvement Plan 2017 – 2020 was detailed in the Department’s Standards and Quality Report 2017 – 2018, which is available on the Council’s website¹ or from libraries, Council offices and schools. This revised Local Improvement Plan reflects the areas for improvement identified through this annual process, and will reflect the timescale of an academic year i.e. will guide improvements for the next three school sessions 2019-20, 2020-21 and 2021-22.

The outcomes and impact, together with the high level areas for improvement, have been updated and are organised under the department’s vision statement *Everyone Attaining, Everyone Achieving through Excellent Experiences*. They clearly link to the National Improvement Framework and Improvement Plan 2019, the department’s contributions to the Council’s Outcome Delivery Plan 2019 – 2022 and the department’s *Advancing Excellence and Equity in Education in East Renfrewshire*. Cognisance has been taken of teacher workload with a further reduction in the number of activities planned over the three year period. The Local Improvement Plan 2019 - 2022 provides schools and services with a framework for improvement.

The plan has a clear focus on improving outcomes for all our learners and the impact we expect to have on the experiences of the children, young people and adults who attend our schools and use our centres and services. The plan also sets out how we will address the inequalities of outcomes that exist for different equity groups. Collaboration within schools, across schools and with colleagues from the West partnership will be vital in delivering the priorities set out in this plan.

I am confident that this Local Improvement Plan reaffirms our commitment to continuous improvement to ensure we maintain our provision of the highest quality learning and services and continue to achieve outstanding performances.

Mhairi Shaw
Director of Education

¹ www.eastrenfrewshire.gov.uk/childrens_performance

Using this Local Improvement Plan

The Local Improvement Plan outlines the high level areas for improvement for all services and schools and is informed by the Department's Outcome Delivery Plan which details the targets and indicators that will be used to measure the impact of our work. This is illustrated in the diagram on page 4, included in which is the Council's Corporate Vision Statement, the Strategic Outcomes that relate directly to the services the Education Department provides and the connection between national and local plans. Links between the National Improvement Framework priorities and drivers have been incorporated into the plan. The West Partnership Improvement Plan sets out the areas that the eight Local Authorities will collaborate on regionally to support and challenge establishments to improve.

The plan lists the expected outcomes and impact under the headings of the departmental vision statement. It contains a list of high level areas for improvement and outlines the actions we will take over the next three years to achieve the expected impact and outcomes. The list is extensive but it is not intended that each school or service should include every strand, or even every Key Area, in its improvement plan for the next three years. For example, a primary school where leadership has recently been evaluated as 'excellent' by the Quality Improvement team or Education Scotland would not be expected to include that as a priority for change in its improvement plan. In the same way, a secondary school where attainment in literacy and numeracy in the Broad General Education is very high would more sensibly focus on the identified shortcomings in performance in SQA examinations. The purpose of this Local Improvement Plan is to help and guide individual centres, schools and services in planning for improvement, not to prescribe what those improvements should be or how they should be taken forward.

There are a number of steps which each centre, school, cluster of schools or service should take in planning for improvement:

- Carry out a self-evaluation of performance to date using the relevant Quality Framework e.g. How good is our school? or How good is our early learning and childcare? Account should be taken of recent evaluations resulting from an inspection by Education Scotland or a review by the Education Department's Quality Improvement Team.
- Schools and services should prepare a Standards and Quality Report, which reflects the Education Department's guidance on reporting and summarises the results of the self-evaluation.

- Identify aspects of performance in which improvement is necessary. Give due weight to major strategic initiatives, local and national, for example the National Improvement Framework and Improvement Plan for Scottish Education and Advancing Excellence and Equity in Education in East Renfrewshire.
- Collaborate with all stakeholders to identify priorities for the improvement plan and the expected impact and outcomes.
- Manage teacher workload by focusing on a small number of key priorities which can be implemented and take account of working time agreements.
- Draw up a list of the action points to be taken to bring about the desired improvements. This list should also give an indication of the likely timescale and the member(s) of staff who will be responsible for leading on each area where a need for improvement has been identified.
- The impact made in bringing about the desired improvements should inform the self-evaluation process and be reported in the annual Standards and Quality Report.
- Involve the authority's Quality Improvement Team at each stage in planning for improvement.

The authority has an important role to play in planning for improvement:

- Working with individual centres, schools and services in their evaluation of performance and provision.
- Assisting the school or service to identify the areas for improvement in the next cycle.
- Ensuring that the school's or service's improvement plan reflects local and national priorities.
- Supporting the improvement agenda through appropriate continuing professional development activities including learning partnerships.
- Monitoring progress through Transition Reviews and other aspect and thematic reviews.

East Renfrewshire Community Planning Partnership – Community Plan

East Renfrewshire’s Corporate Vision Statement:

A modern, ambitious council creating a fairer future with all.

Key Strategic Outcomes (as related to the services delivered by the Education Department)

- All children in East Renfrewshire experience a stable and secure childhood and succeed.
- East Renfrewshire residents are fit and active and have the skills for learning, life and work.

Fairer East Ren Plan

Focus on closing the gap:

- Reducing the impact of child poverty
- Improved employability
- Moving around
- Improving positive mental health and wellbeing
- Reducing social isolation and loneliness and increasing safety

Locality Plans

Community led approach, developed for:

- Arthurlie, Dunterlie & Dovecothall
- Auchinback

Education Department Outcome Delivery Plan

Intermediate Outcomes, Indicators and Targets
An indication of how we will measure our contributions to the delivery of the Community Plan, Fairer East Ren and Locality Plans

Education Department Local Improvement Plan

Outcomes and Impact: Everyone Attaining, Everyone Achieving through Excellent Experiences
Activities which will improve the quality of service delivery and the experiences of our children, young people and adults.

National Improvement Framework and Improvement Plan 2019

Vision

- **Excellence through raising attainment:** ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and
- **Achieving equity:** ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

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

Six Drivers of Improvement

- School Leadership
- Teacher Professionalism
- Parental Engagement
- Assessment of children’s progress
- School Improvement
- Performance Information

West Partnership Regional Improvement Plan

Vision: Equity, Excellence and Empowerment

Themes: Improvement, Learner Journey, Leadership and Learning

Our vision is one of *Everyone Attaining, Everyone Achieving through Excellent Experiences*. We believe that this vision can and will be realised through the commitments signalled in this plan and reinforced by the actions taken in our early years centres, schools and services to improve the quality of the experiences we provide for the children, young people, adults and families of East Renfrewshire. Our target outcomes and expected impacts in the next three-year cycle will be:

Everyone Attaining

National Priorities		
Improvement in attainment, particularly literacy and numeracy Closing the attainment gap between the most and least disadvantaged children		
NIF Drivers	Expected Outcome / Impact (what we will measure and report on)	Activities (what we will do to bring about improvement)
<p>Assessment of Children's Progress</p> <p>Teacher Professionalism</p> <p>School Improvement</p> <p>Parental Engagement</p>	<ul style="list-style-type: none"> • Continue to be the highest performing mainland council area as measured by national examinations for school leavers • Improved attainment in the senior phase • Be the highest performing mainland council area as measured by Curriculum for Excellence levels • Improved literacy and numeracy attainment throughout the years of the broad general education • An improvement in the attainment of disadvantaged children and young people • An increase in the percentage of schools evaluated as 'good' or better for raising attainment and achievement • An increase in activities which support prevention and early intervention, improve outcomes and reduce inequalities • An improvement in the percentage of young children reaching all of the expected developmental outcomes on entry to primary school 	<ul style="list-style-type: none"> • Support and challenge establishments to raise attainment through analysis of data, improved professional judgements, target setting and improved learning and teaching; particularly for key equity groups • Support and challenge schools to improve outcomes for identified groups through their Pupil Equity Fund • Build capacity of senior staff and teachers in schools in using tracking and monitoring tools including Insight, SNSA, the BGE Improvement Tool and the Early Years Tracking Tool • Continue to support schools to implement the National Qualifications, including their assessment practices in line with the national framework • Implement the Numeracy and Mathematics, Literacy and English Strategies • Continue to provide parenting programmes, develop peer support groups and introduce groups for parents of children aged 0-8 and 8-16 • Provide support, including CLPL, for learning partnerships and expand the use of collaborative action based research to improve outcomes for key equity groups • Implement the Early Learning and Childcare Strategy • Continue to work in partnership with colleagues across services to deliver the Council's Early Years Strategy

Everyone Achieving

National Priorities		
Improvement in employability skills and sustained, positive school-leaver destinations for all young people		
NIF Drivers	Expected Outcome / Impact (what we will measure and report on)	Activities (what we will do to bring about improvement)
<p>Assessment of Children's Progress</p> <p>Teacher Professionalism</p> <p>School Leadership</p> <p>Parental Engagement</p>	<ul style="list-style-type: none"> • An ethos of high expectations and achievement in every school and service • A culture of self-evaluation and continuous improvement in all schools and services • A skilled and confident workforce • A culture of professional enquiry in all establishments • An increase in the percentage of schools evaluated as 'good' or better for leadership of change • A further improvement in school leaver destinations • An increase in the number of pupils, school leavers and adults with well-developed employability skills • An increase in the percentage of pupils agreeing they have opportunities to celebrate personal achievements • A consistently high satisfaction level of residents engaging with our services • Higher levels of parental engagement in their children's learning and in the life of the school 	<ul style="list-style-type: none"> • Continue to offer challenge and support to all schools and services to achieve consistently high standards through internal and external review • Continue to empower schools and centres to strengthen practices in self-evaluation for improvement. • Provide pupils, parents, adult learners and partners with opportunities to be involved in decision making and to participate in policy development and planning for improvement • Implement the leadership strategy and work with schools to provide high quality CLPL which supports the continued improvement in learners experiences and outcomes • Implement the Digital Learning and Teaching Strategy and STEM Strategy • Support schools and work with partners to deliver the Developing the Young Workforce Implementation Plan • Continue to work in partnership to provide a range of adult learner centred programmes that support people to improve their skills for learning, life and work • Work with partners to support and challenge schools to improve systems for the recording, reporting and celebration of the personal achievements of all children and young people across the four contexts of learning. • Continue to analyse and learn from a range of evidence including complaints, questionnaires and the Customer Service Excellence process, to ensure continual improvement to the experiences of service users and learners • Implement the Parental Engagement and Involvement Strategy

Excellent Experiences

National Priorities		
Improvement in children and young people's health and wellbeing		
NIF Drivers	Expected Outcome / Impact (what we will measure and report on)	Activities (what we will do to bring about improvement)
<p>Assessment of Children's Progress</p> <p>Teacher Professionalism</p> <p>Parental Engagement</p> <p>School Improvement</p>	<ul style="list-style-type: none"> • A curriculum which enables all children, young people and adults to be successful, confident, responsible and effective in school, their work, their community and internationally • An increase in the percentage of schools evaluated as 'very good' or better for learning, teaching and assessment • Learners' experiences support them to develop their personalities, talents, mental, spiritual and physical abilities to their potential • An increase in opportunities for young people to develop knowledge, understanding and the skills for life and active participation in a global multicultural society and Scotland's place in it • A culture based on Getting It Right For Every Child • Partnership arrangements which ensure that all pupils experience a smooth transition from nursery to primary, primary to secondary and from secondary school to a positive and sustained destination • Practices and experiences which ensure that the needs of children, young people and adults are identified and addressed • Maintain and where possible improve upon the already low exclusions and high attendance rates in our schools, especially for looked after children • Maintain and where possible reduce the number of children and young people reporting they experience bullying and/or racist behaviour • A positive culture in health and wellbeing in every school and service • Resources which lead to improvements for learners and service users 	<ul style="list-style-type: none"> • Establish in everyday practice a clear understanding of assessment, moderation and quality assurance in relation to both the broad general education and the senior phase • Implement the recommendations of the Review of Learners' Experiences across Early Level. • Continue to collaborate with schools and centres on curriculum design and improving learning and teaching. • Review and update the 1+2 Languages Strategy in all schools • Support and challenge the Instrumental Music Service to provide consistently high quality experiences for all and on promoting participation of disadvantaged children and young people • Implement the Learning for Sustainability Strategy and Health and Wellbeing Action Plan • Continue to support staff to embed the principles of Getting It Right For Every Child (GIRFEC) in all schools and classrooms • Implement the Corporate Parenting Plan • Implement aspects of the Carers (Scotland) Act 2016 that apply to Young Carers (DG) • Implement the revised inclusion policy • Continue to work with schools and services to implement the revised anti-bullying policy • Working with partners, report to the Scottish Government on progress with the implementation of the United Nations Convention on the Rights of the Child • Continue to work in partnership to maintain an enhanced level of support with regard to the reduction of teacher workload and bureaucracy within schools • Target available resources in line with the Education Department vision • Progress the Capital Plan as appropriate for the Education Department • Implement the Early Learning and Childcare Expansion Plan • Develop our digital capacity and modernise services for all learners and residents • Continue maximising efficiency opportunities and planning ahead for further budget reductions

EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE31 January 2019Report by Director of EducationSTANDARD CIRCULAR 8(a): BULLYING AND ANTI-BULLYING**PURPOSE OF THE REPORT**

1. The purpose of this report is to seek members' approval for the revised policy Standard Circular 8(a) on Bullying and Anti-bullying.

RECOMMENDATION

2. Elected members are asked to approve the appended revised policy on bullying and anti-bullying and instruct head teachers to review their establishment policies in light of this within three months of the revised policy being approved.

BACKGROUND

3. In November 2017 the Scottish Government published Respect for All, the refreshed national approach to anti-bullying for Scotland's children and young people. The guidance aims to ensure that all sectors are consistently contributing to a holistic approach to anti-bullying – helping young people to feel safe and secure and build positive relationships with their peers and adults.

4. The Education department's policy has been revised in light of this updated advice with policy also taking cognisance of current legislation and guidance in the area of support for pupils.

5. Research clearly demonstrates the serious impact, both short and long term, of bullying behaviour on children and young people. The annual anti-bullying return for 2017-18 shows a decrease from the previous year in the number of confirmed anti-bullying incidents from 65 to 44. Of those 28 (3.07 per 1000) were in primary schools and 16 (2.05 per 1000) in secondary schools. While there remains a low incidence of reported bullying across East Renfrewshire's schools, it is imperative that we maintain an ethos in our schools where bullying behaviour is unacceptable and no child or young person is prevented from reaching his or her potential because of the impact of such.

REPORT

6. The revised Standard Circular 8(a) follows the publication of new national guidance Respect for All in November 2017 and a subsequent national process to clarify the use of the SEEMIS Click and Go system for recording and monitoring bullying incidents.

7. The revised Standard Circular 8(a) (Appendix 1) has been written to ensure that all East Renfrewshire's educational establishments are supported by the Education Committee and Department in the revision of their own policies in light of the national guidelines and the developments in technology which give new ways in which bullying behaviour can be expressed.

8. The revised policy sets the current national context for anti-bullying approaches and supports the rationale and aims through reference to research and national and local guidelines on support for pupils.

9. Schools are asked to report annually, not only on confirmed incidents of bullying behaviour, but also to report on the number of alleged incidents investigated.

10. In line with national guidelines, the policy asks that establishments use the terminology of 'those exhibiting' or 'those experiencing' bullying behaviour, rather than 'bully' and 'victim'.

11. In line with national guidelines, the policy includes sections on how to address or pre-empt bullying behaviour that is targeted at particular groups because of particular circumstances or perceived difference.

12. In discussion with RespectMe, the national anti-bullying organisation, a package of staff training will be offered following the implementation of the revised standard circular.

13. In conjunction with the revised standard circular an electronic resource bank has been established containing appropriate reference material and resources for staff.

CONSULTATION

14. RespectMe, the national organisation for anti-bullying has acted as a 'critical friend' through the development of the policy and will provide professional learning support to staff on implementation.

15. The draft Standard Circular has been shared with head teachers and school staff for them to discuss with stakeholders, including pupils. Parent Council Chairs have also been consulted.

FINANCIAL AND EFFICIENCY IMPLICATIONS

16. There are no financial implications for the department or schools related to this paper.

RECOMMENDATION

17. Elected members are asked to approve the appended revised policy on bullying and anti-bullying and instruct head teachers to review their establishment policies in light of this within three months of the revised policy being approved.

Mhairi Shaw
Director of Education
January 2019

Convener Contact Details
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EAST RENFREWSHIRE COUNCIL: EDUCATION DEPARTMENT
 The Council Offices
 211 Main Street
 Barrhead
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TO: HEADS OF ALL EDUCATIONAL ESTABLISHMENTS

Dear Colleague

REVISED STANDARD CIRCULAR 8(a): BULLYING AND ANTI-BULLYING

Contents:

- 1 Rationale
- 2 Principles
- 3 Aims
- 4 Definition
- 5 Prejudice based bullying
- 6 Additional Support Needs
- 7 Online bullying
- 8 When is it not bullying?
- 9 The impact and outcomes of bullying
- 10 Responding to bullying
- 11 Approaches to preventing bullying
- 12 Recording and monitoring bullying incidents
- 13 Policy development

Appendices:

- A. Equality Act 2010
- B. Prejudice based bullying:
 - ✓ Additional Support Needs
 - ✓ Age
 - ✓ Asylum Seekers and Refugees
 - ✓ Body Image and Physical Appearance
 - ✓ Disability
 - ✓ Gender Identity and Transphobic Bullying
 - ✓ Gypsy/Travellers
 - ✓ Sexual Orientation, Homophobic, Biphobic and Transphobic Bullying
 - ✓ Intersectionality
 - ✓ Looked After Children and Young People
 - ✓ Marriage/Civil Partnership
 - ✓ Racism and Race
 - ✓ Religion or Belief
 - ✓ Sectarianism
 - ✓ Sexism and Gender
 - ✓ Socio-economic Prejudice
 - ✓ Young Carers
- C. Framework for Policy Development
- D. Recording and monitoring
- E. Bullying resources (online)

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1. Rationale

Within the context of *Everyone Attaining, Everyone Achieving through Excellent Experiences* and informed by the National Approach to Anti-Bullying for Scotland's Children and young People; *Respect for All*, this guidance is designed to promote a culture in schools where bullying behaviour is unacceptable and not tolerated. The promotion of fairness, respect, equality and inclusion helps ensure that children and young people feel safe and secure and able to build up strong and positive relationships based on mutual respect and trust.

“Bullying behaviour impacts on children and young people’s wellbeing and can affect their participation, attainment and inclusion.”¹

This guidance aspires that all children and young people are free from bullying and are respectful, responsible and confident in their relationships.

2. Principles

In observing the legal and policy frameworks in Scotland, the principles underpinning this guidance are to:

- promote positive relationships and behaviour
- build a respectful and responsible ethos
- ensure equality and equity
- ensure integrated multi-agency working
- have effective communication and info sharing
- respect children and young people’s rights
- prevent and address all types of bullying
- meet all children and young people’s needs
- recognise the adverse impact of bullying
- have effective anti-bullying policy and practice

3. Aims

We are committed to providing a supportive and inclusive environment for all. These guidelines are designed to reinforce existing good practice in preventing and addressing all types of bullying behaviour in educational establishments. While schools must set their own policies, the authority offers a framework for standards and guidance on policy development:

We aim to:

- Support schools to be safe, respectful, nurturing and bullying free environments;
- Respond to bullying behaviour as unacceptable and not to be tolerated;
- Maximise opportunities available to all by addressing bullying behaviour; and,
- Work in partnership to prevent and respond to bullying and harassment.

¹ Respect for All. Scottish Government 2017

4. Definition - What do we mean by Bullying?

“Bullying is both behaviour and impact; the impact is on a person’s capacity to feel in control of themselves. This is what we term as their sense of ‘agency’. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online.”²

This behaviour can harm people physically or emotionally. While the behaviour may only happen once, the threat may be sustained over time, typically by actions, looks, messages, confrontations, physical interventions, or the fear of these. This behaviour can include:

- Name calling, teasing, put downs or threats.
- Having belongings taken or damaged.
- Controlling, being targeted in person or online.
- Hitting, kicking, pushing or tripping.
- Being ignored or left out, having rumours spread.
- Being sent abusive content on social media.

There is no legal definition of bullying in Scotland and, as such, bullying is not a crime. Bullying, however, can be motivated by prejudice similar to hate crime; the distinction is when a crime has taken place, such as assault, graffiti or a breach of the peace that has been motivated by prejudice. The Lord Advocate has issued guidelines about which category of offence will be reported to the Procurator Fiscal for consideration of prosecution.

Some online behaviour may be illegal, and children and young people need to be made aware of the far-reaching consequences of posting inappropriate or harmful content online. In cases of sexual imagery, the Abusive Behaviour and Sexual Harm (Scotland) Act 2016, criminalises the non-consensual sharing of intimate images. Similarly, hate crime is defined through the law as a crime motivated by malice or ill-will towards individuals because of their actual or perceived disability, race, religion, sexual orientation or transgender identity. See appendices A & B for further detail of protected characteristics under the Equality Act 2010.

Children who do not come within these guidelines may be referred to the Children’s Reporter or made subject to Police direct measures, depending on the circumstances. The Procurator Fiscal and the Children’s Reporter discuss cases which are subject to joint referral and the Procurator Fiscal will decide where the case is best dealt with, avoiding criminalisation of children and young people wherever possible.

Any bullying behaviour must be challenged as unacceptable; however, it is important to distinguish between the person and their behaviour. The use of language such as “bully” or “victim” is stigmatising and disempowers and is unhelpful in changing behaviour or supporting recovery. By maintaining a respectful attitude to those involved we can focus on the problematic behaviour and the needs of individuals. This solution oriented approach should be reflected in policy and practice

5. What is Prejudice Based bullying?

Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can manifest into racism, sexism, homophobia, biphobia or transphobia or

² Respectme, Scottish Government 2015

prejudice and discrimination towards disability or faith. Bullying behaviour motivated by prejudice based on an individual's actual or perceived identity; can be based on characteristics unique to a child or young person's identity or circumstances such as socio-economic background, religion or appearance. Local policy and practice must reflect on and address this broader range of prejudices some of which are listed in Appendix B.

6. Additional Support Needs

The Education (Additional Support for Learning) (Scotland) Act 2004 (as amended) provides a comprehensive legal framework for the provision of additional, targeted support for children and young people who face barriers to learning.

Children with additional support needs may experience bullying differently and may be targeted because of their additional support need. Social emotional or behavioural needs which can arise from bullying may be considered additional support needs if the bullying is having an impact on the child or young person's learning, including those children and young people who are demonstrating bullying behaviour. Practitioners should fully take into account additional support needs and the principles of inclusion when addressing bullying.

7. Online Bullying

Online bullying should be treated as seriously as face-to-face bullying. Online bullying, or 'cyberbullying' as it is often referred to, is an increasingly common form of bullying behaviour which happens on social networks, games and mobile phones.

Children may know who is bullying them online – it may be an extension of offline peer bullying - or targeting by someone using a fake or anonymous account. The ability to be anonymous online may increase the likelihood of others engaging in bullying behaviour. Online bullying can happen at any time or anywhere and can be difficult to avoid.

Online bullying includes:

- Sending threatening or abusive text messages
- Trolling on social networks, media and games
- Setting up hate sites or groups about individuals
- Voting against someone in an abusive poll
- Encouraging self-harm
- Making or sharing embarrassing images or video
- Excluding others from games, networks, groups
- Creating fake accounts or identity theft
- Sending or pressuring to send explicit messages
- Engaging in sexual conversation

All school policies and practice should include advice on online bullying and pupils should be explicitly taught through PSHE, for example. The revised set of Experiences & Outcomes and Benchmarks within the technologies area of Curriculum for Excellence provides an opportunity for digital literacy incorporating cyber resilience and internet safety to be incorporated into lessons in all Curricular areas.

8. When is it not bullying behaviour?

Children and young people falling out or having disagreements is a normal part of growing up and building relationships and resilience. Accidental bumps and knocks, not liking someone or expressing unpleasant thoughts or feelings regarding others can be painful or discomforting. It is important that they have opportunities to discuss how they feel and to develop resilience and emotional literacy in managing their relationships. Early intervention and prevention including the embedding of whole school relational approaches are key elements of an approach focused on ensuring we get it right for all of our children and young people.

9. Impact and outcomes of bullying

Bullying can have both long and short-term effects on the physical and mental health and wellbeing of children and young people and can extend far beyond the individuals involved. Being bullied is traumatic for the individual and is, therefore, likely to lead to a range of coping mechanisms and reactive behaviours.

Bullying behaviour has an adverse impact on a person's capacity for self-management, their internal feelings of control, and their ability to take action. It affects individuals, families and relationships as well as a child's education and participation. A child that is bullied will not feel safe, included or respected and their wellbeing will be affected. A child that is bullied and those causing bullying may have wellbeing needs and these needs should be assessed and supported. This may include the requirement for a [Child's Wellbeing Plan](#)

10. Responding to incidents of bullying behaviour

In each establishment a member of the senior leadership team will have whole school responsibility for overseeing the investigation, recording and monitoring of incidents of bullying behaviour. They will ensure that there is an ongoing Curricular focus on bullying behaviour and that reporting procedures are in place. Information for pupils and parents and carers will be visible and accessible utilising the full range of media including leaflets, posters, social media and the school website and handbook.

The member of staff to whom the incident is first reported, or who has witnessed the incident, should take it seriously and use their professional judgement in deciding upon the appropriate course of action which may include notifying the school anti-bullying lead supporting pupils, contacting relevant staff and wider agencies where appropriate and communicating with parents and carers again as appropriate.

All reported incidents should be investigated in full within three working days and recorded on Click and Go whether confirmed or not. Each bullying incident should be reviewed individually and a number of different practices may be adopted before finding one that is effective. Establishments and services should develop preventative approaches and strategies to address bullying when it occurs. It is important that children and young people are taken seriously when they talk about bullying and that they are kept informed and engaged in actions to support them if they are affected by bullying.

When responding to incidents or accusations of bullying the approach should be to ask:

- What was the behaviour?

- What impact did it have?
- What does the child or young person want to happen?
- What do I need to do about it?
- What attitudes, prejudices or other factors have influenced the behaviour?

Children and young people who are exhibiting bullying behaviour need help and support to:

- Identify the feelings that cause them to act this way
- Develop alternative ways of responding to these feelings
- Understand the impact of their behaviour on other people
- Repair relationships.

Children and young people who demonstrate bullying behaviour should be reminded of expectations about behaviour and provided with a range of ways to respond. This can include taking steps to repair a relationship through, for example, restorative approaches, supporting them to make amends and encouraging their learning and changed behaviour. Any factors that may impact upon a child or young person's wellbeing, including any additional support needs, should be considered.

It is important that the approaches used to prevent and address bullying are clearly outlined in the anti-bullying policy. Responses to bullying should focus on developing resilience and promoting positive relationships. At all times all staff should model positive relationships and positive behaviour.

11. Approaches to preventing bullying

Schools should embed anti-bullying interventions within a positive ethos and culture which is rooted in respectful, equitable and inclusive practice. Promoting healthy relationships and responding to all forms of prejudice will help create a bullying free environment. Relational approaches which support improved behaviour, promote equality and develop emotional wellbeing enhance this. These include:

- Rights Respecting Schools
- Solution Oriented Approaches
- Mentoring and Peer Support
- Restorative Approaches
- Nurturing Approaches
- Pupil Voice and Participative approaches

12. Recording and monitoring bullying incidents

All instances of bullying behaviour should be formally recorded using the SEEMIS Bullying and Equalities module within Click and Go (see Appendix D). Supplementary information or additional detail can be recorded in Pastoral Notes. The Education Department will uplift this data following the end of each session in June for the purposes of annual monitoring and reporting to the Head of Education Services (Equality and Equity).

13. Policy Development

All schools should develop anti-bullying policies which set out their stance on bullying and the scope of the policy. See Appendix C

Appendix A - Equality Act 2010

The Equality Act 2010 provides a basic framework of protection against direct and indirect discrimination, harassment and victimisation in services and public functions. It protects people who are discriminated against because they are perceived to have, or are associated with someone who has, a Protected Characteristic. The Protected Characteristics are:

- Age*
- Sex
- Sexual Orientation
- Gender Reassignment
- Marriage and Civil Partnership*
- Pregnancy and Maternity
- Disability
- Race
- Religion or belief

* Not protected characteristics within school education

Organisations have to ensure that policies aimed at preventing bullying or at addressing the consequences of bullying where it occurs do not directly or indirectly discriminate anyone who shares a protected characteristic. For those bodies covered by the public sector equality duty (see below) that would normally be done by assessing and publishing the impact of those policies against the needs of anyone who has a protected characteristic.

As well as placing duties on service providers and public sector bodies the Act provides for ways in which individuals can seek remedies for discrimination by organisations, including mediation or making a claim to a court or tribunal. The [Equality and Human Rights Commission](#) (EHRC) provides more information on the rights of individuals, or advice can be sought from the [Equality Advisory Support Service](#).

The Equality Act 2010 does not just protect people from discrimination because they have these characteristics. It also protects a person from discrimination because they are perceived to have one or more of the protected characteristics or that they are associated with someone who does.

The public sector equality duty in the Equality Act 2010 requires an organisation exercising public functions to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity and foster good relations in the exercise of those functions. To help them to do this, most Scottish public authorities are subject to the requirements of a set of specific duties. These duties include equality impact assessment of new or revised policies.

The [Equality and Human Rights Commission](#) published [Technical Guidance](#) for all schools in Scotland outlining the requirements of the Equality Act 2010 in relation to the provision of

education and access to benefits, facilities or services, both educational and non-educational, providing an authoritative, comprehensive and technical guide to the law.

The [Schools \(Health Promotion and Nutrition\) Act \(Scotland\) 2007](#) amended the Education (Scotland) Act 1980 and the Standards in Scotland's Schools Etc. Act 2000 placing a number of duties on education authorities to ensure that schools are health promoting. This includes promoting physical, social, mental and emotional wellbeing by supporting pupils to make positive lifestyle choices in relation to their health and wellbeing.

Bullying, whether linked to prejudicial attitudes or not, can sometimes create additional support needs for children and young people. There is specific legislation in this area in the [Education \(Additional Support for Learning\) \(Scotland\) Act 2004](#) (as amended) which provides a comprehensive legal framework for the provision of additional, targeted support for children and young people who face barriers to learning. Further detailed information on relevant legislation and policy is contained within Respect for All.

Appendix B – Prejudice based bullying

This section outlines the protected characteristics in the Equality Act 2010 and other characteristics which may lead to bullying that are not covered by the Equality Act 2010.

Additional Support Needs: Can arise for any reason and be of any duration. Additional support may be required to overcome needs arising from learning environment; health or disability; family circumstances or social and emotional factors, and therefore may relate to a protected characteristic. A child or young person may be bullied because they have an additional support need. Being bullied can also lead to an additional support need.

Age: Age is a protected characteristic although prejudice and discrimination based on age is not applicable in school settings. Children and young people can be affected in a variety of other settings such as in workplaces, further and higher education and in wider society.

Asylum Seekers and Refugees: Asylum seekers or refugees may be at greater risk of bullying directly and indirectly. Some bullying behaviour against these groups may be of a racist nature which, given that race is a protected characteristic, can contravene equality legislation and have hate crime implications. Stigma, lack of knowledge and understanding of asylum seekers and refugees, and reluctance to burden parents with extra worries can allow bullying to go undetected and continue.

Body Image and Physical Appearance: This can be hugely important to children and young people with bullying because of body image having the potential to negatively impact on their wellbeing. In some cases, body image and physical appearance may relate to a protected characteristic, such as race or disability.

Disability: Disability is a Protected Characteristic. People who bully others may see disabled children and young people as being less able to defend themselves and less able to tell an adult about the bullying. The language and behaviour used may be a result of a lack of understanding about the nature of a person's disability. Increased knowledge and understanding about disability and the impact it can have can help reduce bullying.

Gender Identity and Transphobic Bullying: The term 'transgender' is an umbrella term for those whose gender identity or expression differs in some way from the sex that was assigned to them at birth. Gender identity reflects an individual's internal sense of self as being male, female, neither or aspects of both. Gender reassignment is a protected characteristic within the Equality Act 2010 and refers to those who propose to go through, are going through, or have gone through a process of gender re-assignment.

Transgender people face significant societal prejudice largely because they are perceived as not conforming to gender stereotypes, expectations and norms. As a result, transgender children and young people can be particularly vulnerable to bullying. This can manifest in many ways including transphobic name calling or deliberately mis-gendering them. An individual may also experience transphobic bullying if someone is perceived to be transgender or someone they are associated with, is transgender, i.e. a parent, relative or other significant figure.

Gypsy/Travellers: Children and young people who are Gypsy/Travellers may be at greater risk of bullying directly and indirectly. Some bullying behaviour against these groups may be of a racist nature which, given that race is a protected characteristic, can contravene equality legislation and have hate crime implications. Perceived risks about bullying and parents' own

experiences of discriminatory behaviour may lead to low levels of enrolment and poor attendance for Gypsy/Traveller children and young people as well as early exit from formal education. Other Traveller families, such as Roma, may have similar concerns.

Sexual Orientation, Homophobic, Biphobic and Transphobic Bullying: Sexual orientation is a protected characteristic within the Equality Act 2010. Bullying based on sexual orientation is largely motivated by prejudice towards lesbian, gay or bisexual people. Homophobic bullying is when a young person's actual or perceived sexual orientation is used to exclude, threaten, hurt, or humiliate them. Homophobic language and jokes around the school can create a climate of homophobia; for example, the use of the word 'gay' to mean sub-standard or uncool. This type of language should therefore be addressed.

Any young person can be homophobically bullied, whether they are LGBT or not. Sometimes young people can be homophobically bullied because others think that they are LGBT, because they have LGBT family or friends or often because they are seen as different or not conforming to traditional gender stereotypes.

Intersectionality: Understanding the different and unequal social and economic outcomes for particular groups, based on intersections between race, ethnicity, class, gender, sexual orientation, disability, and age. In the context of anti-bullying, it is important to understand the connection between the experience of belonging to one or more of these groups and a resultant inequality in attainment and wellbeing.

Looked After Children and Young People: Children and young people who are Looked After at home or away from home can be particularly vulnerable to bullying behaviour simply because they are looked after and seen in some way as 'different'. Looked after children and young people may not always have a stable support network to turn to when experiencing bullying and may find forming positive relationships with peers and adults more difficult due to their early childhood adversity. Developing trusting and supportive relationships between children and practitioners is required to address bullying of all forms and in all settings.

Marriage/Civil Partnership: Marriage and civil partnership is a protected characteristic. Whilst it is unlikely that a school-aged pupil will be in a same sex marriage or civil partnership and directly experience prejudice and discrimination as a result, there could be instances of indirect discrimination, for example, if the child or young person is associated with someone (parent, sibling, etc.) who is in a same sex marriage or civil partnership or in a same sex relationship. Marriage and civil partnership discrimination and prejudice can also affect children and young people in a variety of other settings, for example, in workplaces, further and higher education and in wider society.

Racism and Race: Race is a protected characteristic. Children and young people from minority ethnic groups often experience bullying based on perceived differences in dress, communication, appearance, beliefs and/or culture as well as their skin colour and accent. The status of the ethnic group a child belongs to (or people assume they belong to) in a school, community or organisation can often lead to a child or young person experiencing bullying behaviour. This can arise from a misguided and/or learned belief that they are less valued and 'deserve' to be treated differently, or with less respect.

Religion or Belief: Religion or belief is a protected characteristic. Lack of knowledge and understanding about the traditions, beliefs and etiquette of different faiths can lead to religious intolerance. Lack of awareness about the differences in practices of religions such as prayer times, dietary requirements, fasting and the wearing of religious clothing or articles

of faith can result in misunderstandings and stereotyping, which may lead to bullying. People who have a religion or belief or who do not are protected under the Equality Act 2010.

Sectarianism: Most people understandably associate sectarianism with religion, which is a protected characteristic. The reality of prejudice however means that your family background, the football team you support, the community you live in, the school you attend and even the colour of your clothing can mark you out for sectarian abuse - whatever your beliefs may be. In Scotland, sectarianism is most often related to Protestant and Roman Catholic divisions within Christianity but can also relate to other religions, for example Sunni and Shia Muslims within Islam, and Orthodox and Reform Jews within Judaism.

Sexism and Gender: Sex, sexual orientation and gender reassignment are all protected characteristics. Bullying in the form of derogatory language and the spreading of malicious rumours can be used to regulate both girls' and boys' behaviour - suggesting that they are not being a real man or a real woman. These terms can be of an explicit sexual nature and can involve using terms for people who are gay and lesbian as a negative towards a person's masculinity or femininity. Sexism and gender stereotypes feed into homophobia, biphobia and transphobia. Gender stereotyping, based on the notion of acceptable and unacceptable male and female behaviour, can leave children and young people who are perceived not to conform to these notions vulnerable to indirect and direct bullying. Personality traits that do not fit into the unwritten rules of 'appropriate' male and female behaviour can lead to bullying because of the prejudice towards their perceived difference.

Socio-economic Prejudice: Bullying due to socio-economic status can take place in any community. Small differences in perceived family income/family living arrangements/social circumstances or values can be used as a basis for bullying behaviours. These behaviours, such as mocking speech patterns, accents, belongings, clothing, etc. can become widespread through those considering themselves to be in the dominant socio-economic group. Bullying of children who endure parental substance misuse can also be prevalent.

Young Carers: The lives of young carers can be significantly affected by their responsibility to care for a family member who has a physical illness or disability, mental health problem, sensory or learning disability or issues with the misuse of drugs or alcohol. Young carers are at risk of bullying for a variety of reasons. Depending on responsibilities at home, they may find themselves being unable to fully participate in school or after-school activities or 'fun stuff'. This can make it difficult for them to form relationships; it can hinder successful transitions or lead to educational difficulties.

Appendix C – Framework for Policy Development

Every educational establishment in East Renfrewshire will implement, monitor and regularly review its own policy on dealing with bullying behaviour. Individual establishments should revise their own policy within three months of issue of the authority's policy. Policy review should take into account the views of pupils, parents and other relevant stakeholders through consultation.

Establishments will regularly inform staff, parents, pupils and users of this policy and procedures for implementing it. The policy should be accessible and available through the school website and school handbook. School / centre policies will be monitored by the Head of Service (Equality and Equity) and Quality Improvement Officers as part of the department's quality assurance procedures.

Mobile, Internet and wireless technologies have increased the pace of communication and brought benefits to users worldwide. However, their popularity provides increasing opportunities for misuse through online bullying behaviour. It is crucial that children and young people, who are particularly skilful at adapting to new technology, use their mobiles, social media and the Internet safely and responsibly. Guidance is available on safe use of technology in Standard Circular 69.

School policies should include:

- A statement which lays out the school's stance on bullying and its scope;
- A definition of bullying in line with the National Policy; *Respect for All*;
- A clear statement that bullying is a breach of the UNCRC;
- An understanding that some bullying behaviour may be an offence within the law;
- An explicit commitment to challenge all prejudice-based bullying and language – including that based on the protected characteristic listed in the Equality Act 2010;
- Policies that address bullying based on the protected characteristics will, where appropriate, require completion of an Impact Assessment (EQIA);
- Consideration that schools/organisations may also wish to complete the Child Rights and Wellbeing Impact Assessment (CRWIA) which has been made available for local authorities and children's services to adapt for their own uses;
- Expectations or codes of behaviour, and responsibilities for all staff/volunteers and children and young people;
- A clear commitment to promoting and modelling positive relationships and behaviour;
- A range of strategies that will be used to prevent and respond to bullying;
- The recording and monitoring strategies that will be used for management purposes in line with Data Protection guidelines; reporting
- That children and young people have a right to express their views in matters that affect them, and for these views to be given due weight in the policy;
- That parent(s) and pupils have a right to be included and consulted on;
- In what way and how often the policy will be evaluated and reviewed with children and young people and their parent(s) and staff (ideally every three years); and
- A commitment to how staff and volunteers will be trained and supported.

Appendix D – Recording and Monitoring

All bullying incidents must be recorded in the Click and Go Bullying and Equalities module. Instructions on how to carry this out can be found within the SEEMiS Help Pages; <https://www.seemis.gov.scot/site3/index.php/helppages/rollout-additional-support-documents/160-additional-support-documents/1428-rollout-415-bullying-and-equalities>

The central reports pull all incidents logged and schools and the authority are able to separate out the confirmed bullying incidents from the unconfirmed. Bullying incidents logged as “Being Addressed”, “Not Resolved” or “Resolved” will be confirmed incidents. Bullying incidents marked as “unfounded” will be unconfirmed.

For further information - bullying incidents recorded through Management>Bullying and Equalities>Maintain Incident as “Being Addressed”, “Not Resolved” or “Resolved” will automatically update pastoral notes and label this as a latest significant event. Incidents recorded as “unfounded” will not. Schools should bear in mind that if an incident is recorded as “Being Addressed”, “Not Resolved” or “Resolved” in the first instance, there will be a need to go back into the incident and mark it as “unfounded”. This will already have updated Pastoral Notes. This will appear on the reports as “unfounded”. Racial incidents recorded through Management>Racial Incidents>Recording - DO NOT update pastoral notes.

Both the Racial Incidents and the Bullying and Equalities Maintain Incident screens should be used. The Bullying and Equalities screen has the ability to mark a bullying incident as being “Racial” and the Racial Incidents screen can be used for Racial Incidents that are not necessarily bullying e.g. Racial Graffiti spray painted on a wall within your establishment. Both screens will be used for the purposes of annual reporting.

If you add an incident after the date it happened – you can backdate all the relevant incident dates, it is not possible to backdate the due date or completed date in the monitor/review box. These have to be dates in the future of the date the incident is entered. SEEMiS has confirmed that the screen was developed on the basis that schools would be adding them in at the time (which is not always feasible); another option in this screen is to leave the date as “<No date>” and complete all other relevant boxes.

Appendix E – Anti-bullying resources

Link to GLOW site

<https://blogs.glowscotland.org.uk/er/healthandwellbeing/er-anti-bullying-resource-toolkit/>

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EAST RENFREWSHIRE COUNCILEDUCATION COMMITTEE31 January 2019Report by Director of EducationALLOCATION OF 1140 HOURS OF EARLY LEARNING AND CHILDCARE**PURPOSE OF THE REPORT**

1. To seek elected member approval of the priority criteria to be used when allocating the roll out of 1140 hours of early learning and childcare places.

RECOMMENDATION

2. It is recommended that Education Committee approve the priority criteria for allocation of 1140 hours of early learning and childcare.

BACKGROUND

3. The Scottish Government has set a transformational agenda for Early Learning and Childcare by 2020. 'A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland 2017 – 2018 Action Plan' was published in March 2017 and outlines the national vision for early learning and childcare (ELC) and the key policy principles.

4. The vision is to almost double the entitlement to free ELC from 600 hours to 1140 hours per year by 2020 for all 3 and 4 year olds and eligible 2 year olds and is underpinned by the key principles of quality, flexibility, accessibility and affordability.

5. In East Renfrewshire new models of early learning and childcare delivery were introduced in 2014 in response to the Children and Young People (Scotland) Act which increased children's entitlement of ELC to 600 hours. The application and allocation process was refreshed and approved by elected members at this time to facilitate the implementation of more flexible models of delivery.

6. Elected members approved the early phasing of 1140 hours at Education Committee in March 2018.

7. As it was anticipated that the increase to our provision will take a few years to establish, and be dependent on Scottish Government funding, only a limited number of children and families will be able to access the 1140 hours of free early learning and childcare earlier through the department's phasing programme.

8. Clear criteria was approved to assess applications and ensure that places are allocated in an equitable and transparent way in the interim period between March 2018 and full implementation. This criteria was designed to support our most vulnerable children and families.

9. From August 2020 all children will be entitled to 1140 hours, however to continue to ensure places are allocated in an equitable way there is still a requirement to have published priority criteria.

REPORT

10. The Education Department processes all applications for ELC and allocates each child a nursery place for both their ante pre-school and pre-school years by April of each year.

11. With the full implementation of the Scottish Government Expansion to 1140 hours in 2020 the applications received for children who will start nursery in their ante pre-school year in 2019/20 will need to consider the models for delivery of 1140 hours in 2020/21. This will ensure, as far as reasonably practical, that children will experience continuity in their ELC and prevent parents applying twice for their entitlement. Therefore the criteria for allocation, needs to be in place for April 2019.

12. East Renfrewshire Council early years provision is organised into 4 communities and as such our expansion plans to increase provision from 600 hours to 1140 hours are focused around each of these communities. The communities are as follows:

- Barrhead/ Neilston / Uplawmoor
- Busby/ Clarkston/ Eaglesham
- Giffnock/ Thornliebank
- Newton Mearns

13. The new models of delivery are based on degrees of flexibility and choice being available so that parents can choose:

- | | | | |
|----|------------------------|---|---|
| a. | Core Provision | - | 5 sessions of 6 hours per week
(school days over the school year) |
| b. | Extended Day Provision | - | 3 sessions of 10 hours per week
(longer days over the school year) |
| c. | Stretched Provision A | - | 5 sessions of 4 hours 45 minutes per week
(half days over a longer year) |
| | Stretched Provision B | - | 2 sessions of 9 ½ hours and 1 session of 4 hours 45 minutes per week
(mix of full days and half days over a longer year) |
| d. | Blended Provision | - | 15 hours in LA Establishment and 15 hours with another provider working in partnership per week. |
| e. | Funded Provider | - | 1140 hours per year fully funded provision with a private, voluntary and independent provider including childminders. |

14. It is proposed that from August 2020 nursery classes will offer options a, b and d, with family centres offering c and d, depending on available resources.

15. The following banding system will be used to allocate places equitably to children for their 1140 place for August 2020.

Priority Criteria	
Priority 1	Child Protection, Prevention, Looked After and Additional Support Needs.
Priority 2	Deferred Entry to Primary School. *
Priority 3	Pre-school children within their allocated community as indicated by address.
Priority 4	Ante pre-school children within their allocated community as indicated by address and who have an older sibling attending the same nursery.
Priority 5	a) Pre-school children applying outwith their community (as indicated by address). b) Ante pre-school children applying outwith their community (as indicated by address).
Priority 6	Admission will be given to children resident out with East Renfrewshire whose parents make a request for: a) a pre-school place. b) an ante pre-school place.

**the local authority has approved funding for an additional year of early learning and childcare*

16. Elected members should note that the current criteria for the allocation of 600 hours will continue to be implemented to any preschool children applying for a place for school session 2019-2020.

CONCLUSION

17. At the heart of East Renfrewshire ELC expansion activity is quality, which has been recognised locally and nationally. Our expansion plan is founded on the key national principles of quality, flexibility, accessibility and affordability.

18. The consistent application of agreed priorities ensures that places are allocated in an equitable and transparent way for all children.

19. To ensure flexibility and accessibility parents will have the opportunity to split their child's entitlement to 1140 hours ELC between local authority settings, childminders and other funded providers.

RECOMMENDATION

20. It is recommended that Education Committee approve the priority criteria for allocation of 1140 hours of early learning and childcare.

Mhairi Shaw
Director of Education
January 2019

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Local Government Access to information Act 1985

Background Papers:

1. [A Blueprint for 2020: The Expansion of Early Learning and Childcare in Scotland 2017 – 2018 Action Plan. \(March 2017\)](#)
2. East Renfrewshire Education Department, Towards 1140 hours of ELC Provision, Education Committee, 29 March 2018
3. East Renfrewshire Education Department, Report on the Progress of Expansion of Early Learning and Childcare, Education Committee, 14 June 2018