

Education, Children and Families Committee

10am, Tuesday, 8 October 2019

Promoting Equality

**Executive/routine
Wards
Council Commitments**

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 note the progress and areas for improvement in promoting Equality across City of Edinburgh schools, in all aspects of education systems, procedures and practices.
 - 1.1.2 agree to the next steps proposed at section 5.
 - 1.1.3 agree that report is presented in March 2020 to provide sufficient time for the impact of proposed actions at section 5 to be evaluated.

Alistair Gaw

Executive Director for Communities and Families

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Report

Promoting Equality

2. Executive Summary

- 2.1 All education establishments and services recognise their legal requirement to:
- Eliminate unlawful discrimination, harassment and victimisation.
 - Advance equality of opportunity between people who share a protected characteristic
 - Foster good relations between people who share a protected characteristic and those who do not.
- 2.2 There are many positive examples of preventative, pro-active and responsive work relating to the above duty across our education establishments and services. It is also recognised that the experiences reported by some children, young people and families indicate that consistency is an issue which we are working to address. In particular, bullying and prejudice remain enduring problems and this is reported on separately in 'Preventing and Responding to Bullying and Prejudice amongst Children and Young People'. The current report provides an indicative summary of the work of primary, secondary and special schools, the ASL Service and Quality Improvement & Curriculum Service to promote Equality and areas for improvement. It focuses mainly on the protected characteristics of race, religion or belief, sexual orientation and gender re-assignment. The protected characteristic of disability will be addressed partly through the forthcoming Inclusion Report. A future Equality report will focus on disability and gender.

3. Background

- 3.1 Previous reports on equalities and inclusion and measures to improve the opportunities, experiences and outcomes for children and young people have been presented to the Education, Children and Families Committee, most recently the March 2019 report on work across Communities and Families to promote children's rights, equalities and inclusion with children and young people.
https://democracy.edinburgh.gov.uk/Data/Education,%20Children%20and%20Families%20Committee/20190305/Agenda/item_72_-_promoting_children_s_rights_equalities_and_inclusion_in_schools_and_services.pdf

- 3.2 In addition, the February 2019 interim report on the Equality, Diversity and Rights Framework 2017-2021 notes progress in relation to actions for Communities and Families under: Outcome 1. Improved accessibility of council services, housing and buildings; Outcome 2. Improved community safety, justice and cohesion services; Outcome 3. Improved education and employability services.
- 3.3 When reviewing or planning new policies or services, education establishments and services ensure that they fulfil their legal requirements to give due regard to all protected groups and consider whether any individual or group might experience a particularly positive or negative impact and take steps to mitigate as appropriate. They examine and use all available information to ensure that promotion of equality and anti-bullying issues are incorporated within establishment and service development plans.
- 3.4 Communities and Families is committed to an inclusive and rights respecting approach to promoting equalities, preventing and addressing discrimination and bullying and closing the equity gap.
- 3.5 The key Communities and Families policies, frameworks and procedures directly related to promoting Equality in education establishments are:
- Included, Engaged and Involved
 - Edinburgh Learns Framework for Inclusion
 - Edinburgh Learns Framework for Equity
 - Edinburgh Learns Framework for Health and Wellbeing
 - Preventing and Responding to Bullying and Prejudice Amongst Children and Young People
- 3.6 We gather Equalities monitoring information from a range of sources including: pupil views (pupil councils, focus groups, biennial pupil wellbeing survey), school self-evaluation, bullying incidents data, attainment data, employment data and engagement with partners.
- 3.7 This quantitative and qualitative data informs actions for improvements in promoting equality and preventing and responding to bullying. We recognise the importance of qualitative data for giving voice to children and young people's experiences.
- 3.8 We recognise the need to ensure that we continue to closely monitor information and to maintain an equitable approach in relation to all protected characteristics. Furthermore, we recognise the need to be alert to intersectionality, including the interaction between protected characteristics and poverty.

4. Main report

- 4.1 A revised procedure for 'Preventing and Responding to Bullying Amongst Children and Young People' has been written and is due to be launched in October 2019, in partnership with **respectme** Scotland's Anti-Bullying Service. (See separate report)
- 4.2 A range of Equalities training aimed at Senior Leaders (required), Equality Co-ordinators and whole-staff (optional) has been developed and delivered over the period 2016-2019 by the Additional Support for Learning Service (Appendix 1). Since January 2019, this offer includes whole-school Unconscious Bias training. Work is underway to review the reach and impact of this training to identify improvements. School Equality Co-ordinators receive a termly bulletin highlighting upcoming training and events, key information, updates and good practice.
- 4.3 Authority level 'Leavers' attainment data for the period 2017-2018 (Appendix 2) analysed for EAL (English as an Additional Language) shows a drop in Attainment for All from 2017 to 2018 across lowest 20%, middle 60% and highest 20%, with figures below the national average for all groups. In Literacy and Numeracy, there has been a slight increase at Level 4+ and Level 5+ and the overall trend is positive. Positive Destinations data shows a 2% increase on 2017 which places Edinburgh above the National Average.

The same attainment data analysed for BME (Black and Minority Ethnic) shows an increase in 2018 for the lowest 20% and highest 20%. However there has been a drop in attainment for the middle 60% and this figure is noticeably below the national average. Attainment in Literacy and Numeracy shows little change, with a slight recovery from 2017 results at Level 4+ and Level 5+. Level 5+ attainment remains below the national average, although the gap has narrowed compared with 2017. The figure for Positive Destinations has decreased slightly in 2018 however it remains in line with the national average. The strategy for improvement in attainment is set out in the Edinburgh Learns Framework which is elsewhere on the Education, Children and Families Committee agenda.

- 4.4 Pupil wellbeing survey data (secondary) for 2018-19 (Appendix 3) is analysed for BME, disability and gender. This report highlights the findings for BME.
- 4.5 The data indicates that overall, young people from minority ethnic backgrounds report lower levels of wellbeing than their 'White' peers. It is noticeable that for almost all statements, results for BME including 'White Other' are higher than for BME not including 'White Other'. For BME pupils not including 'White Other', responses differed by more than 5 percentage points (lower) for four statements: *When I moved from my previous school into this one, the staff helped me with this change; I have adults in school I can speak to if I am upset or worried about something; I know what out-of-school activities and youth groups are available in my local area; I expect to be able to get a job, college, training or university place when I leave school.*

- 4.6 The steps to address these issues are set out in Section 5.
- 4.7 The recently introduced school-level monitoring and tracking system (EDiCT) includes BME, Disability, EAL, Gender and Looked After fields to allow schools to closely monitor and track these groups of interest.
- 4.8 A rolling programme of school supported self-evaluations includes self-evaluation of HGIOS?4 Quality Indicators 2.4 Personalised support and 3.1 Ensuring wellbeing equality and inclusion. Self-evaluation of these QIs is supported by the Additional Support for Learning Service Deputes, working alongside Quality Improvement Officers.
- 4.9 In the context of increasing numbers of bilingual learners, the ASL Service EAL and Gypsy Roma Traveller (GRT) Support Team has developed an evidence-based capacity-building model to ensure an equitable, sustainable and responsive EAL provision. We continue to explore opportunities for extending this model in primary schools and there is a pilot currently underway in one secondary school. Working with schools and partners, the team provides a range of targeted support for vulnerable groups (refugees, asylum seekers, Unaccompanied Asylum Seekers and GRT children and young people). It also works with other specialist practitioners to ensure that EAL learners who have other additional support needs at Pathways 2-4 are appropriately identified and supported. (Appendices 4-6)
- 4.10 Our aim is to embed representation of the lived experiences and histories of all communities within the everyday curriculum so that all children and young people are explicitly valued and included. We recognise the need for a curriculum which fully acknowledges and incorporates the positive contribution and achievements of people from black and minority ethnic backgrounds in History and across all areas of the curriculum, as one aspect of whole-school approaches to anti-racist education. To this end, we will continue to provide training and resources for teachers. The EAL & GRT Support Team offers training and support for schools to develop a culturally inclusive curriculum, with a focus on children and young people from minority ethnic backgrounds. The September 2019 issue of the Equality Co-ordinators' bulletin and the upcoming Equality Co-ordinators' training will highlight resources and events for Black History Month. (Appendix 7)
- 4.11 A pilot project is underway at St. John's RC Primary School to engage with pupils and parents from minority faith groups. Open to all minority faith groups, to date the participating pupils and parents are from the Muslim and Sikh communities. (Appendix 8)
- 4.12 There is ongoing work in several schools to engage with parents from minority ethnic backgrounds, including at Preston Street Primary School and Gylemuir Primary School. Tynecastle HS are working on increasing diversity of representation on their

Parent Council and this work is being shared with the Edinburgh Learns Parental Engagement Board.

- 4.13 There is a continued lack of diversity in the teaching workforce in Edinburgh which reflects the national picture as highlighted in the Scottish Government report *‘Teaching in a Diverse Scotland: Increasing and Retaining Minority Ethnic Teachers in Scotland’s Schools’* (November 2018). As of March 2019, Communities and Families employed 85 BME teachers (2%), 50 BME PSAs (3.4%) and 1 BME CLD Lifelong Learning Development Officer (10%). By contrast, approximately 28% of Edinburgh’s school population is from a minority ethnic background. It should be noted that 17.7% of the Council’s workforce have not disclosed their ethnicity. A ‘Creative Conversation’ event with speakers from BAMEed network in autumn 2018 raised awareness of this issue amongst Communities and Families leaders and a next step will be to establish a cross-departmental short-life working group.
- 4.14 Many schools have achieved Bronze, Silver or Gold UNICEF Rights Respecting School Awards (Appendix 9). Other schools are working independently to embed the United Nations Convention on the Rights of the Child (UNCRC). All schools are working to embed the values of wisdom, justice, compassion and integrity which underpin the Curriculum for Excellence. These rights and values are translated into each school’s own values which are chosen by pupils. Children’s rights are also promoted through age-appropriate awareness-raising of the Getting it Right (GIRFEC) Wellbeing Indicators.
- 4.15 Five of our secondary schools have achieved an LGBT Youth Scotland Charter Award, with Queensferry High School’s journey to the Bronze award being highlighted on the LGBT Youth Scotland website. Many more schools are working hard to meet the needs of our LGBT learners. Our schools are implementing the new national resource for Relationships, Sexual Health and Parenthood education for children and young people. We note the Scottish Government’s approval of the recommendations of the TIE campaign and establishment of an LGBT Inclusive Education Working Group. We undertake to continue to engage pro-actively with the recommendations and the forthcoming policy guidance and resources.
- 4.16 Following the recent challenge to national guidance on supporting transgender and non-binary children, we note that a national review will take place. In the interim, we continue to work with schools to support transgender young people on a case by case basis.
- 4.17 The role of the Equalities Lead Officer will be to strengthen the strategic approach to promoting equality and reducing discrimination within schools and across Communities and Families; to work within Communities and Families and with other agencies and voluntary sector partners to support schools to meet their duties under

the Equality Act 2010; to work with other Council departments to address cross-departmental issues.

5. Next Steps

- 5.1 Evaluate reach and impact of all Equalities-related training and identify actions, including: scoping out mandatory Equalities training for all staff; involvement of children, young people and families in the review and delivery of training; consideration of the potential contribution of partners in delivery of training.
- 5.2 Establish a cross-departmental short-life working group to agree actions to address lack of diversity in the authority's Teacher, Pupil Support Assistant and Youth Worker / Lifelong Learning Development Officer workforce.
- 5.3 Audit Edinburgh Learns Frameworks to ensure that Equalities groups are appropriately considered and referenced.
- 5.4 Audit data currently gathered in relation to promoting equality and preventing and responding to bullying and prejudice; identify gaps in this data; strengthen systems for gathering relevant data from schools, partners and officers to inform on progress and guide future work.
- 5.5 Review Edinburgh guidance and training on supporting transgender young people after publication of forthcoming national guidance.
- 5.6 Evaluate implementation of 'Preventing and Responding to Bullying Amongst Children and Young People' procedure from *August 2020*.
- 5.7 Make sure these steps are based on the highest standards of principals of engagement with young people.

6. Financial impact

- 6.1 It is expected that this work will be carried out within existing roles and remits, and therefore actions and timescales will require to be reasonable and realistic.

7. Stakeholder/Community Impact

- 7.1 Consultation and engagement took place with school senior managers and officers within the local authority. Further engagement with pupil, parent and community partners is planned.

8. Background reading/external references

- 8.1 Included, Engaged and Involved (Education Scotland) 2018

- 8.2 City of Edinburgh Council: Included, Engaged and Involved - policy
- 8.3 City of Edinburgh Council: Preventing and Responding to Bullying Amongst Children and Young People - procedure
- 8.4 City of Edinburgh Council: Edinburgh Learns Framework for Inclusion
- 8.5 City of Edinburgh Council: Edinburgh Learns Framework for Health and Wellbeing
- 8.6 City of Edinburgh Council: Equality, Diversity and Rights Framework 2017-21; and progress report for 2017-2019
- 8.7 https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHedit_HGIOS/FRWK2_HGIOS4.pdf
- 8.8 <https://www.gov.scot/publications/teaching-diverse-scotland-increasing-retaining-minority-ethnic-teachers-scotlands-schools/>
- 8.9 <https://www.gov.scot/publications/lgbt-inclusive-education-implementation-group-communications-brief/>
- 8.10 <https://www.lgbtyouth.org.uk/lgbt-charter/lgbt-schools-charter/our-story-queensferry-high-school/>
- 8.11 <https://www.gov.scot/publications/statement-gender-recognition/>

9. Appendices

- 9.1 Appendix 1 Equality Training and support for Senior Leaders, Equality Co-ordinators and school staff
- 9.2 Appendix 2 Attainment data
- 9.3 Appendix 3 Pupil Wellbeing Survey data
- 9.4 Appendix 4 ASL Service leaflet: English as an Additional Language (EAL)
- 9.5 Appendix 5 EAL Professional Learning Offer 2019-20
- 9.6 Appendix 6 Developing a Capacity-building Model for EAL Provision
- 9.7 Appendix 7 Equality Co-ordinator Bulletin September 2019
- 9.8 Appendix 8 St John's Pilot
- 9.9 Appendix 9 UNICEF Rights Respecting Schools

Appendix 1: Equality Training for Senior Leaders, Equality Co-ordinators and School Staff

Audience	Format and Content	2016-17	2017-18	2018-19
School Head Teachers / Senior Leaders (required)	One 2-hour session; based on the concept of 'Cultural Proficiency', with good practice input from 2 other authorities, focusing on 'race' and religion/belief; and sexual orientation and gender re-assignment.			
Equalities Co-ordinators (optional)	Three 2-hour sessions; deepening knowledge of cultural proficiency and application in school settings; exploration of all relevant protected characteristics.	Nursery Schools/EYCs: 8 Primary Schools: 32 Secondary Schools: 10 Special Schools: 4		
Pupil Support Assistants	One 2-hour session as part of full day ASL training delivered to PSAs in cluster groups.	Rolling programme reaching all schools over a 3-year period		
Whole-school	One 1.5 hour session on 'Unconscious Bias' (new in 2018-19)			St. John's RCPS

Appendix 2: Attainment Data

Attainment for All									
Group	Lowest 20%			Middle 60%			Highest 20%		
	2016	2017	2018	2016	2017	2018	2016	2017	2018
BME CEC	185	165	195	735	725	721	1404	1376	1396
BME National	211	231	205	782	762	783	1413	1399	1403
EAL CEC	153	147	133	567	638	576	1245	1311	1268
EAL National	151	147	141	600	598	611	1234	1254	1255

Based on complementary tariff score
Includes all S4/S5/S6 leavers for that year

Shading: indicates figure more than 25 points above VC/National
 indicates figure more than 25 points below VC/National
Red text if 2018 figure lower than 2017

Literacy and Numeracy

Group	Level 4+ literacy & numeracy				Trend	Level 5+ literacy & numeracy				Trend
	2016	2017	2018			2016	2017	2018		
BME CEC	91	90	92			70	69	71		
BME National	90	93	91			74	77	75		
EAL CEC	86	88	89			63	68	69		
EAL National	86	86	87			65	66	65		

Positive Destinations

Group	Initial PDs			Trend
	2016	2017	2018	
BME CEC	94.7	96.4	96.3	
BME National	94.3	96.1	96.0	
EAL CEC	95.6	95.7	97.7	
EAL National	93.7	95.4	95.0	

Shading: indicates figure is more than 2% above VC/National
 indicates figure is more than 2% below VC/National
Red text if 2018 figure lower than 2017

Appendix 3: Pupil Wellbeing Survey

Every two years, secondary schools are asked to invite a sample of pupils from across S1-6 to complete a questionnaire, which is based on Education Scotland/HMIE pre-inspection surveys. Schools which are the subject of an Education Scotland/HMIE inspection are not asked to complete the surveys. Each participating school has received a report on feedback from its own pupils. Data can be analysed for protected characteristics: race, disability and gender.

2017: 19 (of 23) secondary schools; 4, 441 responses.

2019: 20 (of 23) secondary schools; 4, 194 responses.

Key findings 2019

The majority of pupils responded positively to 22 out of the 28 statements. Overall, all statements except one show a decrease in the percentage of pupils agreeing compared with the 2017 data, the exception being 'There seems to be a lot of bullying in school' which has increased by 1%.

Most (75% and over) agree that:

- I am getting along well with my school work.
- Staff expect me to take responsibility for my work in class.
- I expect to be able to get a job, college, training or university place when I leave school.

The majority (50% and over) agree that:

- The school is helping me to become more confident
- I enjoy learning at school.
- Staff encourage me to do the best I can.
- I get help when I need it.
- Staff listen to me and pay attention to what I say.
- When I moved from my previous school into this one, the staff helped me with this change.
- Staff encourage me to develop my own creativity.
- I have opportunities to use creativity in my learning.
- Staff treat me fairly and with respect.
- Pupils treat me fairly and with respect.
- I feel safe in school.
- I feel cared for in school
- I have adults I can speak to in school if I am upset or worried about something.
- I find it easy to talk to staff and they set a good example.
- Staff make sure the pupils behave well.
- I would know who to go to if I was being bullied.
- I take part in out-of-class activities and school clubs.
- I know what out-of-school activities and youth groups are available in my local area.
- School makes a positive difference to my life.

Less than half (under 50%) agree that:

- Staff talk to me regularly about how to improve my learning.
- I have a say in making the way we learn in school better.

- Staff are good at dealing with bullying behaviour.
- There seems to be a lot of bullying in school.
- The pupil council is good at getting improvements made in school.
- The school encourages me to make healthy food choices.

Analysis for BME

Responses have been analysed for BME not including White Other and for BME including White Other. In general, fewer BME pupils agree with the statements and the results are lower for BME not including White Other. Notably, responses for statements relating to bullying are similar to those for the overall population, with 43-44% of pupils agreeing that staff are good at dealing with bullying behaviour.

For 8 statements, there is no difference or BME children and young people show a slightly higher (1-2 points) score compared with the overall population.

The following 10 statements show a 1-2 point (negative) difference:

- Staff talk to me regularly about how to improve my learning.
- Staff listen to me and pay attention to what I say.
- Staff expect me to take responsibility for my work in class.
- Staff encourage me to develop my own creativity.
- I have opportunities to use creativity in my learning.
- Pupils treat me fairly and with respect.
- I feel cared for in school.
- I find it easy to talk to staff and they set a good example/
- Staff make sure that pupils behave well.
- I take part in out-of-class activities and school clubs.

The following 7 statements show a 3-4 point (negative) difference:

- I am getting along well with my school work.
- Staff encourage me to do the best I can.
- I get help when I need it.
- Staff treat me fairly and with respect.
- I feel safe in school.
- I would know who to go to if I was being bullied.
- I expect to be able to get a job, college, training or university place when I leave school.

The following 2 statements show a 5-7 point (negative) difference:

- When I moved from my previous school into this one, the staff helped me with this change.
- I have adults in school I can speak to if am upset or worried about something.

The following statement shows an 8-10 point (negative) difference:

- I know what out-of-school activities and youth groups are available in my local area.

Pupil Wellbeing Survey: BME

		2019	2017	2019	2017	2019	2017	BME (not White Other) 2019			BME (with White Other) 2019		
		Agree		Disagree		Neither		Agree	disagree	neither	Agree	Disagree	neither
1	The school is helping me to become more confident.	61	68	23	18	16	14	62	23	14	63	23	15
2	I enjoy learning at school.	63	70	23	17	14	12	64	23	13	65	22	13
3	I am getting along well with my school work.	80	84	13	9	8	7	77	17	7	79	15	7
4	Staff encourage me to do the best I can.	67	73	19	15	15	13	63	22	14	66	20	14
5	Staff talk to me regularly about how to improve my learning.	45	52	39	33	16	14	44	39	17	47	37	16
6	I get help when I need it.	73	79	17	13	10	8	70	20	10	72	18	10
7	Staff listen to me and pay attention to what I say.	61	68	24	20	15	13	60	27	13	62	24	13
8	When I moved from my previous school into this one, the staff helped me with this change.	60	64	21	15	20	20	54	27	19	58	24	18
9	I have a say in making the way we learn in school better.	38	43	45	40	17	17	40	44	17	40	42	17
10	Staff expect me to take responsibility for my work in class.	89	92	6	4	5	4	87	8	5	88	6	5
11	Staff encourage me to develop my own creativity.	62	66	24	21	14	13	62	26	11	63	25	12
12	I have opportunities to use creativity in my learning.	68	72	20	18	12	10	67	21	12	68	19	12
13	Staff treat me fairly and with respect.	68	72	20	17	12	11	65	24	11	68	21	11
14	Pupils treat me fairly and with respect.	59	64	26	22	16	14	59	27	15	58	28	15
15	I feel safe in school.	71	75	17	15	12	10	68	20	11	70	19	11
16	I feel cared for in school.	56	62	25	21	19	17	55	28	17	56	27	17
17	I have adults in school I can speak to if am upset or worried about something.	69	75	20	15	11	10	64	25	11	66	23	11

1 8	I find it easy to talk to staff and they set a good example.	58	65	26	21	17	15	54	28	18	55	27	17
1 9	Staff make sure that pupils behave well.	62	68	25	20	13	12	62	26	12	64	24	12
2 0	Staff are good at dealing with bullying behaviour.	43	49	37	31	19	20	44	39	17	44	38	18
2 1	I would know who to go to if I was being bullied.	73	81	18	13	9	7	70	21	9	72	19	9
2 2	There seems to be a lot of bullying in school.	36	35	43	43	21	22	37	41	22	34	43	22
2 3	The pupil council is good at getting improvements made in the school.	36	39	43	40	21	21	37	41	21	38	41	22
2 4	The school encourages me to make healthy food choices.	41	47	44	38	16	15	42	42	16	42	42	16
2 5	I take part in out-of-class activities and school clubs.	56	60	36	32	8	8	54	36	10	56	35	9
2 6	I know what out-of-school activities and youth groups are available in my local area.	68	72	22	20	10	8	61	28	11	64	25	11
2 7	School makes a positive difference to my life.	56	65	26	20	17	16	57	26	17	58	25	17
2 8	I expect to be able to get a job, college, training or university place when I leave school.	87	90	7	4	6	5	83	10	7	86	8	6

Appendix 4: English as an Additional Language (EAL) Provision

Leaflet for professionals (double-click to view whole document in pdf format)

Bilingual Learners in Early Years Settings

EAL Specialist Teachers offer training and consultancy to EY settings to strengthen their support for bilingual and minority ethnic children and their families. Where children in EY settings are not making expected progress, EAL Specialist Teachers can support with identifying need and planning next steps.

Bilingual Learners in Special Schools

EAL Specialist Teachers can work with Special Schools and other professionals to:

- Jointly assess learners who are new to the authority
- Identify prior learning in home language / culture
- Identify strategies to support language development, curricular learning and well-being
- Enhance two-way communication with parents/ carers

We also deliver training to develop staff awareness of key principles and practice relevant to supporting developing bilingual learners with complex needs and their families.

Interpretation and Translation Service (ITS)

ITS@edinburgh.gov.uk / 0131 242 8181

This service is a vital support for engaging with parents and carers who aren't yet confident communicating through English. Where possible, we promote using bilingual staff for everyday communication. For more involved meetings, it is advisable to use an interpreter.

For most communication, interpreting (spoken form) will be more appropriate - and more cost-effective - than translation (written form). Please access existing translations of key generic school documents on the **Inclusion Hub** (on Sharepoint). EAL Specialist Teachers can advise.



ASL Service Mission Statement

To strengthen the capacity of schools, early years providers and partner services, to anticipate and meet learners' needs and to support families playing a key role in the education and wellbeing of their children and young people with additional support needs.

Contact Us

Additional Support for Learning Service

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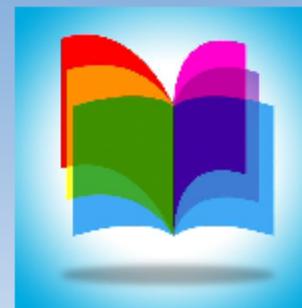
Web www.edinburgh.gov.uk/aslservice

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ASL Service

English as an Additional
Language (EAL)

Information for Professionals



Working in partnership to create high attaining, inclusive
schools and Early Years settings

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Appendix 5: EAL Professional Learning offer 19-20 (double-click to view whole document in pdf format)

English as an Additional Language: Professional Learning offer 2019-20



Whole-school training (all establishments)

Title	Description
Introduction to working with bilingual and minority ethnic learners	For schools/settings which have not recently received training in working with bilingual and minority ethnic learners. An overview of principles of language acquisition, assessing bilingual learners and using effective strategies and resources to support language development and access to the curriculum.
Understanding the Stages of English language acquisition	This training enables teachers to use the EAL Tracker to assess a learner's stage of language acquisition through hands-on use and moderation. This course is a first step in understanding how to adapt teaching to support development of English language and literacy across curriculum. This course leads on to 'Strategies for supporting bilingual learners at each stage of English language acquisition'.
Strategies for supporting bilingual learners at each stage of English language acquisition	This course follows on from 'Understanding the Stages of English language acquisition'. It enables teachers to be confident in selecting appropriate strategies and resources when planning learning and teaching for classes with bilingual learners at all stages of English language acquisition.
Developing a Culturally Inclusive Curriculum	This course supports teachers to reflect and draw on the diversity of language and ethnic backgrounds in their class, in order to create culturally inclusive learning and teaching experiences which are key for learner engagement and health and wellbeing.
Unconscious Bias (Equalities – link to HGIOS?4 QJ3.1 Ensuring Wellbeing Equality and Inclusion)	This course encourages all staff in the school (Senior Leaders, class teachers, PSAs, admin. and other support staff) to go a step further in their personal journey to discover and disrupt unconscious bias and to consider what this means for their role and the ethos of the school.

Training for schools participating in Language and Literacy Collaborations

Title	Description
Starting out on a language and literacy collaboration	Whole-school training to: introduce the format of the collaboration to all staff; invite teachers to collaborate with EAL Specialist Teachers to develop skills in content and language integrated teaching; offer strategies which all teachers can use to promote literacy and language development across learning.
Sharing practice for teachers in Phases 1 and 2	Sharing practice sessions designed to support teachers in Phases 1 and 2 of the Language and Literacy Collaborations to embed content and language integrated teaching. Share ideas, challenges and successes with colleagues across the city.
Sharing practice for teachers in Phases 3 and 4	Sharing practice sessions designed to support teachers in Phases 3 and 4 of the Language and Literacy Collaborations, to embed and sustain practice, and to cascade content and language integrated teaching to colleagues. Share ideas, challenges and successes with colleagues across the city.
Sharing practice for Senior Leaders	Sharing practice sessions designed to support Senior Leaders in embedding and sustaining content and integrated language teaching, as well as wider EAL inclusive practice, to create high-achieving inclusive schools. Share ideas, challenges and successes.
Bespoke whole-school training	Bespoke whole-school training designed to address specific areas of the EAL Framework for Inclusive Practice, in the context of your school.

Appendix 6: Developing a Capacity-Building Model for EAL Provision

Whole-class inclusive approaches have long been recognised as the most supportive for the majority of bilingual and minority ethnic learners. The groundwork and research for the model currently being developed in Edinburgh was carried out from April to December 2016 and piloted from January 2017 to June 2018 in 4 primary schools. To date, 9 primary schools are participating in the Language and Literacy Collaboration which is one of the key elements of the capacity-building model, the others being the EAL Framework for Inclusive Practice (self-evaluation and planning document) and training. Early-adopter schools are now in the initial stages of the 'Review' phase and we are working closely with them to develop effective strategic support to sustain and build on their improvements. This session, we are piloting a similar approach in one secondary school and will be working with the Edinburgh Learns Learning and Teaching Team in Phase 2, from January 2020.

Context

- Increase in number of bilingual learners in primary and secondary schools

2014		2015		2016		2017		2018	
5093	10.7%	5491	11.7%	5761	12.0%	6254	12.7%	6693	13.3%

- Increase in groups of bilingual learners with specific needs:
 - Roma
 - Refugee children (incl. Syrian Resettlement Programme)
 - Unaccompanied Asylum Seekers (mainly secondary)
 - Older learners with early or no literacy skills in L1
- ASL Pathway 2: learners with EAL *and* other additional support needs
- ASL Pathways 3 and 4: taking bilingualism into account when identifying needs and planning support for the learner; engaging with families

Integrated Literacy Strategy

The following key elements of the integrated literacy strategy have been selected or developed to ensure that they are supportive of EAL learners.

- Read Write Inc. and Fresh Start (literacy interventions)
- LanguageBOOST (EY), WordBOOST (Primary) (vocabulary programmes)
- Up, Up and Away (EY), Primary and Secondary CIRCLE resource (Pathway 1)
- Edinburgh Writing Strategy
- Visual Support Project

EAL Specialist Provision Overview

Universal Support (strengthening schools' practice for bilingual and minority ethnic learners)	Targeted Support (for individual learners or groups of learners)
<ul style="list-style-type: none"> • EAL Inclusive Practice Framework • Language and Literacy Collaborations • Training • Advisory Visits 	<ul style="list-style-type: none"> • Bilingual Support Assistants (for learners in early stages of English language acquisition) • Beginners' class for secondary pupils • Early Literacy Programme for Older Learners with interrupted learning who have not had the opportunity to acquire literacy in any language (10 – week programme, 1 session/week with EAL Teacher, followed up daily in school by PSA) • Joint working with Support for Learning where learners (may) have other additional support needs

EAL Framework for Inclusive Practice (abridged version)

HGIOS4 QIs	Focus Area
2.3 Learning, teaching and assessment	<ul style="list-style-type: none"> • Appropriate challenge matched to learners' needs • Measuring learner progress
2.4 Personalised Support	<ul style="list-style-type: none"> • Identifying and planning for learners who aren't making expected progress or who can be further challenges • Effective use of PSAs • Effective use of bilingual support • Ensuring sufficient exposure to strong models of English
2.6 Transitions	<ul style="list-style-type: none"> • Nursery to P1 • New arrivals through the year • P7 to S1
2.7 Partnerships	<ul style="list-style-type: none"> • Parental involvement and engagement • Effective working with partner agencies
3.1 Ensuring wellbeing, equality and inclusion	<ul style="list-style-type: none"> • Learner experience • Family experience • Inclusive curriculum • Discrimination within school and wider community

Language and Literacy Collaboration: teaching language alongside curriculum content

'Language and content integration concerns the teaching and learning of both language and subject areas (e.g. science, maths) in the same classroom at the same time.'

A phased model for developing class teachers' skills and confidence in teaching bilingual learners			
	Phase 1	Phase 2	Phase 3
Focus of support	Developing key skills and confidence through coaching and team-teaching	Support to continue to embed and share practice within the school	Advisory Support
Wider whole-school work	Examples: embedding enhanced enrolment, induction programme for new staff, working with parents, developing a culturally inclusive curriculum and creating opportunities to use home languages in school for learning and throughout the school day.		
EAL specialist staffing	2 EAL Teachers, 2 full days / week (each)	1 EAL Teacher, up to 1 full day / week	1 EAL Teacher, up to 1 full day / month
Timescale	September – November OR January - March	September – November OR January - March	August – November OR January - March

Approaches and Measuring Impact

Approaches	Measuring Impact
<ul style="list-style-type: none"> • Teacher self-evaluation • Learner observation • Reciprocal observation • Modelling • Joint planning • Team teaching • Coaching • <i>I do, we do, you do</i> 	<p><u>Qualitative</u></p> <ul style="list-style-type: none"> • Learner feedback/views • Teacher feedback/views • Teacher observation <p><u>Quantitative</u></p> <ul style="list-style-type: none"> • Data (attainment)

Examples of Impact

Language and Literacy Collaborations

- P3 Writing: increased learner talk > evidence of positive impact on writing
- P5 Science: improved learner engagement (talking) and writing. The class teacher reported that learners were transferring literacy skills learned in Science to other areas of the curriculum. The Science Development Officer showed interest in the approach and impact.
- P4 Maths: structured talk and engagement > positive impact on attainment (CfE levels) reported by Head teacher and shared with other Head Teachers at ASL Team Leaders' event.
- P7 Maths problem-solving: impact for 2 English first language learners no longer needed support from Support for Learning for this area of the curriculum because they benefited from the whole-class focus on language.

Wider work

Language Policy at St. David's RC Primary School: as part of the wider work in one school, EAL Teachers supported a school working group to engage with all staff on the issue of ensuring exposure to strong models of English while also promoting first language use for learning and throughout the school. This involved a staff survey and training and led to the development of a whole-school language policy. A further stage in this work was a parent consultation.

Learner feedback / views

Pupil views are gathered both formally and informally. Overall, learner feedback is positive and demonstrates enhanced meta-cognitive skills. See example pre- and post- learner responses for P4 Maths.

External validation

- The Summarised Inspection Findings (Education Scotland / HMIE June 2019) for St. Ninian's RCPS - which is taking part in the Language and Literacy Collaboration - noted that 65% of children attending the school have English as an Additional Language. The report contains several positive statements about progress of children with English as an Additional Language and notes that the school is successfully raising attainment for all children. For example: "The progress of children who have English as an additional language is tracked and monitored carefully. This supports staff in identifying children who may have a barrier to learning." "Writing: those who have English as an additional language are supported very effectively and as a result are making appropriate progress." "Equity: staff are successful in ensuring children whose first language is not English are making good progress. The school is successfully raising attainment for all children."
- Although EAL Teachers delivering the Language and Literacy Collaboration who applied for SCEL (Scottish College for Educational Leadership – now part of Education Scotland) Teacher Leadership programme (2018) did not get places, feedback from SCEL on their applications was that they were already evidencing leadership of learning in the Language and Literacy Collaboration work.
- We are currently preparing a submission to the Bell Foundation to become a partner 'Centre of Expertise' (<https://www.bell-foundation.org.uk/eal-programme/partnerships/>).

Closing the attainment gap

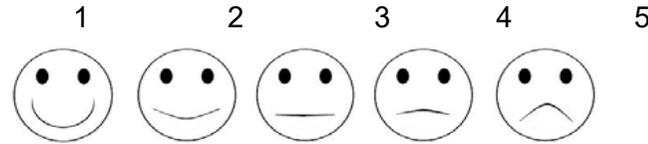
The following approaches are known to be successful in closing the attainment gap within school settings:

- *literacy teaching – including reading engagement*
- *children working together in small groups (co-operative learning) with teacher as coach*
- *professional development – evidence-based, intensive, long-term*
- *collaboration between schools*
- *evidence-based, whole-school reforms – focused, shared, strategic*

Selected from 'Closing the Attainment Gap in Scottish Education', by Edward Sosu and Sue Ellis, University of Strathclyde/Joseph Rowntree Foundation, in the 'Edinburgh Learns Framework for Equity'.

Maths – Pupil Response: P4

Do you like maths?



1. Strongly agree
Disagree

2.
5. Strongly disagree

Agree

3. Neither agree or disagree

4.

Pupil/Question	Do you like maths?	What do you do when you get stuck?	What would make maths easier?	What things do you use to help you?
Learner A (pre)	3	don't know	sums	100 square
Learner A(post)	2	talk to my partner, use key words	visuals	use talk table, talking frames
Learner B (pre)	2	don't know	sharing strategies	I used strategies
Learner B (post)	1	count	group work	count, work with a partner
Learner C (pre)	2	ask my partner	nothing	counters
Learner C (post)	2	turn & talk	visuals, key words	group work
Learner D (pre)	1	you can ask the person beside you or the teacher	help and learn more maths	I do times tables in my house
Learner D (post)	1	I stop and think (think time)	more talking about it	highlight words
Learner E (pre)	1	ask my friend	nothing – I like it how it is	counters
Learner E (post)	1	turn & talk	step by step (word problems)	my brain & visuals (counters)

Supportive strategies (pre block)

Supportive strategies (post block)

Strategies used: turn & talk thinking time visuals key words coloured/highlighted words talking frames group work partner work
talk tables

Appendix 7: Equality Co-ordinator Bulletin September 2019

From: Nikhat Yusaf

Sent: 17 September 2019 11:49

Subject: Equalities updates, sharing good practice, information

Dear colleagues,

Welcome to the first equalities updates email for session 2019-2020. For ease of use all information is organised under colour coded headings. I hope you find this information useful. Please feel free to let me know of any good practice that you would like to share widely. Do also let me know if you would like to see any other information included in this bulletin.

Kind regards,
Nikhat

In this bulletin:

Upcoming events	Information	Updates	Sharing good practice	Miscellaneous
<ul style="list-style-type: none"> *Equality Co-ordinator Training Part 1 27th September 2019 *Black History Month – October 2019 *Wear Red day – 4th October 2019 *challenge poverty week – wk beg 7th October 2019 *RSHP Practitioner event – 2nd Oct 2019 *Take one action film festival – 18th – 29th September 2019 *Climate change week strike – 20th September 2019 	<ul style="list-style-type: none"> *Withdrawn Guidance *Education for sustainability *National Deaf Children's Society 	<ul style="list-style-type: none"> *RSHP resource launch *Seemis recording of bullying incidents *GRT Scottish Government and COSLA joint action plan 	<ul style="list-style-type: none"> *GRT family event – Friday 11th October 2019 (partnership working) 	<ul style="list-style-type: none"> *International day of peace – 21st September 2019 *Faith festivals - September 2019

Equality Coordinator training – Part 1

Equalities Coordinator training is a 3-part course which supports Equality Coordinators to take forward Equalities in their school. Although it is recommended that you attend all three sessions in the order of running but not essential. There are some spaces available at the moment.

Here are the details for the upcoming part 1 of the Equality Coordinator training.

Course code: CF2435
SP6

Day/date: Friday 27th Sept 2019

Timing: 1.30pm – 3.30pm

Venue: Broughton HS - Room

This session focuses on ‘Race’ Equality. Here is a short list to give you a flavour of the areas covered and concepts explored: Legislation, role of Equality coordinator, everyday racism, cultural proficiency framework, institutional racism.

PS- Senior Leaders Equalities training will be on 1st November – Delegates can attend either morning or afternoon session. Course code: CF2402

October 2019 - Black History Month

October is UK’s annual month dedicated to recognising the contributions and achievements of black individuals and those of African or Caribbean origin. We owe the concept of Black History Month to the son of former enslaved persons, Dr. Carter G Woodson, an African American scholar, who noted that American history books largely ignored the Black American Population. The situation in Scotland is similar. To counter Scotland's 'hidden history', Black History Month focuses on people whose sacrifices, contributions and achievements against a backdrop of racism, inequality and injustice are often forgotten about and who are absent from our history books and education system.

Stories and contributions of notable Black and Minority Ethnic (BME) people could be highlighted in schools, across the eight curricular areas of the Curriculum for Excellence, as one aspect of a whole-school approach to anti-racist education.

A small selection of BHM information and resources to use in schools are now accessible on Inclusion Hub. Here is the link:

<https://cityofedinburgheducation.sharepoint.com/sites/365CentralResources/inclusionhub/wholeschool/equalities/Shared%20Documents/Equality%20Resources/Black%20History%20Month%20resources%20for%20schools>

Request – Please do share any good BHM resources you have and we will add these on the Inclusion hub.

Show Racism the Red Card – Wear Red Day – 4th October

Scotland’s **Wear Red Day** takes place on Friday 4th October 2019. Show Racism the Red Card is an anti-racism education charity, established in 1996. Working daily in schools throughout England, Scotland & Wales delivering anti-racism workshops to more than 50,000 young people every year, while also providing training to teachers.

To register your school, workplace or get involved as an individual just get in touch to let them know what you are planning!

Phone -: (0141) 353 1199 Email: ryan@theredcardscotland.org Website: <http://www.theredcard.org/>

Once you have registered, you will be sent a Wear Red Day Supporters Pack that includes the iconic red cards for photo opportunities as well as other goodies.

At Work: You and your fellow colleagues can get involved by coming to work sporting something Red for the day. It can be as subtle as wearing a Red tie or even Red socks!

At School: All schools in Scotland are being encouraged to take part regardless of whether you choose to make a donation. It is important to raise awareness of racism & combat it. Wear Red Day is an opportunity to encourage class discussions & lessons on anti-racism.

Challenge Poverty Week - 7th – 13th October 2019

Challenge Poverty Week is an opportunity for you to raise your voice against poverty and show what is being done to tackle poverty across Scotland. Organisations large and small supported Challenge Poverty Week last year, and we hope even more get behind it this year.

The main aims of the week are to:

- Highlight the reality of poverty and challenge the stereotypes
- Showcase the solutions to poverty
- Increase public support for action to solve poverty

Visit [Challenge Poverty Week website](#) or follow @CPW_Scotland for the latest.

RSHP – Practitioner's event

Booking now open for Practitioners Event! Wednesday 2nd October 2019 1.30-4.30 (coffee and networking from 1.15pm) *It would help us to be more environmentally friendly if you are able to bring along a reusable cup*

Venue The City of Edinburgh Methodist Church 25 Nicolson Square Edinburgh EH8 9BX

Healthy Respect Network are delighted to invite you to their next Practitioner Network Event and attach a copy of the programme. This event will be about the new national Relationships, Sexual Health and Parenthood (RSHP) education resource. The focus will be on 4 themes; Consent, Transition, Services and Parental Engagement.

To register your place or nominate a colleague: Please email healthyrespecttraining@nhslothian.scot.nhs.uk with your full name, job title, organisation, telephone number and email address. Can we very kindly ask you to circulate this invitation to colleagues who may be interested and we look forward to welcoming you on 2nd October 2019.

Take One Action Film Festival – see the change you want to be - 18th – 29th Sept

Take One Action nurtures communal exploration of the stories, ideas and questions at the heart of positive social change. Through film screenings, conversation and enquiry, they bring people together to inspire a fairer, more sustainable and more fulfilling world, in Scotland and beyond our borders. Established in 2008, Take One Action are an Edinburgh-based, independent charity founded by film lovers, cultural activists and globally concerned citizens who believe that shared cinematic experience can catalyse lasting change. Their annual programme of activities welcomes upwards of 5,000

audience members each year and includes a 12-day festival in Edinburgh & Glasgow, two weekend festivals in Aberdeen & Inverness, a network of local film clubs and a series of individual screenings, talks and training opportunities.

Come, take part, and be inspired. <https://www.takeoneaction.org.uk/>

Note: I will be one of the guests on the discussion panel for the conversations that will follow the screening of **Gods of Molenbeek** on **Sat 21-Sep** at Filmhouse in Edinburgh. (see information below) and would be delighted to see you there if you can make it.



[Gods of Molenbeek](#)

Screening: Sat 21-Sep at 17:30

Filmhouse, Edinburgh (88 Lothian Road, EH3 9BZ)

event page on TOA website: http://bit.ly/TOA_GOM_Ed

fb event page: http://bit.ly/TOA_GOM_EdFb

Scottish Youth Climate Strike (SYCS) – September week of action

City of Edinburgh Council has taken the decision that pupils will be authorised to miss school to go on climate strikes **once a year**.

More action is planned by the Scottish Youth Climate Strike (SYCS) group as part of what has become a continuing global movement started by 16-year-old Greta Thunberg.

For updates and more information : <https://www.syics.org.uk/strike-locations/>

Scotland's Regional Centre of Expertise on Education for Sustainable Development - Weblink : <https://learningforsustainabilityscotland.org/>

The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.

Upcoming (free) events and CLPL opportunities:

[Making Connections through Learning for Sustainability](#) 13th September 2019 @ 9:30 am - 27th March 2020 @ 5:00 pm

[An introduction to Connecting Classrooms through Global Learning](#) 17th September @ 4:30 pm - 5:30 pm Online United Kingdom + [Google Map](#) Free

[Connecting Classrooms through Global Learning: co-ordinating your cluster](#) 18th September @ 4:30 pm - 6:30 pm Online United Kingdom + [Google Map](#) Free

[Outdoor Learning CPD event, 4 – 6pm in Holyrood Park, Edinburgh, 18 September](#)

[Connecting Classrooms Webinars, 17 and 18th Sept](#)

[Worlds Largest Lesson, 23rd Sept onwards](#)

Join free to receive monthly bulletins packed full of updates, resources and CLPL opportunities. Here is a link to the Sept issue <https://us5.campaign-archive.com/?u=bf65f0bf4424cce0e79cb26fa&id=8c3ecea02f>

Withdrawn: LGBT Youth Scotland guidance 'Supporting Transgender Young People: Guidance for Schools in Scotland'

Following the announcement by the **Cabinet Secretary Shirley-Anne Somerville in June 2019** (see statement below) LGBTI Youth Scotland guidance 'Supporting Transgender Young People: Guidance for Schools in Scotland' has now been withdrawn from use in schools. We will review our own guidance and training once the Scottish Government work has been completed.

Guidance for Schools

We recognise that this is a complicated area and the recent guidance for schools from LGBT Youth Scotland on transgender young people was produced in good faith with wide consultation and engagement with the clear intention of supporting teachers to ensure that all transgender and non-binary children and young people are safe, supported and included in their schools.

However the complexity of these issues mean valid concerns have been raised. The Scottish Government recognises that in taking the unarguably good general principle of inclusivity, and developing specific recommendations, the approach risks potentially excluding other girls from female-only spaces. That cannot be right.

We have therefore decided to replace the LGBT Youth work with guidance from the Scottish Government. This work is already underway and will be available by the end of the year and be subject to an Equality Impact Assessment.

From: **Statement on Gender Recognition – 20th June 2019** <https://news.gov.scot/speeches-and-briefings/statement-on-gender-recognition>

National Deaf Children's Society Website

Information page for professionals: https://www.ndcs.org.uk/information-and-support/being-deaf-friendly/information-for-professionals/?utm_campaign=2019+09+Professionals+Back+to+School+email+-+England+and+Wales&utm_source=emailCampaign&utm_content=&utm_medium=email

The National Deaf Children's Society magazine is hosted on their new website, making it easier for you to read individual articles if you'd prefer. You can [download a PDF](#) of the whole magazine to read at your leisure and you can also now browse back issue content.

Link to **Autumn 2019 issue**: https://www.ndcs.org.uk/information-and-support/parenting-and-family-life/families-magazine/families-magazine-autumn-2019/?utm_campaign=Families+Autumn+magazine+2019+-+Professionals&utm_source=emailCampaign&utm_content=&utm_medium=email

RSHP Scotland - RSHP Resource Design Network - Update

RSHP Resource Design Network have been building the national resource collaboratively over this past school year and have been busy over the summer finalising content. The resource is now live for final testing, with last minutes tweaks and corrections ahead of the official resource launch. While the resource is designed to be used with learners with diverse needs, we are also building some supporting content which might further aide learning for children and young people with additional support needs. Although sections of this are now available online, until the formal launch, this element is a work in progress. The RSHP National Resource will be launched formally at the Scottish Learning Festival in September (25th-26th Sept)– look out for them in that programme.

Parental engagement: Janice Watson (QIEO) is speaking to the Parental Engagement Locality Groups this month to share the new RSHP resource and how it links with our progression frameworks and the embedding of Keeping Myself Safe into the HWB curriculum. She is also hoping to speak to Head Teachers at forthcoming meetings. A letter from Andy Gray will be issued to Head Teachers to share with parents – each school will decide when it is appropriate to share this, depending upon when they roll out the programme.

The link to the resource is <https://rshp.scot/>

Anti-bullying policy and recording of incidents on SEEMiS - update

As communicated to all Head Teachers on 16th May 2019:

*From 3rd June 2019 onwards, we do not require you to record Incidents of Bullying on paper – however we **do require** you to record all incidents on SEEMiS please see guidance attached. You will also need to decide which staff members will have access to this.*

Authorities who were in earlier roll outs report this has decreased workload and the schools piloting this in Edinburgh would agree. The annual Equalities return will be sent out this Autumn for the current session. In August 2020 this will be collected centrally.

Please note that from 3rd June schools undergoing inspection will be expected to talk to the SEEMiS information.

Here is a direct link to the **relevant guidance** and other documents on Inclusion hub

<https://cityofedinburgheducation.sharepoint.com/:f:/r/sites/365CentralResources/inclusionhub/wholeschool/equalities/Shared%20Documents/Equality%20Resources/Recording%20bullying%20and%20racist%20Incidents%20in%20schools?csf=1>

For future reference the pathway to our equalities resources on inclusion hub is as follows: Office 365 > Apps > SharePoint > Inclusion Hub > Whole Establishment > Equalities

You can bookmark/favourite/star the Equalities page which will create for you a shortcut link for future visits. There is a wealth of resources in the Equalities section so worth having a browse.

Gypsy Roma Traveller – forthcoming Action Plan

A joint Scottish Government and COSLA ‘Action Plan’ is planned for publication by the end of 2019 (possibly Oct 2019). More information in future bulletins.

GRT – Family Fun Day – Friday 11th October

MECOPP (**MINORITY ETHNIC CARERS OF PEOPLE PROJECT**) are planning a **GRT Family Fun Day at Sandy’s Community Centre on the afternoon of Friday 11th October – 1-4pm.**

It is a good opportunity to make links with the community by being part of the community activity, have a presence there, get to know the families in an informal fun way etc. MECOPP usually ask people not to have a ‘stall’ with leaflets but instead have some kind of activity. E.g. I am planning to go in with some colouring/drawing and literacy games/activities. The event will have representation from education, Life Long learning team and other local community groups.

Saturday 21st September – International Day of Peace

Link to information and dates of faith festivals in Sept 2019: <https://www.interfaith.org.uk/resources/religious-festivals>

Appendix 8: Pilot project at St. John’s RC Primary School to engage with pupils and parents from minority faith groups

Actions	Outcomes	Possible next steps
Unconscious bias training delivered January 2019 for SMT, teachers, nursery staff, PSAs, 2	<ul style="list-style-type: none">• Immediate evaluations positive• Staff engagement with issues during the training• Evidence of raised awareness through day-to-day conversations	<ul style="list-style-type: none">• Continue professional dialogue around Unconscious Bias.• Unconscious bias training for pupils?

<p>Admin. support staff. Janitor unable to attend as reception cover needed. Kitchen staff not able to attend as not working (in-service).</p>	<ul style="list-style-type: none"> • HT included Item in school newsletter with link to TED Talk used during the training – positive feedback from parent • Feedback from BME PSAs – welcomed light being shone on issue of unconscious bias / implicit prejudice. 	<ul style="list-style-type: none"> • Tour of school to audit physical environment for Unconscious Bias? Involve pupils in this?
<p>Meeting with parents from minority faith groups – all parents of pupils who have identified as belonging to a minority faith group (recorded on SEEMiS) were invited to attend.</p>	<ul style="list-style-type: none"> • Good attendance – 12 parents attended. Muslim and Sikh. Good engagement. Further developed relationships <p>Explicit commitment from Head teacher to engage pro-actively with parents from minority faith communities so that their experiences and views can inform all aspects of school systems and practices. A number of parents reported that they had chosen to send their child to a faith (Catholic) school as they feel there is more emphasis on teaching about faith and respecting faith which is important to them. They feel that there is a message of respect for all faiths at St. John's.</p> <p>Head Teacher encouraged parents to get involved in the Parent Council. Parents asked for more information about this – see actions.</p> <p><u>Outcomes from points raised by parents:</u></p> <ul style="list-style-type: none"> • Communication – find emails less accessible than letters. HT to look at supporting communication. • Date for sports day changed to after Eid so Muslim children will be able to fully participate. • School invited parents at end of information session about P6 sex education programme if they had any concerns or wanted to discuss further to meet with HT. 1 parent took up this offer. • No parent chose to withdraw child from sex education • Provision for children to pray extended to all Muslim children and to be communicated with all Muslim parents. 	<ul style="list-style-type: none"> • Arrange next meeting with parents to share outcomes from last meeting and to share more information about Parent Council – PC Chair to visit? • Plan an Eid party for 2020. • Pupil voice: consider BME representation on Pupil Council; process for election and whether this supports BME pupils to have a voice. <p><u>Additional Information</u> Had parents withdrawn children previously? Not in recent years but historically some parents had withdrawn children.</p>

	<ul style="list-style-type: none"> • Vaisakhi (main Sikh festival) celebrated for the first time, with advice/involvement of Sikh parent and PSA. • Teachers had raised awareness of Muslim children who were fasting during Ramadan • Pupils – gave class presentation • Assembly on Vaisakhi and Ramadan • Community event linked to Eid celebration on 16th June 2019 involving 4 schools in the cluster: stained glass workshop to make lantern to be displayed at Eid celebration. 7 St. John's parents attended. • Major religious festivals will be included in school calendar so that events/activities can be planned around these times. 	ASL Service Equality Lead teacher collated Vaisakhi resources which are now on Inclusion Hub – all schools can access.
Wider impact	<ul style="list-style-type: none"> • Key learning from St. John's is being used to support another school (Preston Street PS). 	<ul style="list-style-type: none"> • Planned: ASL Service Equality lead teacher will write up as case study to share with all Equality Co-ordinators to support good practice in all schools.

Examples of celebrating diversity and inclusion at St. John's 2018-19

P3 led assembly with whole school	<p>In Term 2 Primary 3 shared a Diversity Assembly with parents and the whole school. It wasn't based on religion as such but looked at the wide variety of languages, countries, talents, etc shared by the children in the 2 classes.</p> <p>For Ramadan, we asked Mrs A., my PSA to share her beliefs with us. First of all she talked about Ramadan and Eid-al-Fitr to the class. She spoke for about half an hour and the children were really interested. We looked at the Twinkl PowerPoint and then using the information from Mrs A. and what they read on PowerPoint, the children had to complete a worksheet and colouring picture – put into RE jotters.</p> <p>Next day she brought in prayer mats, Qur'ans, headscarves, jewellery, etc – explained them all to the children. She read to the children from the Qur'an in a beautiful sing song voice and then the children had great fun dressing up and praying. I took photos and posted them on school Twitter page to share with the wider community. We have a Qur'an on our class altar.</p>
P4	<p>3.6.19 – (2 named pupils), told us how they celebrated Eid. I explained a little about the Islamic faith to the pupils and used information from a website called Woodlands junior school. The children then drew four pictures and wrote about four different ways that Eid was celebrated.</p>
P5	<p>In Primary 5 we celebrated Diwali, which was led by (named pupil) in my class who brought in an illustrated version of the Sikh Diwali story that she had made. The pupil and her mum also sent in some information about Vaisakhi, but then the pupil took it home and was off for several weeks so we didn't end up using it as it was a bit late when she returned to school.</p> <p>We learnt about Hanukkah through a Twinkl PPT and the classes then wrote short paragraphs about the celebration.</p>

	<p>For Ramadan we watched some videos and then completed a reading comprehension about it, with input from (2 named pupils) about how they celebrate Ramadan and Eid, which we will follow up with them after Eid.</p> <p>We also learned about Nowruz through videos online and the children drew Nowruz pictures.</p>
P6	<p>(3 named pupils) delivered a wonderful presentation to P6A on Islam. They worked on it at home and for one session in school to liaise with each other. They had self-made visual aids, special clothing/jewellery, their prayer mat, a map showing Mecca on the board and, amazingly, they brought in a feast of homemade vegetable pakora, a chicken biryani and dates.</p> <p>The class were extremely attentive throughout the oral presentations then they wrote about what they had learned from each.</p> <p>To end, we enjoyed the delicious food and the class had an opportunity to try on some of the clothes, use the prayer mat correctly and ask any questions they had.</p> <p>We are planning to celebrate Eid-al-Fitr led by (named pupil)!</p>
P6	<p>P6B worked in groups and chose a religion they would like to research on. Afterwards the class gave a presentation on different religions including Christianity, Islam and Sikhism. (4 named pupils) teamed up to give a presentation about Islam. They brought in different artefacts including a copy of the Quran, a prayer mat, hijabs and a small artefact of Kaaba. (named pupil) explained to the class that his uncle brought the wee model of Kaaba when he visited Mecca. They also shared <i>dates</i> with the class and explained that it's the first thing they have when they break their fast before they have their proper meal. The class were very excited listening to them and sharing the information they got.</p>
P7	<p>In P7A, Mrs B. shared a range of lessons about Eid and Ramadan. The children were asking a range of interesting question. (3 named pupils) shared their experience of fasting and Ramadan with the class and created a presentation which they shared with the class. The children completed a range of activities and worksheets about their learning. The children were creating and involved in using kahoots to show their learning and understanding.</p>
P7	<p>P7B's learning about Ramadan/Eid was led by three girls from class. They prepared a powerpoint presentation and also came up with questions for the class as part of a Kahoot interactive iPad quiz. The girls answered questions confidently and spoke with clarity.</p> <p>I presented a lesson to the class about Vaisakhi, I asked some of the boys in my class to add information to the presentation and again we included some questions about the festival into Kahoot at the end of the week.</p> <p>I took advice from both Mrs A. and Mrs C. before presenting the lessons just to make sure they were happy with the content.</p>

Appendix 9: UNICEF Rights Respecting School Awards (February 2019)

Bronze	Silver	Gold
1 Early Years Centre 29 Primary Schools 8 Secondary Schools 7 Special Schools	14 primary schools 3 secondary schools 2 Special Schools	6 primary schools 1 secondary school 1 special school