



Social Justice Strategy 2023 - 2026



Education Department



INTRODUCTION

This strategy accompanies the guidance framework *Beyond Equity: A Framework for Social Justice in Education in East Renfrewshire*.

It outlines what the Education Department intends to do to improve social justice through education over the coming three-year period.

The Education Department worked with children and young people, parents and staff to prepare this strategy, gathering their views through questionnaires and discussion groups.



WHAT CHILDREN AND YOUNG PEOPLE TOLD US



493 pupils in P5-S6 and 245 pupils in P1-4 completed questionnaires. Pupils were invited to agree/disagree with a number of statements related to equality, social justice and children's rights (Appendix 1).

The following statements had the highest average ratings /5 overall:

- My school helps me to understand what children's/young people's rights are. (4.5/5)
- I can look for and get information that I need. (4.4/5)
- My school helps me to understand what equality is. (4.4/5)

The following statements had the lowest average ratings overall:

- I feel free to give adults at school my opinions about things that affect me. (3.8/5)
- My rights are always respected in my community. (3.9/5)
- My views are heard and listened to at school. (4.0/5)

The following statements were the most frequently disagreed with:

- I feel free to give adults at school my opinions about things that affect me. (14.8% of responses)
- I feel like I can be myself at school. (13.6%)
- All different kinds of people are treated fairly at school. (10.5%)
- My views are heard and listened to at school. (10.1%)



We asked pupils in P5-S6 to complete the sentences, 'Social justice is when...', 'Equality is when...' and 'I feel my rights and my dignity are respected when...'

Here are some of their responses:

Social justice is when...

'People will stand up for what they think is right. Not just posting it on Instagram or doing a PSHE lesson, but actually saying something when they see something that's not right.' *S6 pupil, Woodfarm HS*

'Everyone gets what they need as an individual.' *P7 pupil, Our Lady of the Missions PS*

'People in the community stand up for each other when others are discriminated against/hate crimed.' *S5 pupil, Williamwood HS*

'It doesn't matter how much money your family has or what your personal background is, everyone gets treated fairly.' *S1 pupil, Eastwood HS*

Equality is when...

'People respect your gender, race, body type, lifestyle and rights.' *P7 pupil, Carlibar PS*

'People are treated fairly.' *P7 pupil, Neilston PS*

'When teachers say yes to go to the toilet and then I am allowed.' *P6 pupil, St Mark's PS*

'When very different people are treated equally.' *P5 pupil, Our Lady of the Missions PS*

I feel my rights and dignity are respected when...

'When I am listened to by my teacher and classmates.' *S1 pupil, St Ninian's HS*

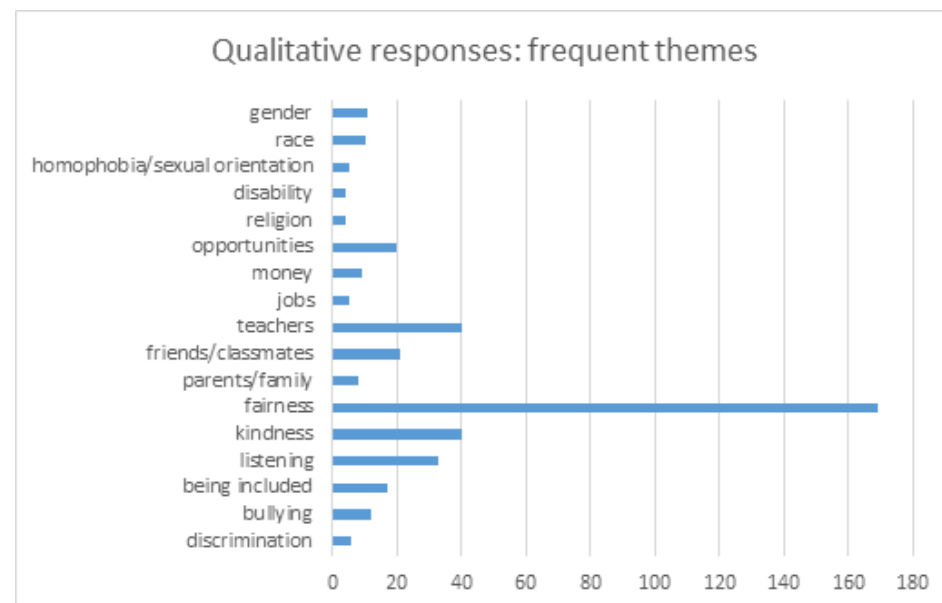
'If I get a hot lunch it respects the right of healthy food and healthy water.' *P7 pupil Our Lady of the Missions PS*

'When I'm included in things like outdoor games.' *P6 pupil, Carolside PS*

'When I get to get changed in a different room from the boys.' *P7 pupil, St Mark's PS*



The responses across all free text questions were analysed to identify commonly recurring words/themes and the results are shown in the chart below.



WHAT TEACHERS AND EARLY LEARNING & CHILDCARE PRACTITIONERS TOLD US



Teachers and early years practitioners and leaders highlighted a number of areas of strength in current practice, such as:

- Availability of Pupil Equity Funding to improve equity for learners living with deprivation;
- Engagement of all schools with Rights Respecting Schools programme, with strong rights-based and family-focused practice in early years establishments;
- Initiatives to reduce the Cost of the School Day (CoSD); and,
- Progress in engaging a wider range of parents in the life and work of the school, in particular through parent equalities groups.

These areas of strength are reflected in our data, for example in improvements in the engagement and attainment of individual children and young people, increases in the number of schools adopting CoSD approaches and establishing parent equalities groups, and achievement of Rights Respecting Schools and Family Friendly accreditation.

School and centre-based staff also highlighted a number of opportunities for further improvement, in particular:

- Supporting all staff members to deeply understand revised GTCS standards (2021) and adopt values and practices aligned with social justice;
- Engaging a more diverse range of parents in the life and work of the school;
- Consultation and partnership working with pupils and families to identify, understand and work to remove barriers for particular groups of learners; and,

Continuing to refine the use of resources to improve equality and equity for all learners.

WHAT PARENTS TOLD US

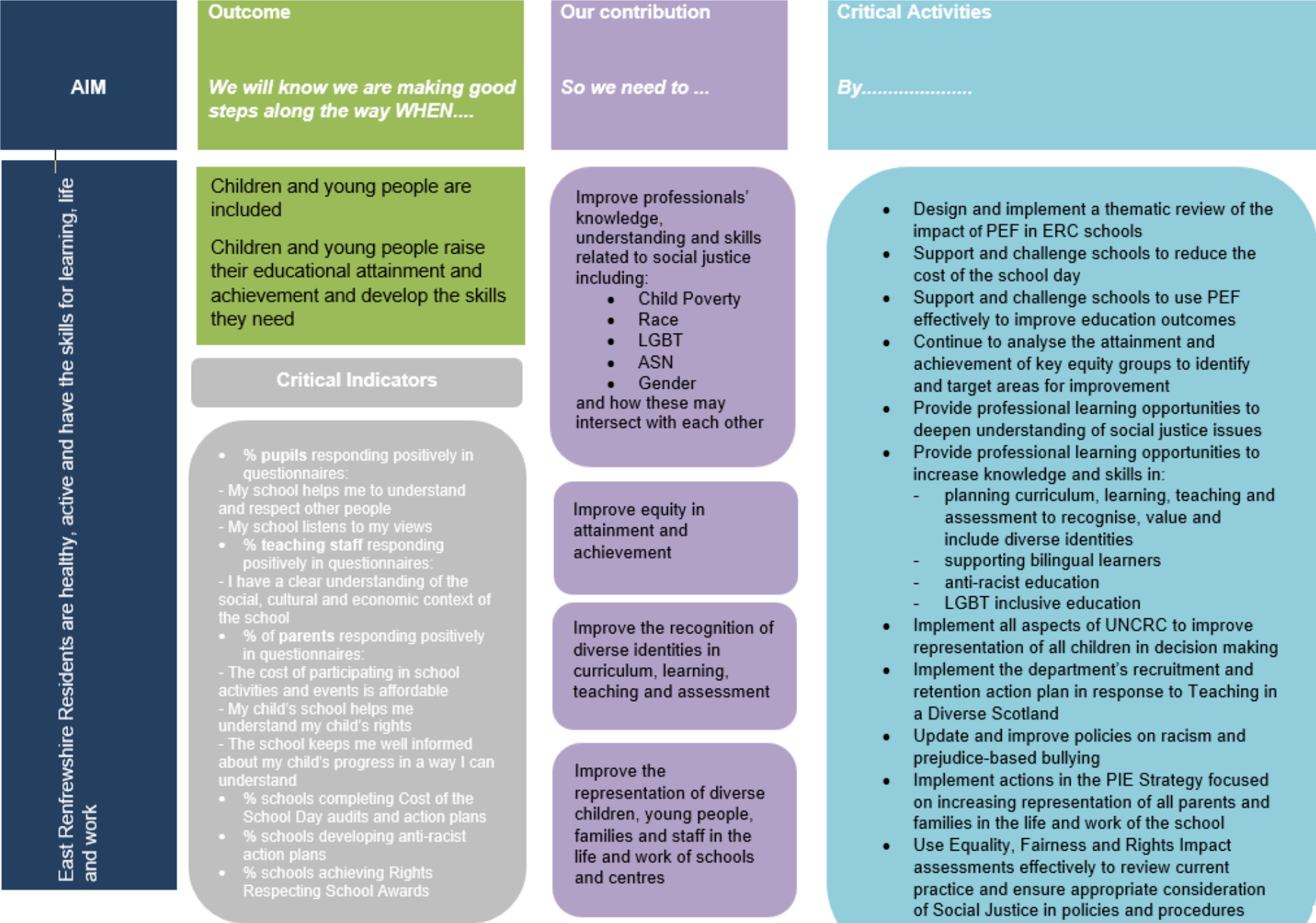


In discussions with parents, the following areas were seen as being important for schools to develop:

- Awareness of differences between people and acceptance of difference
- Understanding and meeting the needs of different groups
- Education being inclusive in line with the standards set by Getting It Right For Every Child
- Core values such as fairness, respect and equity
- The prominence of rights and diversity in children's education.



The driver diagram below sets out the Education Department’s key commitments targeted at improving social justice from 2023-2026. Detailed guidance to support schools to work towards these aims is outlined in *Beyond Equity: A Framework for Social Justice in Education in East Renfrewshire*.



- % schools accurately recording racist and bullying incidents via SEEMIS
- Evaluations of professional learning opportunities
- % budgets allocated through Participatory Budgeting
- Attainment and achievement of key equity/equality groups including Ethnic Minority (disaggregated), Gender, Care Experienced, SIMD and ASN
- Evaluation of School Improvement Plans/PEF Plans and Standards & Quality Reports
- % key equity/equality groups represented in our staffing

Reduce barriers which limit the involvement and engagement of specific groups of children and young people, parents/carers and staff.

- Support and challenge schools to adopt collaborative self-evaluation and consultation approaches to identify local barriers to stakeholder involvement and address these
- Implement actions in the DYW Action Plan focused on improving equity
- Develop and launch social justice policy guidance/framework
- Share effective practice across sectors and establishments

APPENDIX 1

EQUALITY AND SOCIAL JUSTICE: PUPIL CONSULTATION MAY/JUNE 2022

Questions for all pupils:

Star rating 1-5 Strongly disagree – Strongly agree:

1. My school helps me to understand what children and young people's rights are.
2. I feel my rights are always respected at school.
3. I feel my rights are always respected in my community. *
4. I feel free to give adults at school my opinions about things that affect me.
5. I feel my views are heard and listened to at school.
6. I can look for and get information that I need.
7. My school helps me to understand what equality is.
8. All different kinds of people are treated fairly at school.
9. I am treated like I matter as much as everyone else at school.
10. I feel like I am valued at school. *
11. I feel like it's ok to be myself at school.
12. I think others can always be themselves at school.

* P5-S6 only

Free text questions P5-S6:

I think equality is when...

I think social justice is when...

I feel my rights and dignity are respected if/when...