

Agenda



Educational Services Committee

Date: Wednesday, 4 September 2019

Time: 14:00

Venue: Council Chamber, Clydebank Town Hall,
Dumbarton Road, Clydebank

Contact: Scott Kelly, Committee Officer
Tel: 01389 737220 scott.kelly@west-dunbarton.gov.uk

Dear Member

Please attend a meeting of the **Educational Services Committee** as detailed above. The business is shown on the attached agenda.

Yours faithfully

JOYCE WHITE

Chief Executive

Distribution:

Councillor Karen Conaghan (Chair)	Councillor John Mooney
Councillor Jim Brown	Councillor Sally Page
Councillor Ian Dickson (Vice Chair)	Councillor Martin Rooney
Councillor Diane Docherty	Mrs Barbara Barnes
Councillor Jim Finn	Mr Gavin Corrigan
Provost William Hendrie	Miss Ellen McBride
Councillor Daniel Lennie	Ms Karen McKinlay
Councillor Caroline McAllister	Miss Sheila Rennie
Councillor Jonathan McColl	Ms Julia Strang
Councillor John Millar	Ms Michelle Stuart

All other Councillors for information

Strategic Director – Transformation and Public Service Reform
Chief Education Officer

Date of Issue: 22 August 2019

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EDUCATIONAL SERVICES COMMITTEE

WEDNESDAY, 4 SEPTEMBER 2019

AGENDA

1 STATEMENT BY CHAIR – AUDIO STREAMING

The Chair will be heard in connection with the above.

2 APOLOGIES

3 DECLARATIONS OF INTEREST

Members are invited to declare if they have an interest in any of the items of business on this agenda and the reasons for such declarations.

4 MINUTES OF PREVIOUS MEETING 7 – 12

Submit, for approval as a correct record, the Minutes of Meeting of the Educational Services Committee held on 5 June 2019.

5 LOCAL NEGOTIATING COMMITTEE FOR TEACHERS 13 – 14

Submit for information, and where necessary ratification, the Minutes of Meeting of the Local Negotiating Committee for Teachers held on 18 June 2019.

6 OPEN FORUM

The Committee is asked to note that no open forum questions have been submitted by members of the public.

**7 STRATEGY TO RAISE ATTAINMENT AND ACHIEVEMENT 15 – 20
IN WEST DUNBARTONSHIRE – UPDATE**

Submit report by the Chief Education Officer providing an update on activity and progress with regard to implementing West Dunbartonshire's Strategy to Raise Attainment and Achievement.

**8 SCOTTISH QUALIFICATIONS AUTHORITY (SQA)
EXAMINATION RESULTS 2019**

Officers will provide a verbal update in relation to the Scottish Qualifications Authority (SQA) Examination Results 2019.

9 LITERACY AND NUMERACY – BENCHMARKING 21 – 31

Submit report by the Chief Education Officer advising on the performance of literacy and numeracy in West Dunbartonshire at Early Years, P1, P4, P7 and S3.

10 EARLY YEARS IMPLEMENTATION UPDATE 33 – 44

Submit report by the Chief Education Officer providing an update of the plan for the expansion of Early Learning and Childcare in West Dunbartonshire Council.

11 SUMMER PROGRAMME EVALUATION 45 – 73

Submit report by the Chief Education Officer:-

- (a) providing an update on the impact of plans to reduce holiday hunger across West Dunbartonshire Council (WDC) during Summer 2019; and
- (b) informing and updating on the governance of funding allocations, spend and impact of projects.

12 POLICY AND GUIDANCE FOR SUPPORTING LESBIAN, GAY, BI-SEXUAL AND TRANSGENDER PLUS (LGBTi+) PUPILS IN WEST DUNBARTONSHIRE SCHOOLS 75 – 109

Submit report by the Chief Education Officer:-

- (a) informing of the inclusive support practices in West Dunbartonshire schools; and
- (b) informing of the Council's policy and guidance for supporting Lesbian, Gay, Bi-Sexual and Transgender Plus (LGBTi+) pupils in West Dunbartonshire schools, as detailed in Appendix 1 to the report.

13 EDUCATION, LEARNING & ATTAINMENT DELIVERY PLAN 111 – 123
2018/19 – YEAR-END PROGRESS

Submit report by the Chief Education Officer providing information on the year-end progress on the 2018/19 Plan.

14 EDUCATIONAL SERVICES BUDGETARY CONTROL REPORT To Follow
TO 31 JULY 2019 (PERIOD 4)

Submit report by the Chief Education Officer providing an update on the financial performance of Educational Services to 31 July 2019 (Period 4).

EDUCATIONAL SERVICES COMMITTEE

At a Meeting of the Educational Services Committee held in the Civic Space, Council Offices, 16 Church Street, Dumbarton on Wednesday, 5 June 2019 at 2.05 p.m.

Present: Provost William Hendrie and Councillors Jim Brown, Karen Conaghan, Ian Dickson, Diane Docherty, Daniel Lennie, Caroline McAllister, Jonathan McColl, John Mooney and Martin Rooney, and Mr Gavin Corrigan, Miss Ellen McBride, Miss Sheila Rennie, Ms Julia Strang and Ms Michelle Stuart.

Attending: Angela Wilson, Strategic Director - Transformation & Public Service Reform; Laura Mason, Chief Education Officer; Andrew Brown, Senior Education Officer - Performance and Improvement; Claire Cusick, Senior Education Officer - Pupil Support; Julie McGrogan, Senior Education Officer - Raising Attainment/Improving Learning; Annabel Travers, Procurement Manager; Susan Gray, Education Officer; Kathy Morrison, Lead Officer – Early Years; Geraldine Lyden, HR Business Partner; Alan Douglas, Legal Manager; and Scott Kelly, Committee Officer.

Apologies: Apologies for absence were intimated on behalf of Councillors Jim Finn, John Millar and Sally Page, and Mrs Barbara Barnes.

Councillor Karen Conaghan in the Chair

STATEMENT BY CHAIR – AUDIO STREAMING

Councillor Conaghan, Chair, advised that the meeting was being audio streamed and broadcast live to the internet and would be available for playback.

DECLARATIONS OF INTEREST

It was noted that there were no declarations of interest in any of the items of business on the agenda.

MINUTES OF PREVIOUS MEETING

The Minutes of Meeting of the Educational Services Committee held on 6 March 2019 were submitted and approved as a correct record.

LOCAL NEGOTIATING COMMITTEE FOR TEACHERS

The Minutes of Meeting of the Local Negotiating Committee for Teachers held on 5 March 2019 were submitted and all decisions contained therein were approved.

OPEN FORUM

The Committee noted that no open forum questions had been submitted by members of the public.

STRATEGY TO RAISE ATTAINMENT AND ACHIEVEMENT IN WEST DUNBARTONSHIRE

A report was submitted by the Chief Education Officer providing an update on activity and progress with regard to implementing West Dunbartonshire's Strategy to Raise Attainment and Achievement.

After discussion and having heard the Senior Education Officer - Raising Attainment/Improving Learning and the Chief Education Officer in further explanation of the report and in answer to Members' questions, the Committee agreed to note the progress made in the past three months with the Strategy to Raise Attainment and Achievement in West Dunbartonshire

EARLY YEARS IMPLEMENTATION UPDATE

A report was submitted by the Chief Education Officer providing an update of the plan for the expansion of Early Learning and Childcare in West Dunbartonshire Council.

After discussion and having heard the Lead Officer – Early Years, in further explanation of the report and in answer to Members' questions, the Committee agreed:-

- (1) to note the contents of the current phasing of the Early Learning & Childcare Expansion (as detailed in Appendix 1, 'Early Learning & Childcare Phasing Plan 2018 – 2020'); and
- (2) that a further update be provided to the next meeting of the Committee in September 2019.

CHAIR'S REMARKS

At this point in the meeting, Councillor Conaghan, Chair, informed the Committee that two new parent representatives had recently been appointed to the Committee, one of whom, Ms Michelle Stuart, was in attendance. Councillor Conaghan welcomed Ms Stuart to her first meeting of the Committee.

REVISED WDC PARENTAL AND FAMILY ENGAGEMENT STRATEGY

A report was submitted by the Chief Education Officer seeking approval of a revised West Dunbartonshire Council Parental and Family Engagement Strategy 3-18. It was noted that an additional appendix to the report, containing an Equality Impact Screening and Assessment Form, had been issued in advance of the meeting.

After discussion and having heard the Education Officer and the Chief Education Officer in further explanation of the report and in answer to Members' questions, the Committee agreed:-

- (1) to approve the revised strategy (Appendix 1 to the report); and
- (2) to note the associated action plan (Appendix 2 to the report).

Note: Councillors Docherty and McAllister left the meeting at this point.

PUPIL EQUITY FUNDING IN WEST DUNBARTONSHIRE SCHOOLS

A report was submitted by the Chief Education Officer:-

- (a) informing of practices to narrow the poverty related attainment gap resourced from the Pupil Equity Fund (PEF); and
- (b) providing an update on how adherence to policy and guidance has been ensured.

It was noted that an additional appendix to the report, containing an Equality Impact Screening and Assessment Form, had been issued in advance of the meeting.

After discussion and having heard the Senior Education Officer - Pupil Support in further explanation of the report and in answer to Members' questions, the Committee agreed:-

- (1) to note the Council's practices in relation to PEF; and
- (2) to note the Council's governance of PEF.

SCOTTISH ATTAINMENT CHALLENGE CARE EXPERIENCED CHILDREN FUND IN WEST DUNBARTONSHIRE SCHOOLS

A report was submitted by the Chief Education Officer informing of:-

- (a) West Dunbartonshire Council's Scottish Attainment Challenge grant offer for Care Experienced Children and Young People;
- (b) governance and scrutiny arrangements for planning outcomes, spending and reporting; and

- (c) outcomes of spend for session 2018-2019.

It was noted that an additional appendix to the report, containing an Equality Impact Screening and Assessment Form, had been issued in advance of the meeting.

After discussion and having heard the Senior Education Officer - Pupil Support in further explanation of the report and in answer to a Member's questions, the Committee agreed:-

- (1) to note the Council's practices in relation to Care Experienced Children Fund between Integrated Children's Services partners; and
- (2) to note the Council's governance for the Care Experienced Children's Fund.

HOLIDAY HUNGER FUND

A report was submitted by the Chief Education Officer informing of:-

- (a) plans to reduce holiday hunger across West Dunbartonshire Council; and
- (b) governance regarding allocation, spend and impacts of projects and funding.

After discussion and having heard the Chief Education Officer and the Senior Education Officer - Pupil Support in further explanation of the report and in answer to a Member's questions, the Committee agreed:-

- (1) to note Authority wide plans by partners to reduce holiday hunger; and
- (2) to note the ways in which the fund would be administered and governed.

SUPPORTING DISTRESSED AND CHALLENGING BEHAVIOUR IN EDUCATIONAL SETTINGS

A report was submitted by the Chief Education Officer informing of:-

- (a) practices supporting children and young people exhibiting distressed and challenging behaviour; and
- (b) the roles and responsibilities of all stakeholders in ensuring adherence to policy and guidance.

It was noted that an additional appendix to the report, containing an Equality Impact Screening and Assessment Form, had been issued in advance of the meeting.

After discussion and having heard the Senior Education Officer - Pupil Support and the Chief Education Officer in further explanation of the report and in answer to Members' questions, the Committee agreed:-

- (1) to note the Council's support practices; and
- (2) to note the Council's policy on supporting distressed and challenging behaviour (Appendix 1 to the report).

EDUCATION, LEARNING & ATTAINMENT (ELA) DELIVERY PLAN: AUGUST 2019 TO JULY 2020

A report was submitted by the Chief Education Officer presenting the Education Learning & Attainment Delivery Plan 2019/20. It was noted that an additional appendix to the report, containing an Equality Impact Screening and Assessment Form, had been issued in advance of the meeting.

After discussion and having heard the Senior Education Officer - Performance and Improvement and relevant officers in further explanation of the report and in answer to Members' questions, the Committee agreed to note the 2019/20 Delivery Plan.

EMPLOYEE WELLBEING: ATTENDANCE MANAGEMENT – EDUCATION ANNUAL UPDATE 2018/19

A report was submitted by the Strategic Lead – People and Technology providing a detailed analysis on employee wellbeing and annual attendance performance for 2018/19 for Education, Learning & Attainment.

After discussion and having heard the HR Business Partner in answer to a Member's question, the Committee agreed:-

- (1) to note the increase in annual sickness absence of 1,013.86 Full Time Equivalent (FTE) days lost compared to the previous year for Education, Learning & Attainment, as detailed in Appendix 1 to the report; and
- (2) to note the increase in Council wide annual sickness absence of 2932.45 FTE days lost compared to the previous year, as detailed in Appendix 2 to the report.

PROCUREMENT OF CONTRACTS

A report was submitted by the Chief Education Officer providing an update on contracts that require to be procured and seeking approval:-

- (a) to authorise the continuation of the existing contracts utilising the Scotland Excel framework agreements for Children's Residential Care, Secure Care, Special Day Education and Residential Short Breaks Placements;
- (b) to authorise the continuation of call off contracts utilising the Scotland Excel framework agreements for Education Supplies; and

- (c) to initiate the procurement processes for the procurements described in the report for other specialist services.

After discussion and having heard the Procurement Manager in answer to Members' questions, the Committee agreed:-

- (1) to authorise the continuation of the existing contracts utilising the Scotland Excel framework agreements for Children's Homes and Secure Care and Specialist Services identified in paragraph 4.1 of the report for the next four financial years when the position would be reviewed and reported to a future meeting of the Committee;
- (2) to authorise the continuation of call-off contracts utilising the Scotland Excel framework agreements for Educational Supplies identified in paragraph 4.2 of the report for the next four financial years when the position would be reviewed and reported to a future meeting of the Committee; and
- (3) to authorise the initiation of the procurement processes, for the procurements set out in paragraph 4.3 of the report, noting that the outcome of these process would be reported to a future meeting of the Tendering Committee.

The meeting closed at 4.15 p.m.

LOCAL NEGOTIATING COMMITTEE FOR TEACHERS

At a Meeting of the Local Negotiating Committee for Teachers held in 'The Bridge' Meeting Room, 16 Church Street, Dumbarton on Tuesday, 18 June 2019 at 2.05 p.m.

Present: Laura Mason, Chief Education Officer; Clare McNally, Headteacher, Dumbarton Academy; Simon Simpson, Headteacher, Levenvale Primary School; Gavin Corrigan, Michael Dolan, James Halfpenny, Karen Jakeman, Christopher Lloyd, Julia Strang and Dawn Wilson (EIS); and Claire Mackenzie (SSTA).

Attending: Geraldine Lyden, HR Business Partner; Linda McAlister, Education Support Officer; and Gabriella Gonda and Scott Kelly, Committee Officers.

Apologies: Apologies for absence were intimated on behalf of Councillors Karen Conaghan and John Mooney; Andrew Brown, Senior Education Officer – Performance and Improvement; and Stephen McCrossan, EIS Area Officer.

Mr Gavin Corrigan in the Chair

DECLARATIONS OF INTEREST

It was noted that there were no declarations of interest in the item of business on the agenda.

MINUTES OF PREVIOUS MEETING

The Minutes of Meeting of the Local Negotiating Committee for Teachers held on 5 March 2019 were submitted and approved as a correct record.

ADDITIONAL IN-SERVICE DAYS 2019/20 FOR PROFESSIONAL LEARNING

A report was submitted by the Joint Secretaries to the LNCT seeking approval of two additional in-service days during session 2019/20 for all schools, including nurseries, in accordance with the agreed pay award.

Following discussion and having heard both Sides, the Committee agreed:-

(1) to note the views expressed by the Teachers' Side that:-

- (a) paragraph 1.2 of the report should have stated that the purpose of the additional in-service days was to 'address workload' rather than to 'support professional learning for teachers'; and
- (b) paragraph 3.2 of the report should have restated the guidance issued by the Scottish Negotiating Committee for Teachers (SNCT) in relation to the additional in-service days, namely:-

"The SNCT agrees that 2 additional in-service days, to be held in academic year 2019-20, should be provided to allow schools time to focus on key issues such as workload, additional support and empowering schools. Issues and activities for such days should be decided at school level and by collegiate process, although there is an expectation that opportunities for collaborative practice should be on offer from stakeholders such as Education Scotland, Local Authorities and the RICs.";

- (2) to approve the proposed dates of 7 February 2020 and 26 May 2020 for the two additional in-service days allocated to primary and secondary schools during the session 2019/20;
- (3) that the in-service days which would focus on workload, additional support and empowering schools need not necessarily be held on the dates stated in (2) above but could take place earlier in the academic year on dates previously identified as in-service days; and
- (4) to note that the academic calendar for 2019/20, which would be updated to include the two additional in-service days, would also reflect that the May bank holiday which had been scheduled for Monday, 4 May 2020 would be moved to Friday, 8 May 2020 to coincide with VE Day.

The meeting closed at 2.30 p.m.

WEST DUNBARTONSHIRE COUNCIL**Report by Laura Mason, Chief Education Officer****Educational Services Committee: 4 September 2019**

Subject: Strategy to Raise Attainment and Achievement in West Dunbartonshire

1. Purpose

- 1.1** The purpose of this report is to update the Educational Services Committee on activity and progress with regard to implementing West Dunbartonshire's Strategy to Raise Attainment and Achievement.

2. Recommendations

- 2.1** The Educational Services Committee is recommended to note:

(a) the progress made in the past three months with the Strategy to Raise Attainment and Achievement in West Dunbartonshire.

3. Background

- 3.1** In line with the Strategy to Raise Attainment and Achievement the Committee receives a regular report outlining progress against this strategic priority.
- 3.2** The Scottish Attainment Challenge (SAC) was launched in February 2015. It aims to accelerate the pace in which Scotland closes the poverty related attainment gap in literacy, numeracy, health and wellbeing through leadership, families and communities and learning and teaching. West Dunbartonshire became a Challenge Authority in 2015 receiving additional funding to deliver projects in primary and secondary schools. From its inception in 2015/16 to the end of the current financial year (2019/20) it is estimated we will have secured £5.403m for primary projects and £3.152m for secondary projects from the Scottish Attainment Challenge. It is envisaged that funding will continue until March 2021.
- 3.3** In December 2017 HM Inspectors and professional associates, working in partnership with Audit Scotland evaluated the education service strategies to improve learning, raise attainment and narrow the poverty-related attainment gap. It was reported that West Dunbartonshire is making very good progress with improving learning, raising attainment and narrowing the poverty related attainment gap.

4. Main Issues

- 4.1** The Attainment Challenge features as a strategic risk in the local delivery plan. Project implementation needs to be on track to ensure outcomes for young people and families are delivered.
- 4.2** There are potential changes to Attainment Challenge funding by March 2021. A funding bid for session 2019/20 was confirmed by the Scottish Government in March 2019. This secured funding of £2.043m for one more year.

4.3 Attainment Challenge Projects

Due to the school summer break updates on individual challenge projects will be provided at December committee. The lead officer for the attainment challenge and the Attainment Advisor have produced an evidence of impact audit and have scheduled meetings with project leads from the central team and schools to complete the audit between August and September.

4.3.1 Literacy Strategy

A working group has been established to produce a literacy action plan. The areas for action are based on areas identified for improvement in the 2019 early years baseline report and authority achievement of a level report. The group has produced an action plan to be implemented in session 2019/20 focusing on curriculum content; teaching of phonics; ensuring a balance between play based and direct teaching in early stages; producing guidance on the need for highly structured approaches to literacy for pupils with gaps in their learning; deliver a programme of training for new teachers and teachers new to early stages; provide refresher training on reciprocal teaching focussing at primary 3/4. An authority review of the literacy strategy will be conducted between October to December 2019.

4.3.2 Numeracy Strategy

A review of maths and numeracy conducted in May and June 2019 involving 75% of establishments highlighted the positive impact of our strategy to raise attainment in maths and numeracy. Data is being used very well to monitor and track the individual progress of children and young people with interventions for example Stages in Early Arithmetical Learning (SEAL) improving attainment and narrowing the poverty related attainment gap. There are strong collaborative approaches which have improved our capacity to share and moderate standards and professional learning. There is evidence of challenge and a wide range of contexts for learning being provided. Children with additional support needs are being supported well and the enhanced curriculum offering in secondary schools is making a positive impact on the attainment and achievement of those at risk of missing out. Additional resources for example learning assistants, outreach workers are being used well to support individuals and groups. Digital technology is being used well to support learning and make learning in maths fun and interesting.

Children and young people report that they feel very well supported and confident in their relationships with staff and peers. Evidence from parents tells us that they would like more information on what their child is learning in numeracy and maths. One teacher stated that: “It is reassuring to know that as a local authority we continue to set maths and numeracy as a very high priority and we have got very ambitious plans ahead.”

4.3.3 Assessment and Moderation

The authority 3 year cycle for moderation was completed in June 2019. An authority team of trained verifiers and moderators reviewed the quality of attainment and achievement in reading and writing. Evidence of pupil learning was gathered from 26 primary and secondary schools. This is the third year of moderation from a sample of schools as part of the authority framework for assessment and moderation. This year's exercise completes moderation of all establishments with individual reports produced for each school and an overall report written for the authority. The key findings are:

- All schools are using SNSA (Scottish National Standardised Assessments) to support and inform judgements about achievement
- Tasks are appropriate and teachers judgement in most cases is accurate
- All schools are using the authority assessment criteria
- In most cases there is evidence of high expectation and challenge within tasks
- Staff from each local learning community participating in the West Partnership assessment and moderation programme and/ or Education Scotland Quality Assurance and Moderation Support Officer's (QAMSO's) programme have had a positive impact on the collation and analysis of evidence for moderation across schools.
- Local learning community moderation programmes are providing rich opportunities for staff to share and moderate standards.

The next steps are:

- To continue to increase the number of opportunities for primary and secondary teachers to cross mark pieces of work
- Regular moderation across and within establishments
- Produce a new 3 year authority moderation cycle building on the existing model with a focus on reading and transition.

4.3.4 Summer Piping and Drumming Camp

A pilot programme of free piping and drumming workshops was delivered in July. This aimed to develop children's knowledge of their local and national cultural heritage through learning the discipline of a musical instrument. The pilot scoped out interest in piping and drumming within schools in West Dunbartonshire. The places were offered to pupils in P6 – S2 with 20 pupils attending. The intensive 3 day programme was delivered by expert instructors recommended by the Scottish Piping Centre. The programme took place in the days before the Scottish Pipe Band Championships at Levensgrove Park and the pupils were encouraged to attend the championships to get a sense of what playing in a real pipe band is like.

The programme was arranged by Neil Mc Allister from the Education Music Service.

4.3.5 Attainment Programme

As part of the local strategy to raise attainment and improve learning through high quality leadership and in response to the national strategy for headteacher empowerment an Enhanced School Improvement Team (ESIT) of ten headteachers has been established for a second year. National guidance published in June 19 outlines criteria for evaluation by education staff at all levels to evaluate empowerment. The guidance refers to local authorities and headteachers as 'supportive partners'. The ESIT team is a good example of local partnership with headteachers who support professional collaboration and take lead roles in supporting improvement in schools as part of the local authority improvement framework. The team will work one day per week as part of the local authority central team working directly with schools to:

- Provide support and challenge to their link establishments to raise attainment, improve learning and narrow the poverty related attainment gap
- Support continuous improvement, performance monitoring and self-evaluation
- Analyse and use performance information to support and challenge establishments to improve
- Participate, and in some cases, lead improvement visits and thematic reviews within the programme for early years, primary and secondary schools
- Collaborate with colleagues locally, the West Partnership and nationally on improvement, using an evidence based approach.

5. People Implications

- 5.1** The additional funding from Scottish Government has supported the secondment of officers and teachers assigned to raise attainment and narrow the poverty related attainment gap. Exit strategies are being developed prior to funding streams ending in 2020.

6. Financial and Procurement Implication

- 6.1** The first grant claim for attainment challenge expenditure has to cover the period to September 2019. Therefore no claim has yet been submitted. However, as indicated in the table below it is anticipated that the full award for £2.043m 2018/2019 will be spent.

	Primary <u>actual exp</u>	Secondary <u>actual exp</u>	Total <u>actual exp</u>	Award <u></u>
2015/16	£778,595	n/a	£778,595	£1,024,856
2016/17	£1,322,450	£353,019	£1,675,469	£1,895,410
2017/18	£1,189,844	£823,264	£2,013,108	£2,013,108
2018/19	£1,167,572	£876,243	£2,043,815	£2,043,815
2019/20	£944,691	£1,099,124	£2,043,815	est £2,043,815
	£5,403,152	£3,151,650	£8,554,802	£9,021,004

6.2 There are no procurement implications arising from this report.

7. Risk Analysis

7.1 Failure to implement an authority-wide strategy to raise attainment and secure improvement will disadvantage our young people and may become a reputational risk to the Council

7.2 The Committee will be provided with regular update reports advising of progress.

8. Equalities Impact Assessment (EIA)

8.1 There was no requirement to undertake an EIA for the purposes of this report as it is providing an update to Committee.

9. Consultation

9.1 A meeting has taken place with Corporate Communications to alert them to the national project and to discuss how we promote this good news for West Dunbartonshire. Subsequently, there has been positive coverage of the project in the local media.

9.2 Legal Services and the Section 95 Officer have been consulted in relation to the content of this report.

9.3 In developing these plans there has been consultation with Education Scotland, the Scottish Government and parent councils.

10. Strategic Assessment

- 10.1** This report reflects the Council's 2017-2022 overarching priority to reduce inequalities for the people of West Dunbartonshire which supports improved outcomes for all learners in our community.

Laura Mason
Chief Education Officer
August 2019

Person to Contact: Julie McGrogan, Senior Education Officer, Department of Education, Learning and Attainment, Council Offices, 16 Church Street, Dumbarton, G82 1QL
Telephone No: 01389 737316
Email: julie.mcgrogan@west-dunbarton.gov.uk

Appendix: None

Background Papers: None

Wards Affected: All wards

WEST DUNBARTONSHIRE COUNCIL

Report by Chief Education Officer

Educational Services Committee: 4 September 2019

Subject: Literacy and Numeracy - Benchmarking

1. Purpose

- 1.1** This report advises Members on the performance of literacy and numeracy in West Dunbartonshire at Early Years, P1, P4, P7 and S3.

2. Recommendations

- 2.1** The Educational Services Committee is recommended to:
- 1) note the contents of this report
 - 2) note that improvements planned will be implemented as part of the Authority's strategy to raise attainment, improve learning and narrow the poverty related attainment gap

3. Background

- 3.1** As part of Educational Services' Raising Attainment Strategy pupils were tested from 2012 using standardised tests in literacy and numeracy at P3, P4, P5, P6, P7 and S2.
- 3.2** Since 2013 attainment data has been gathered using locally developed baseline assessments in literacy and numeracy in early years' establishments and in P1 at primary schools.
- 3.3** From 2013 literacy baseline assessment was carried out in all Early Years establishments. During 2014 and 2015 early reading skills (literacy baseline assessment) was used to assess progress for all P1 pupils. During 2015, baseline assessment in numeracy was carried out in all Early Years establishments and in literacy in a sample of establishments. In May 2016, baseline assessments in literacy and numeracy were undertaken in all early years' establishments, partner nurseries and primary schools for P1 pupils.
- 3.4** In 2016, as part of the National Improvement Framework, Scottish Government introduced data collection of children and young people's progress at the key stages of P1, P4, P7 and S3 using Curriculum for Excellence (CfE) Levels. The achieved a CfE level (ACEL) data is draft until Scottish Government ratify it in December each year.

- 3.5** In August 2017, a Scottish National Standardised Assessment (SNSA) was introduced at P1, P4, P7 and S3. The use of a standardised assessment will support a consistent approach to assessment within the Broad General Education. The SNSA will form part of the evidence used when teachers make judgements about learner progress and achievement of a CfE level. In June 2019, an independent review for the Scottish Government of the SNSA at P1 re-affirmed the use of SNSA as one form of assessment for achievement of a CfE level. This review highlighted that this assessment cannot be used to compare schools or to set targets for individual schools. Members are reminded that standardised tests are one form of assessment used to gather data to build a picture of children and young people's progress.

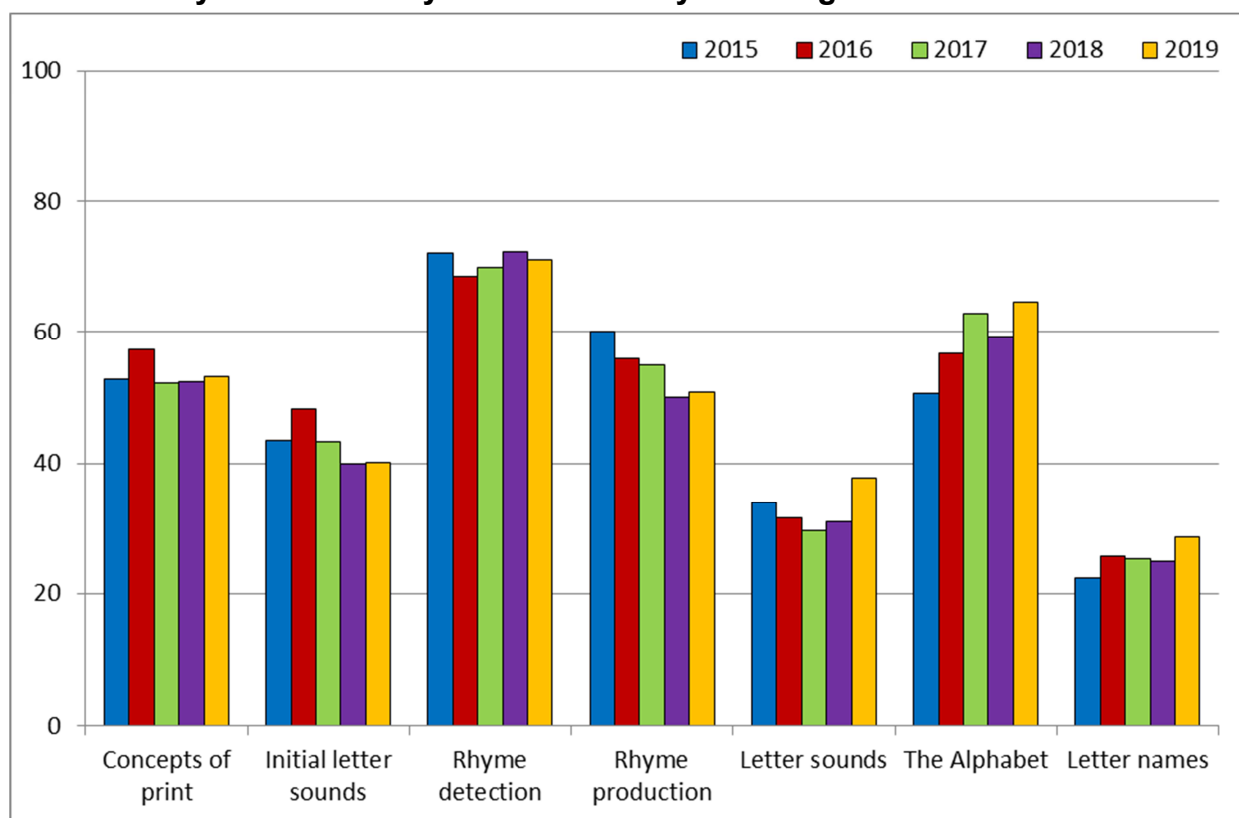
4. Main Issues

- 4.1** Children's progress within CfE is assessed using a range of evidence of what children learn and achieve and how well this prepares them for life beyond school.
- 4.2** In West Dunbartonshire we are committed to delivering excellence and equity for every child by having a clear focus on improvement. The National Improvement Framework sets out six key drivers for improvement: School leadership; Teacher professionalism; Parental engagement; Assessment of children's progress; School improvement; and Performance information.
- 4.3** The early level baseline assessment is benchmarked across the authority to highlight performance levels. Assessment results are used to track trends in attainment and to identify the attainment gap. This information provides a comprehensive picture of progress in key literacy and numeracy skills for children at early level in West Dunbartonshire.
- 4.4** The high level messages emerging from the early years' baseline assessments indicate the following:

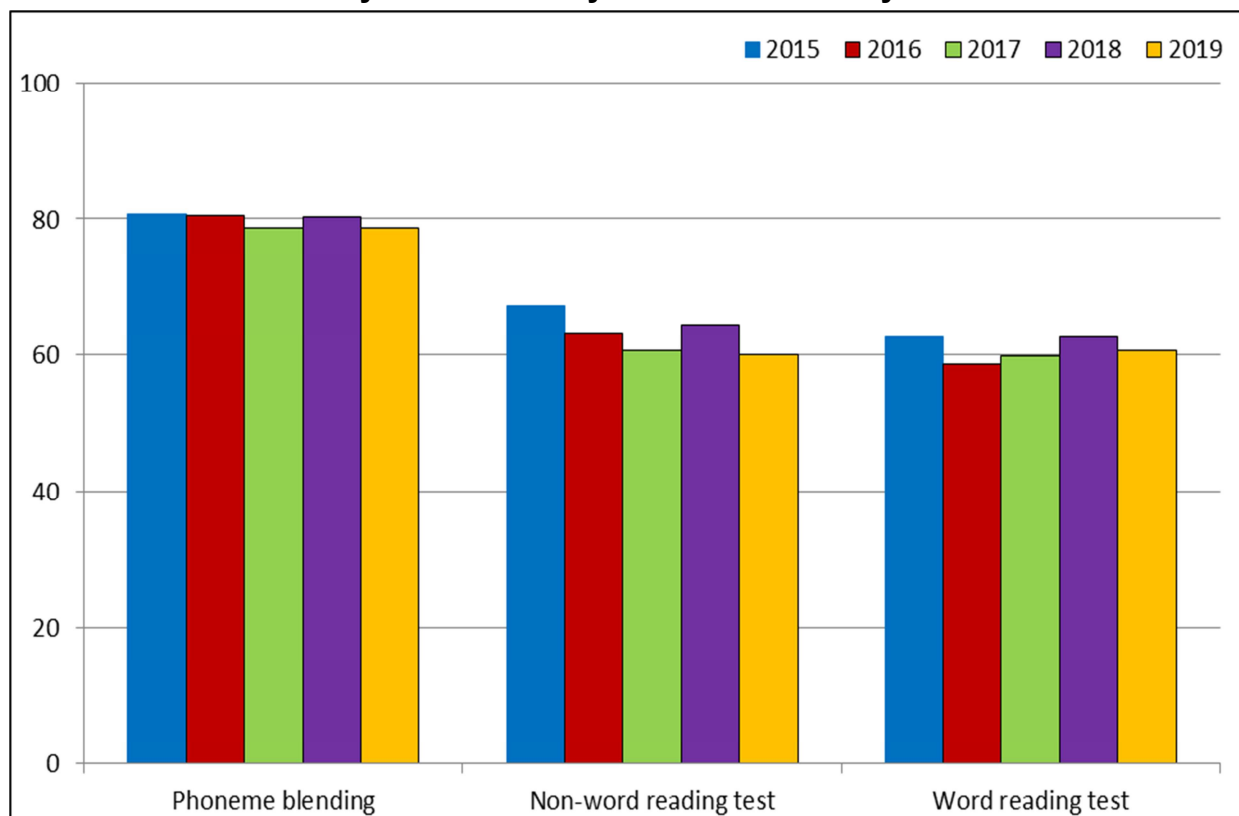
Literacy

The charts below show performance in the areas assessed in the Early Level Literacy Baseline Assessment as the percentage of children who achieved the relevant benchmark in the specific area. In our Early Learning and Childcare Centres (ELCCs) all areas showed higher results in 2018-19 than for 2017-18, except for Rhyme Detection which showed a slight decrease. Concepts of Print and Letter Sounds have improved in the last two years. Performance for P1 pupils in 2019 is slightly lower than in 2017-18, which is not significant.

Early Years Literacy Baseline – Early Learning and Childcare Centres



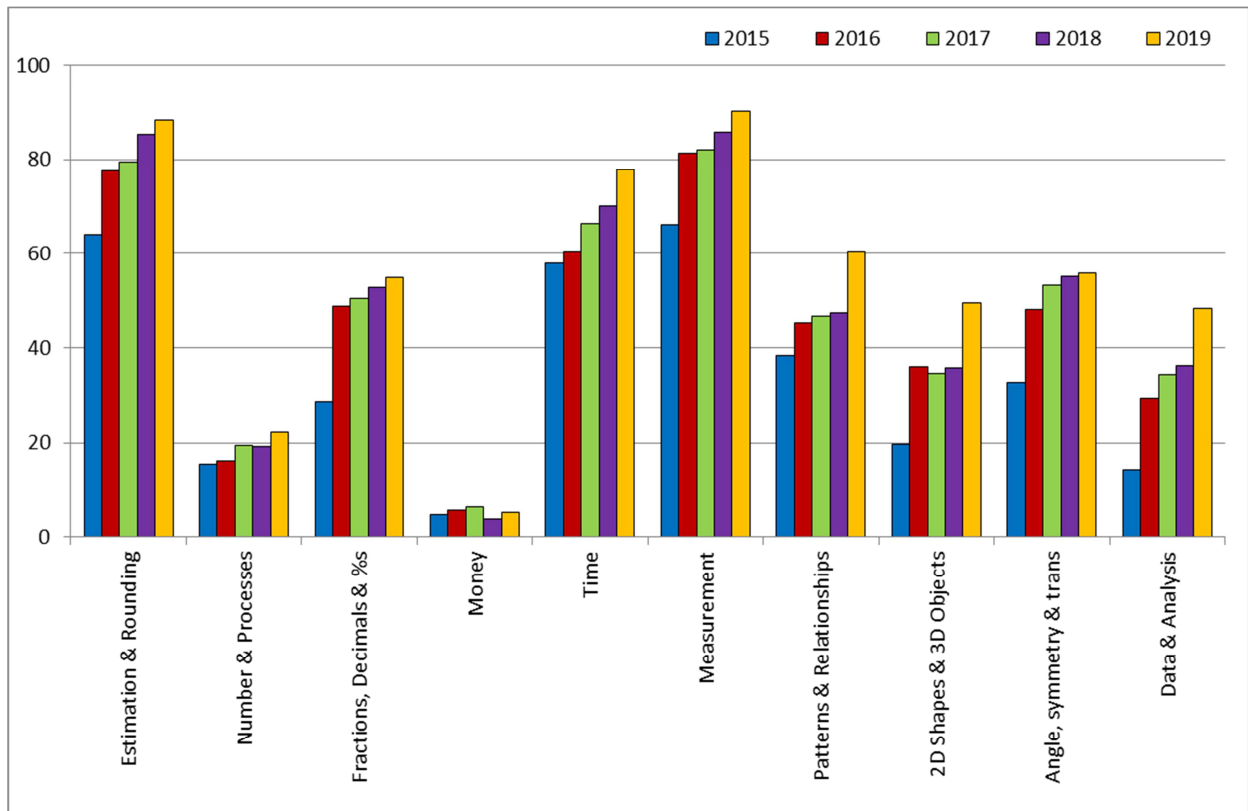
Early Years Literacy Baseline – Primary 1



Numeracy

The charts below show performance in the ten areas assessed in the Early Level Numeracy Baseline Assessment. Performance in ELCCs increased for all experiences and outcomes of numeracy areas in 2018-19, with large increases for Patterns and Relationships, 2D shapes and 3D objects and Data and Analysis. This means there has been a sustained improvement over the last four years in seven experiences and outcomes.

Early Years Numeracy Baseline – Early Learning and Childcare Centres

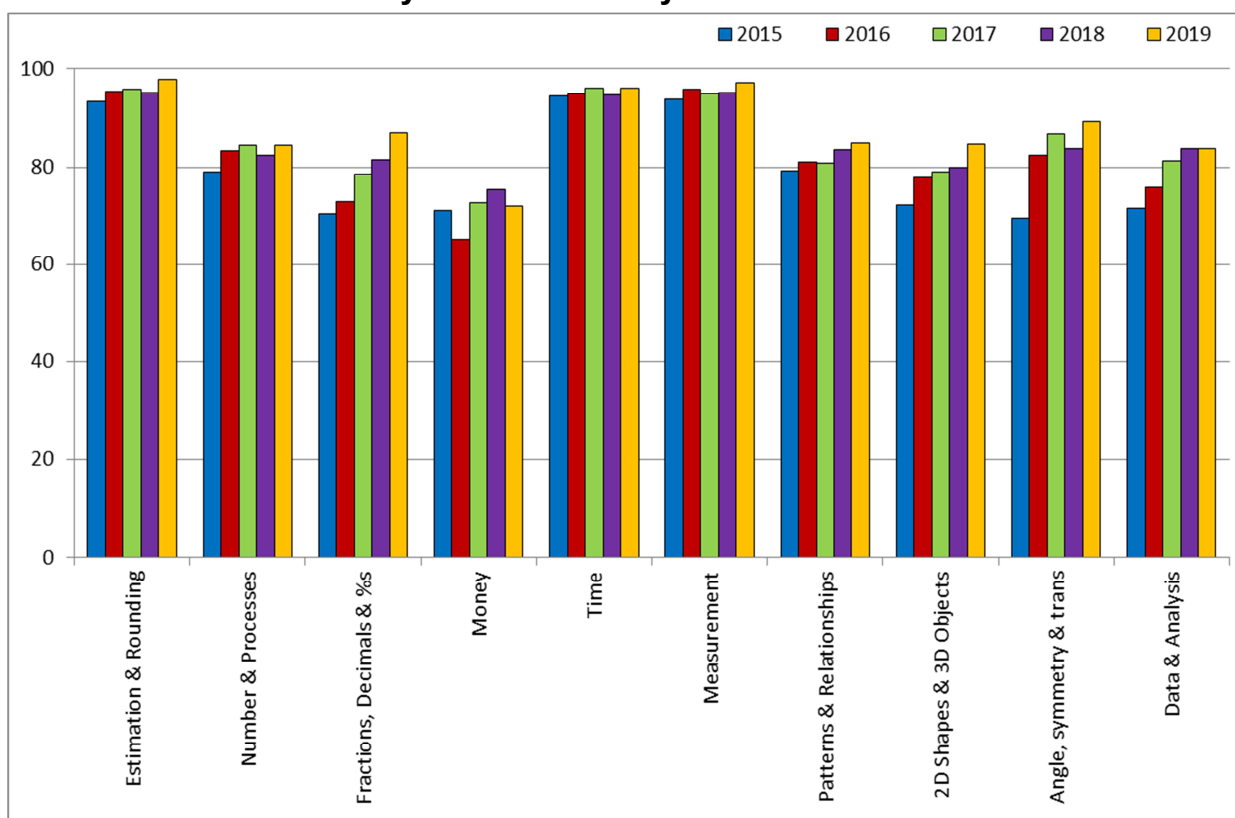


As expected, performance for P1 children was higher than for ELCCs for all areas, especially for Money, Number and Number Processes and Data and Analysis.

In 2018-19, there was an increase in P1 children who achieved the expected benchmark in eight out of the ten experiences and outcomes, performance for Data and Analysis remained the same, and there was a decrease of 3 % for Money. There is a sustained improvement over the last four years in Fractions, Decimals and percentages and 2D shapes and 3D objects.

Children who were in nursery in 2018 who are now in P1 have made progress with the biggest gains in Money and Number and number processes.

Early Years Numeracy Baseline – Schools



4.5 The SNSA has been designed to assess progress in experiences and outcomes of literacy and numeracy. They do not, cannot and should not assess all the standards outlined within the experiences and outcomes or the literacy and numeracy benchmarks. On their own, therefore, they cannot provide a summative assessment of whether a learner has achieved the Curriculum for Excellence level relevant to his or her stage. The information generated by the SNSA – whether at individual, school, local or national level – is not an end in itself, but is intended to be used for improvement purposes: identifying strengths and development needs and informing next steps in learning. That approach is wholly consistent with formative assessment. The assessments are not completed at one point in the year for all pupils but rather at a time throughout the course of the year appropriate to the needs of the learners. Children and young people may sit literacy and numeracy assessments at different points in the year.

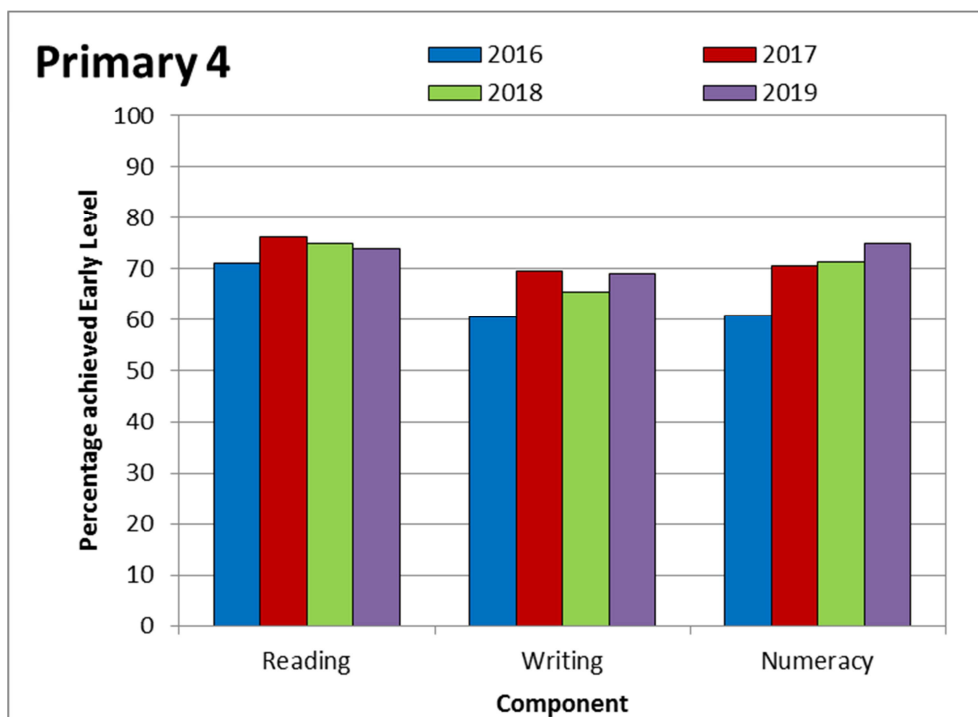
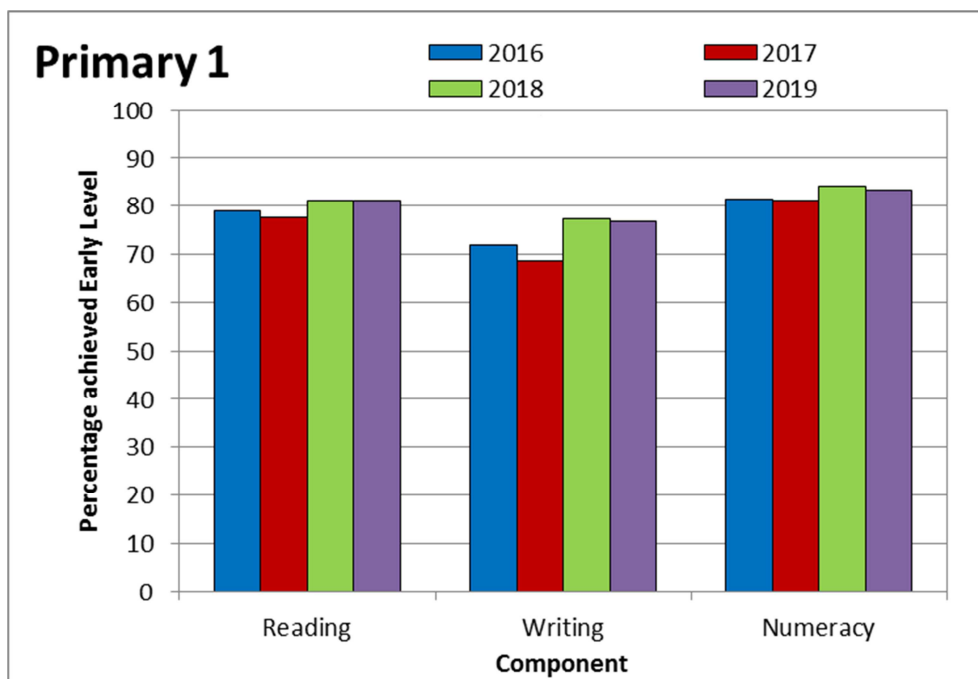
In the 2018-19 session, the SNSA shows:

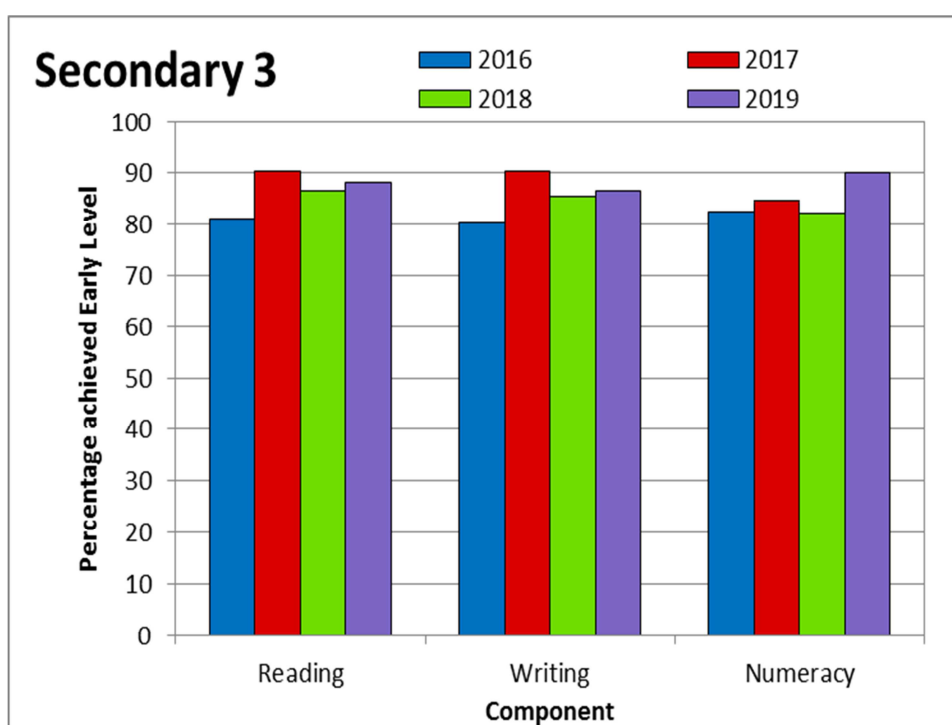
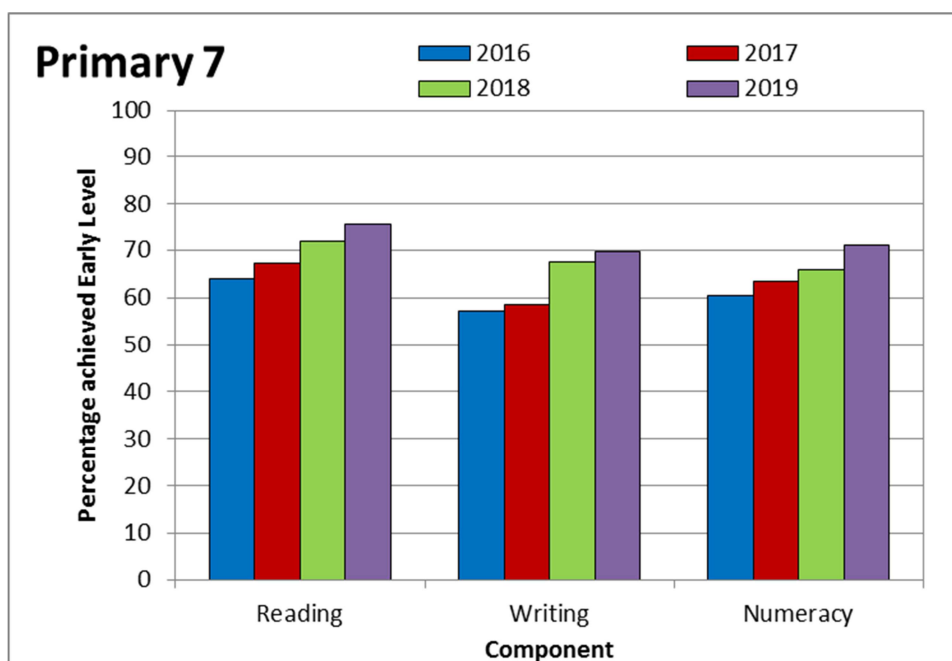
- Over 95% of primary aged children in P1, P4 and P7 completed a SNSA in reading and numeracy, while 94 % completed the writing SNSA
- For secondary aged young people in S3, 95 % completed a SNSA in numeracy, 89 % in reading and 84 % in writing
- All P1 pupils completed age appropriate SNSA

- For those who completed a SNSA, almost all pupils from P4 (>98 %), P7 (>88 %) and S3 (>93 %) completed the age appropriate SNSA for reading, writing and writing
- 4.6** Attainment in the SNSA is measured using 12 bands across P1, P4, P7 and S3, i.e. P1 SNSA covers bands 1-6, P4 SNSA covers bands 4 to 9, P7 SNSA covers bands 6 to 11 and S3 SNSA covers bands 7 to 12.
- 4.7** Attainment information for the 2018-19 SNSA shows the following:
- In P1, 91 % of children attain in bands 3-6 for literacy and numeracy
 - In P4, 69 % and 70 % of children attain in bands 6-9 for reading and writing, while 78 % attain for numeracy
 - In P7, 78 % attain in bands 8-11 for reading, writing and numeracy
 - In S3, 63 % and 64 % attained in bands 9-12 for reading and writing, while 76 % attain for numeracy
- 4.8** The National Improvement Framework measures pupil attainment using the Teacher Judgement Survey. From June 2016, teachers used their professional judgement to determine what Curriculum for Excellence level pupils had achieved at P1, P4, P7, S3 and all pupils in standalone special schools / units.
- 4.9** Curriculum for Excellence states that pupils are expected to have achieved Early level by end of P1, First Level by end of P4, Second Level by end of P7 and Third or Fourth Level by end of S3. Pupils may achieve each level earlier or later than expected, depending on individual needs and aptitude.
- 4.10** The following charts show the performance of West Dunbartonshire pupils in the most recent Achieved a Level Survey, which showed at this time that the majority of pupils in West Dunbartonshire achieved the level expected by the stage tested. The most recent data is provisional until completion of the Quality Assurance process, for submission to Scottish Government by end of August each year.
- 4.11** The initial high level messages emerging from the 2019 teacher judgement data are that:
- over 80% of pupils in P1 achieve the expected Early level in reading and numeracy
 - over 75% of pupils in P1 achieve the expected Early level in writing
 - over 70% of pupils in P4 achieve the expected First level in reading and numeracy
 - almost 70% of pupils in P4 achieve the expected First level in writing
 - over 75% of pupils in P7 achieve the expected Second Level in reading
 - over 70% of pupils in P7 achieve the expected Second Level in writing and numeracy

- over 85% of pupils in S3 achieve the expected Third or Fourth Level in reading, writing and numeracy
- achievement in Special Schools is mixed depending on each child's individual needs

Achieved a Level Survey Results for 2016 to 2019





4.12 The high level messages emerging across the four years of teacher judgement data are that:

- the percentage of children in P1 who achieved Early level has remained stable in 2018-19, compared to 2017-18, in reading, writing and numeracy
- the percentage of children in P4 who achieved First level has increased in 2018-19, compared to 2017-18, in writing and numeracy

- the percentage of young people in P7 who achieved Second level has increased in 2018-19, compared to 2017-18, in reading, writing and numeracy
- the percentage of young people in S3 who achieved Third or Fourth level has increased in 2018-19, compared to 2017-18, in reading, writing and numeracy
- trends over the four years in the percentage of children and young people who achieved the appropriate CfE level for their age and stage, show a stable, high performance for P1 and S3 and a generally increasing performance for P4 and P7
- for example, since 2016 achievement in numeracy has increased by 14 % for P4 and 11 % for P7, while achievement in writing has increased by 9 % for P4 and 13 % for P7

The percentage of children and young people who achieved the appropriate level for their age and stage is generally below the percentage attainment for Scotland at P1, P4 and P7 but is more positive at S3. The 2019 percentage achievement compared to Scotland percentage achievement in 2018 is 1-2 % below for P1, 3-4 % below for P4 and P7 but for S3 percentage achievement is better than the Scotland percentage achievement for numeracy.

- 4.13** At this point of the Scottish Attainment Challenge the initial high level messages emerging from the 2019 teacher judgement data about the poverty related attainment gap are that since 2016 for pupils residing in SIMD 1&2:

In literacy for SIMD 1+2 pupils there is a 4 % increase in the percentage of pupils attaining the appropriate level and the gap between SIMD 1+2 and SIMD 3-10 has reduced to 8 % from 11 % in the previous year

In numeracy for SIMD 1+2 pupils there is a 5 % increase in the percentage of pupils attaining the appropriate level and the gap between SIMD 1+2 and SIMD 3-10 has reduced to 9 % from 14 % in the previous year

For literacy

- For P1 SIMD 1+2 pupils there is a 1 % increase in the percentage of pupils attaining early level, which is a 3 year positive trend, and the gap between SIMD 1+2 and SIMD 3-10 has reduced to 8 % from 10 % in the previous year
- For P4 SIMD 1+2 pupils there is a 2 % increase in the percentage of pupils attaining first level and the gap between SIMD 1+2 and SIMD 3-10 has reduced to 8 % from 9 % in the previous year
- For P7 SIMD 1+2 pupils there is a 4 % increase in the percentage of pupils attaining second level, which is a 4 year positive trend, and the gap between SIMD 1+2 and SIMD 3-10 has reduced to 11 % from 15 % in the previous year
- For S3 SIMD 1+2 pupils there is a 5 % increase in the percentage of pupils attaining third or fourth level and the gap between SIMD 1+2 and SIMD 3-10 has reduced to 5 % from 10 % in the previous year

For numeracy

- For P1 SIMD 1+2 pupils there is a 1 % decrease in the percentage of pupils attaining early level and the gap between SIMD 1+2 and SIMD 3-10 has remained at 7 %
- For P4 SIMD 1+2 pupils there is a 6 % increase in the percentage of pupils attaining first level and the gap between SIMD 1+2 and SIMD 3-10 has reduced to 10 % from 16 % in the previous year
- For P7 SIMD 1+2 pupils there is a 8 % increase in the percentage of pupils attaining second level and the gap between SIMD 1+2 and SIMD 3-10 has reduced to 10 % from 17 % in the previous year
- For S3 SIMD 1+2 pupils there is a 10 % increase in the percentage of pupils attaining third or fourth level and the gap between SIMD 1+2 and SIMD 3-10 has reduced to 10 % from 14 % in the previous year

5. People Implications

- 5.1** The additional funding from Scottish Government has supported the secondment of officers and teachers to focus on specific areas of work to raise attainment and narrow the poverty related attainment gap. Exit strategies are being developed prior to potential changes to funding streams in 2021.

6. Financial and Procurement Implications

- 6.1** There are no procurement implications arising from this report.

7. Risk Analysis

- 7.1** Failure to implement an authority-wide strategy to raise attainment and secure improvement will disadvantage our children and young people and may become a reputational risk to the council.
- 7.2** The Committee will be provided with regular update reports advising of progress.

8. Equalities Impact Assessment (EIA)

- 8.1** An Equalities Impact Assessment was carried out on the processes of administering the assessments. No significant issues arose provided pupils with Additional Support Needs were in receipt of their usual levels of support when completing assessments.

9. Consultation

- 9.1** The introduction of a series of standard assessments as part of a range of approaches to assessment was discussed with Head Teachers, Education Officers and teacher unions.
- 9.2** Legal Services and the Section 95 Officer have been consulted in relation to the content of this report.
- 10. Strategic Assessment**
- 10.1** This report reflects the Council's 2017-2022 overarching priority to reduce inequalities for the people of West Dunbartonshire which supports improved outcomes for all learners in our community.

Laura Mason
Chief Education Officer

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Appendices: None.

Background Papers: Equalities Impact Assessment

Wards Affected: All

WEST DUNBARTONSHIRE COUNCIL

Report by Chief Education Officer

Education Services Committee: 4 September 2019

Subject: Early Years Implementation Update

1. Purpose

- 1.1** This report details an update of the plan for expansion of Early Learning and Childcare (ELC) in West Dunbartonshire Council (WDC).

2. Recommendations

- 2.1** It is recommended that committee:

- (i) Notes the contents of the current phasing of the Early Learning & Childcare Expansion (Appendix 1 – Early Learning & Childcare Phasing Plan 2018 -2020)
- (ii) Agrees that a further update be provided to committee at the next meeting in December 2019.

3. Background

- 3.1** Members have previously been advised through regular reports to committee that the WDC Early Learning & Childcare Expansion Plan has developed a service model for delivery of 1140 hours of high quality early learning and childcare which will be phased in by school session 2020 - 2021.

4. Main Issues

- 4.1** Progress across the key objectives of our Implementation Plan remains on track, with target dates set for delivery of each project; agreed with the Implementation Board.
- 4.2** The suite of supporting technical guidance and information developed by Scotland Excel has been used to work with Funded Private Providers to implement the new approach: Funding Follows the Child, sustainable rates and business sustainability.
- 4.3** Relevant documentation and new systems for applications, contracts, communication, procurement, monitoring procedures and evaluation of fair work practices has been set up. A new Funding Follows the Child contract for Funded Private Providers has been agreed. This contract will ensure that criteria for the National Standard are met by all funded private providers.

- 4.4** As the guarantor of quality WDC has a specific role in ensuring business sustainability. We have updated our systems and processes to monitor Partner Providers compliance with the criteria for the National Standard. We are building our capacity to ensure that our systems are in place to carry out this role. This has involved intensive work with ELC officers, our finance business partner and partner private providers. We have met with individual partner private providers to ask them about their service model of delivery for 1140 hours: business sustainability, criteria for the national standard, payment of the real living wage to those staff delivering the entitlement, fair work practices, provision of food and the hourly rate. We now have a shared understanding of the cost of delivering the funded entitlement to set a local sustainable rate. Setting a sustainable rate to pay the real living wage remains the main issue for funded private providers to continue to offer a high quality service.
- 4.5** Our expansion plan has been revised and is on target to deliver the entitlement of 1140 hours for all three, four year olds and eligible two year olds. This is the final stage of the phasing of the Implementation Plan which is reliant on the creation of new nursery classes within schools and refurbishment of ELC stock. In each area as ELC is created within a school, it is predicted that families will move their children to the new nursery classes from neighboring early learning and childcare centres. This will enable our current ELCC's to deliver 1140 hour as their numbers of children reduce. See Table 1. The delivery of most classes in our plan will be on time for August 2020. However, as St. Joseph's and Edinbarnet are likely to be delayed this part of the plan has been revised to ensure delivery of 1140, on time, in Faifley, for children who attend Auchnacraig ELCC. Refurbishment of Auchnacraig ELCC out of use facility, has been scheduled into the plan to replace the classes planned for Edinbarnet and St. Joseph's. This will make full use of the existing building at Auchnacraig, which can be reinstated before the planned nursery classes can be delivered. This will ensure that we are on target to provide the entitlement for all three and four year olds in Faifley.

Table 1

New School ELC	Local ELC
Our Lady of Loreto PS	Dalmuir
Carleith PS	St. Mary's Duntocher
Dalreoch PS	Brucehill
St. Ronan's PS	Lennox Bonhill
Whitcrook PS	Clydebank Whitcrook
Linnvale PS additional 40 places	Kilbowie

- 4.6** The number of eligible two year olds who will have 1140 hours when our legacy kitchens are refurbished will increase. This refurbishment will allow those nurseries to serve the free meal entitlement for eligible two year olds. The nursery kitchens requiring refurbishment are: Lennox ELCC Faifley and Ladyton ELCC. Ferryfield ELCC, Riverside ELCC and Clydebank ELCC have the required standard in place. Meadowview ELCC will increase its numbers to 45 two year olds when the refurbishment is complete.
- 4.7** There is no change to the numbers of parents requesting the blended model from childminders for entitled three and four year olds. Some childminders are interested in delivering early learning and childcare for eligible two year olds.
- 4.8** A key focus of the Criteria for the National Standard is inspection evaluations. The National Standard sets a minimum quality threshold for providers delivering the funded hours of 'good'. The funded provider will be given a 'fair service improvement period' if grades drop below the required quality criteria of the National Standard. Thereafter, funded provider status will be removed. The service will be inspected again by the Care Inspectorate within 6 to 12 months. If the Care Inspectorate is satisfied that the setting is still fit to operate, the setting will have until their next inspection to return evaluations to good. There are funded providers including WDC settings who have grades below good. Our Improvement Framework has been revised to take account of this. Training has also been arranged for leaders to ensure that they understand what is required. Our local authority funded providers are in the same position and will be subject to the same conditions.

5. People Implications

- 5.1** There are significant implications for people in WDC. Our recruitment programme for the settings opening between June - October 2019 for 1140 hours is complete. They are: Andrew B Cameron, Balloch, Bellsmyre, Dalmonach, Gartocharn, Levenvale, Riverside and St. Eunan's. For the next phase our planning for recruitment is well underway to meet target opening dates. We have recruited facilities staff and the early years practitioners that we need. For the next phase we require approximately thirty facilities staff, and sixty qualified ELC practitioners. We continue to compete with other councils to recruit suitably qualified staff, in particular principal officers. The programme to target adult returners and career changers as well as school leavers through a series of information sessions jointly provided by EY, HR and West College Scotland resulted in approximately twenty bespoke individual pathways to a suitable qualification. The apprenticeship programme continues to provide training on the job, for workers who do not have the relevant entrance qualifications for the HNC in Childhood Practice. Fifteen childminders have signed up to complete a combination of SVQ2 and 3 training to get them to the required level; some are already qualified.

6. Financial and Procurement Implications

- 6.1** There is no change to the multi-year funding of the expansion plan which guarantees our delivery of 'Funding Follows the Child' for the entitlement to 1140 hours of ELC for all three and four year olds by their eligible date in school session 2020/2021. Our model of delivery has had a revision to ensure that we deliver 1140 hours on time. This has necessitated a change to our capital and revenue funding plan which is reflected in the revised phasing. See Appendix 1.
- 6.2** As previously reported the financial template submitted to Scottish Government in February 2018 has been reviewed and used in deciding the multi-year funding allocation to this authority. Each year's funding is included in the previous year's figures. The multi-year allocations were announced in May 2018 and are as follows for West Dunbartonshire:

Financial Year	Revenue £m	Capital £m
2018/19	1.410	0.580
2019/20	5.268	2.380
2020/21	8.717	4.480
2021/22	9.723	5.880

- 6.3** There are no new financial implications with this update report, officers continue to review the Early Years Expansion programme to ensure that plans for year two and three align with multi-year funding. We are on track with our expansion plan and financial spend for each project.

7. Risk Analysis

- 7.1** The key risks to the project remain:

- delays in delivery of infrastructure expansion
- recruiting and developing a skilled and committed workforce
- ensuring that all ELC settings meet the criteria for the National

Plans are in place to mitigate risks to the plan. The infrastructure plan and dates for delivery of our nursery classes and refurbished ELCC have been revised for delivery by August 2020. It is widely acknowledged that all councils will compete to recruit and develop a skilled workforce. Our recruitment plan, training and individual pathways are in place for the workforce. Early Years Scotland will provide training for leads, principals and head teachers; this will ensure that we can meet the criteria for the national standard.

8. Equalities Impact Assessment (EIA)

- 8.1** An EIA for the Expansion Plan was undertaken previously. There was no requirement to undertake another EIA for the purposes of this report as it is providing an update to Committee on the expansion.

9. Consultation

9.1 Regular consultation with stakeholders including parents, ELC staff, Unions, Council partners in the project and partner ELC providers continues through various forums and regular meetings.

9.2 Legal Services and the Section 95 Officer have been consulted in relation to the content of this report.

10. Strategic Assessment

10.1 This report reflects the Council's aspiration to have a strong local economy, improved employment opportunities and efficient and effective frontline services that improve the everyday lives of residents. These are strategic priorities for 2017-2022.

Laura Mason

Chief Education Officer

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Background Papers: Appendix 1 – Early Learning & Childcare Phasing Plan 2018 - 2020)

Wards Affected: All

WEST DUNBARTONSHIRE COUNCIL

EARLY YEARS EXPANSION - BREAKDOWN AREA REVENUE EXPENDITURE

Income	18/19	19/20	20/21	21/22
SG Grant	1,410,298	5,268,000	8,717,000	9,723,000
Grant c/f	141,827			-
TOTAL INCOME	1,552,125	5,268,000	8,717,000	9,723,000
Expenditure - Area				
Vale of Leven	202,274	1,650,564	2,036,818	2,284,627
Dumbarton	44,870	1,316,319	2,080,156	2,511,232
Clydebank	42,284	1,100,574	2,625,991	3,728,513
All Areas	963,395	1,550,102	1,492,581	1,198,628
TOTAL EXPENDITURE	1,252,823	5,617,559	8,235,546	9,723,000
Variance	157,475 -	349,559	481,454	0

Appendix 1 Early Learning & Childcare Phasing Plan 2018 - 2020												
Area	ELCC	Capital Spend 18/19	Capital Spend 19/20	Capital Spend 20/21	Capital Spend 21/22	Revenue Spend 18/19	Revenue Spend 19/20	Revenue Spend 20/21	Revenue Spend 21/22	Project Completion Date	Date of Opening to Children	Comments
		£	£	£	£	£	£	£	£			
Vale of Leven	Balloch	0	0	0	0	0	29,093	104,140	96,346	Complete	Apr-18	Project Completed
Vale of Leven	St. Mary's Alexandria 3-5 Service	184,000	0	0	0	168,589	295,559	299,255	315,034	Complete	Apr-18	Project Completed
Vale of Leven	Ferryfield 0-3 Service	256,000	0	0	0	33,685	33,685	34,696	35,736	Complete	Oct-18	Project Completed
Vale of Leven	Levenvale ELCC 3-5 Service	212,000	0	0	0	0	528,099	549,392	560,038	Jun-19	Aug-19	Project Completed
Vale of Leven	Gartocharn ELCC 0-5 Service	0	10,000	0	0	0	69,294	37,201	40,324	Complete	Aug-19	Phasing 1140 hours for all children in their pre-school year
Vale of Leven	Dalmonach 3-5 Service	462,500	0	0	0	0	375,793	373,939	398,741	Sep-19	Sep-19	
Vale of Leven	Riverside ELCC	0	0	415,000	0	0	0	117,779	144,892	Complete	Aug-19	
Vale of Leven	Carousel Alexandria	0	0	0	0	0	84,139	198,567	270,669	Aug-20	Phasing From April	26 places
Vale of Leven	Lennox ELCC Bonhill 3-5 Service	0	0	0	0	0	78,432	74,606	86,652	Aug-20	Aug-20	
Vale of Leven	St Ronan's PS 3-5 Service	60,000	0	0	0	0	156,470	219,887	224,890	Aug-19	Oct-19	
Vale of Leven	Ladyton ELCC 2-3 Service	0	32,000	0	0	0	0	27,356	111,305	Aug-20	Aug-20	
TOTAL VALE OF LEVEN		1,174,500	42,000	415,000	0	202,274	1,650,564	2,036,818	2,284,627			

Area	ELCC	Capital Spend 18/19	Capital Spend 19/20	Capital Spend 20/21	Capital Spend 21/22	Revenue Spend 18/19	Revenue Spend 19/20	Revenue Spend 20/21	Revenue Spend 21/22	Project Completion Date	Date of Opening to Children	Comments
Dumbarton	Andrew B Cameron ELCC 3-5 Service	160,000	0	0	0	39,870	576,804	573,036	588,791	Jun-19	Aug-19	Project Completed
Dumbarton	Meadowview Braehead ELCC 0-3 / 3-5 Services	0	644,387	0	0	0	345,253	432,033	452,881	Aug-20	Aug-20	
Dumbarton	Bellsmyre ELCC 3-5 Service	0	0	0	0	5,000	171,013	166,114	183,981	NA	Aug-19	Project Completed
Dumbarton	Dalreoch Primary Class 2-5 service	0	0	80,000	0	0	0	342,916	534,134	Aug-20	Aug-20	
Dumbarton	Brucehill ELCC 3-5 Service	0	0	0	0	0	0	91,888	118,933	Aug-20	Aug-20	
Dumbarton	Great Start	0	0	0	0	0	78,530	190,715	257,207	Aug-20	Phasing From April	26 places
Dumbarton	Tots R Us	0	0	0	0	0	60,580	95,357	122,585	Aug-20	Phasing From April	17 places
Dumbarton	Carousel Dumbarton	0	0	0	0	0	84,139	188,097	252,720	Aug-20	Phasing From April	26 places
TOTAL DUMBARTON		160,000	644,387	80,000	0	44,870	1,316,319	2,080,156	2,511,232			

Area	ELCC	Capital Spend 18/19	Capital Spend 19/20	Capital Spend 20/21	Capital Spend 21/22	Revenue Spend 18/19	Revenue Spend 19/20	Revenue Spend 20/21	Revenue Spend 21/22	Project Completion Date	Date of Opening to Children	Comments
Clydebank	Linnvale ELCC 3-5 Service	0	0	0	0	42,284	25,093	46,500	37,772	Complete	Aug-18	Project Completed, 40 places
Clydebank	St. Eunan's ELCC 3-5 Service	0	160,000	0	0	0	89,083	139,021	153,824	Apr-19	Aug-19	Project Completed
Clydebank	Clydebank ELCC 3-5 Service	0	10,000	0	0	0	53,820	18,840	37,975	Aug-20	Aug-20	This nursery will offer 1140 when Whitecrook PS ELCC project completes
Clydebank	Whitecrook ELCC 3-5 Service	0	85,000	0	0	0	89,965	83,725	89,283	Aug-20	Aug-20	This nursery will offer 1140 when Whitecrook PS Class opens
Clydebank	Whitecrook PS ELCC 3-5 Service	0	190,000	0	0	0	211,855	286,772	322,089	Oct-19	Oct-19	
Clydebank	OLOL PS ELCC 3-5 Service	0	320,000	0	0	0	129,601	393,822	409,764	Jan-20	Aug-20	
Clydebank	Dalmuir ELCC 3-5 Service	0	18,000	0	0	0	50,172	89,040	78,162	Sep-19	Jan-20	
Clydebank	Gavinburn PS ELCC 3-5 Service	0	120,000	0	0	0	0	160,633	154,269	Jan-20	Aug-20	
Clydebank	Linnvale ELCC	0		119,000		0	0	117,876	196,305	Aug-20	Aug-20	Additional 40 places
Clydebank	Lennox ELCC 0-3 Service	0	0	0	0	0	0	20,949	46,689	Aug-20	Aug-20	

Area	ELCC	Capital Spend 18/19	Capital Spend 19/20	Capital Spend 20/21	Capital Spend 21/22	Revenue Spend 18/19	Revenue Spend 19/20	Revenue Spend 20/21	Revenue Spend 21/22	Project Completion Date	Date of Opening to Children	Comments
Clydebank	St. Mary's PS ELCC Duntocher 3-5 Service	0		10,000		0	0	18,631	28,782	Mar-20	Aug-20	
Clydebank	Carleith PS ELCC 3-5 Service	0		184,000		0	0	0	397,194	May-20	Aug-20	
Clydebank	Auchnacraig ELCC 3-5 Service	0	0	291,000	0	0	0	333,547	572,801	Aug-20	Aug-20	
Clydebank	Kilbowie ELCC 3-5 Service	0	0	25,000	0	0	0	165,743	237,811	Aug-20	Aug-20	
Clydebank	Bright Beginnings	0	0	0	0	0	60,580	100,593	131,560	Aug-20	Phasing From April 2019	17 places
Clydebank	Brookland	0	0	0	0	0	60,580	90,122	113,610	Aug-20	Phasing From April 2019	17 places
Clydebank	Nursery Times	0	0	0	0	0	84,139	146,214	180,921	Aug-20	Phasing From April 2019	26 places
Clydebank	Sunflower	0	0	0	0	0	84,139	148,832	185,409	Aug-20	Phasing From April 2019	26 places
Clydebank	Villa Kindergarten	0	0	0	0	0	60,580	116,298	158,484	Aug-19	Phasing From April 2019	17 places
Clydebank	Lucky Little Stars	0	0	0	0	0	60,580	108,446	145,022	Aug-19	Phasing From April 2019	17 places
Clydebank	Children's Hour	0	0	0	0	0	40,387	40,387	50,787	Aug-19	Phasing From April 2019	17 places
CLDEBANK TOTAL		0	903,000	629,000	0	42,284	1,100,574	2,625,991	3,728,513			

Area	ELCC	Capital Spend 18/19	Capital Spend 19/20	Capital Spend 20/21	Capital Spend 21/22	Revenue Spend 18/19	Revenue Spend 19/20	Revenue Spend 20/21	Revenue Spend 21/22	Project Completion Date	Date of Opening to Children	Comments
All Areas	Kilpatrick Early Years Service	10,000	0	0	0	0	0	0	0			All eligible 2, 3 and 4 year olds
All Areas	Childminders	0	0	0	0	0	0	21,581	21,581			
	Facilities Management	0	0	0	0	29,838	31,981	0	0			
All Areas	Central Management	0	0	0	0	268,654	273,099	273,099	284,013			
All Areas	Graduates	0	0	0	0	118,400	303,448	468,402	489,789			
All Areas	Psychological Service	0	0	0	0	0	69,042	70,250	71,480			
All Areas	Cover	0	0	0	0	0	20,000	25,000	25,000			
All Areas	Workforce Development	0	0	0	0	0	20,000	25,000	25,000			
All Areas	Expansion Management Service Structure	0	0	0	0	328,411	97,426	46,982	0			
All Areas	Building a Better Future Resources	0	0	0	0	200,504	0	150,000	150,000			
All Areas	Modern Apprentices	0	0	0	0	17,588	7,588	18,115	18,115			
All Areas	Outdoor Play	0	0	0	0	0	100,000	100,000	100,000			
	CFCR Expansion Dalmuir & Brucehill Nursery and Whitecrook	0	0	0	0	0	590,000	270,000				
All Areas	Kitchen Equipment	0	0	0	0	0	37,518	24,152	13,650			
TOTAL EXPENDITURE		10,000	0	0	0	963,395	1,550,102	1,492,581	1,198,628			
	SCOTTISH GOVERNMENT FUND	1,800,000	2,100,000	1,400,000	0	1,410,298	5,268,000	8,717,000	9,723,000			
	UNALLOCATED GRANT FROM 17	0	0	0	0	199,567	357,040	0	0			
	UNEARMARKED BALANCES											
	TOTAL GRANT INCOME	1,800,000	2,100,000	1,400,000	0	1,609,865	5,625,040	8,717,000	9,723,000			
	OVERALL EXPENDITURE	1,344,500	1,589,387	1,124,000	0	1,252,823	5,617,559	8,235,546	9,723,000			
	VARIANCE	455,500	510,613	276,000	0	357,042	7,481	481,454	0			

WEST DUNBARTONSHIRE COUNCIL**Report by Chief Education Officer****Educational Services Committee: 4 September 2019**

Subject: Summer Programme Evaluation**1. Purpose****1.1** The purpose of this report is to:

- a) Update members on impact of plans to reduce holiday hunger across West Dunbartonshire Council (WDC) during Summer 2019 and;
- b) Inform and update members on the governance of funding allocations, spend and impact of projects.

2. Recommendations**2.1** The Educational Services Committee is recommended to note:

- (a) Progress and impact of authority wide plans by partners to reduce holiday hunger
- (b) ways in which the fund has been administered and governed.

3. Background

3.1 The Council agreed the Holiday Hunger Fund to increase the provision of meals and social activities for school children over holiday periods throughout West Dunbartonshire. The Council committed £100,000 per annum (to be reviewed in 2023) to enable existing groups in our communities and new groups to apply for money from this fund to establish new provision in areas where there is unmet need.

3.2 Officers were asked to bring an update report to Educational Services Committee as soon as practicable, informing how the fund had been administered, monitored and its related impact on children, young people and the community.

4. Main Issues

4.1 The strategic needs analysis for West Dunbartonshire conducted by Health and Social Care Partnership (HSCP) has identified that 33% of our children and young people live in poverty with 27.4% of children in receipt of free school meals.

- 4.2** It is recognised that holiday periods add to the stress of poverty for families and result in less access to food and social activity for them than their peers. Foodbanks report increased demand during holiday periods. It has been noted that use of foodbanks over the summer 2019 period has increased from 576 users in summer 2018 to 775 in summer 2019. This can be attributed in part to the number of new users accessing Summer Brunch bags which have been provided with Holiday Hunger funding.
- 4.3** For the session 2019-2020, plans were put in place to ensure a summer holiday programme which offered food and activity across the geographical spread of West Dunbartonshire. Education staff met and liaised with all partners to identify need, timeframes and spend required. This resulted in 28 holiday projects of varying descriptions across the authority ranging from drop-in sessions for families in local churches which included packed lunches, Families, Food and Futures Projects in Clydebank, Dumbarton and the Vale, to breakfast club sessions each morning for 5-12 year olds in the Hub by Y-Sortit. These projects ensured a range of supports and activities for children and young people aged from 4 to 17. (App1)
- 4.4** To ensure appropriateness of spend and scrutiny of projects, Officers visited all projects over the holiday period. They monitored the value for spend, procedures in place, numbers attending and spoke with children, young people and families to gauge impact. Information gleaned will inform change and improvement as necessary.
- 4.5** All recipients were required to assist with the reporting and evaluation of the projects by means of an impact statement. Evaluation of these tells us that at time of reporting, a total of 8094 children and 843 adult places were taken on free holiday activities with food integral to the projects. Included in this figure is 300 children and young people with significant additional support needs we supported to also access activities with appropriate specialist supports. (Appendices 2 and 3)
- 4.6** To date a total of £75, 537 of the £100 000 allocated has been spent on Summer Holiday Hunger Projects to enhance existing projects by partners or develop new projects. There are additional plans for spend in the October school holiday period.
- 4.7** Next steps include planning for school holidays in session 2019-2020. This will involve meeting a range of WDC and third sector partners to feedback and evaluate progress and learning so far and further coordinate offers and sessions; taking due cognisance of feedback from all stakeholders.

5. People Implications

- 5.1** There are no people implications as a result of this report, however, these outcome focused plans aim to improve the life chances of children and young people.

6. Financial and Procurement Implications

- 6.1** All activities related to the implementation of this policy are contained within the additional Holiday Hunger Fund.
- 6.2** For session 2019-2020, £75, 537 has been spent on projects across the authority provided by a range of partners. The remaining budget will enable partners to plan for projects in additional holiday periods over the session.

7. Risk Analysis

- 7.1** If the Council is unable to ensure positive outcomes for children, we will not be meeting their needs (Children and Young People Act 2014) (Equalities Act 2010).
- 7.2** If the Council is unable to ensure positive outcomes for all children and young people, it could result in reputational damage.

8. Equalities Impact Assessment (EIA)

- 8.1** This fund and governance enhance the quality of the service provided to all children and young people and therefore can be seen to have a positive impact in terms of the equalities.

9. Environmental Sustainability

- 9.1** There are no environmental implications with this report.

10 Consultation

- 10.1** Legal and Finance Services have been consulted in relation to the content of this report.

11. Strategic Assessment

- 11.1** This report reflects the Council's aspiration to reduce inequalities for the people of West Dunbartonshire.

Laura Mason
Chief Education Officer

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Appendices: Appendix 1 – Programme overview for Summer 2019
Appendix 2 – Programme evaluation for Summer 2019
Appendix 3 – Stakeholder evaluations for Summer 2019

Background papers: Holiday Hunger Report Education Committee 5 June 2019

Wards Affected: All wards

HOLIDAY HUNGER SUMMER PROGRAMME 2019				
Area	Organisation	Project	Total Attendance	Number of sessions
Alexandria	Y-Sort It	Park life sessions	90	7
Alexandria / Dumbarton / Clydebank	VOLA / DA /CHS	FFF	381	12
Bonhill (St Ronan's)	Active Schools & Education	Multisport Camp	285	20
VOLA	Active Schools & Education	Multi-sport Camp	55	20
Renton (Renton Primary)	ASN Family Project	Family Summer Camp	32	4
Balloch and Haldane	Haldane Youth Services	Breakfast Club & Lunch Club	700	71
Balloch and Haldane (Balloch Campus)	Active Schools & Education	Multi-Sport Camp	350	20
Bonhill	Leamy Family Project	Bonhill Bees	71	6
Bonhill (Lennox Pr)	Leamy Family Project & Education	Family Fun Club	177	6
Dumbarton West (St Michaels Primary)	Active Schools and Education	Multisport Camp	195	10
Dumbarton Central	Benview	Rise 'N' Shine Club	130	21
Dumbarton (Dumbarton Academy)	ASN Sports Development	ASN Multisport Camp	30	3
Dumbarton West	Phoenix Centre – Rock Community Church	Summer Club	tbc	6
Clydebank Central –The Hub	Y-Sort It	Breakfast Club	490	21
Clydebank (SPTA)	ASN Sports development	ASN Multi-Sport Camp	27	3
Clydebank Central –CHS	Active Schools and Education	Multi-sport Camp	245	10
Clydebank East-Whitecrook	Centre 81	Summer Club	1100	35
Dalmuir	St Stephens Church	Community Pantry & Packed Lunches	2200	15
Faifley (St Joseph's Primary)	ASN Family project	Family Fun	60	6
Faifley	St Josephs Church	Community Pantry & Packed Lunches	see St Stephens above	0
Faifley (Skypoint)	Active Schools & Education	Multi-sport Camp	300	20

Mountblow	Kilpatrick School (ASN)	summer week activities	183	4
Area	Organisation	Project	Total Attendance	Number of sessions
Whitecrook OHR	Active Schools & Education	Multisport Camp	201	20
Across West Dunbartonshire	Youth Alliance	Various activities	792	20
Across West Dunbartonshire	West Dunbartonshire Community Foodshare	Packed lunches	775	21
TOTAL:			8869	381

West Dunbartonshire Council
Holiday Hunger Update and Evaluation
Summer 2019

Statistics to date:

Total number of projects: Across Clydebank, Dumbarton and the Vale of Leven	28
Total Attendance to date:	8,942 places were taken up 8094 children places 843 adult places
Average cost per child per session will be in the region of:	£8.45
Average cost per ASN child per session (ASN exclusive projects):	£31.73
Average cost per child per session excluding ASN:	£7.72
Highest Cost per head: Renton Primary -ASN Family Project Total of 32 over 4 days (14 children 18 adults) grant = £2,500	£ 78.13
Highest Cost per head <u>non</u> ASN: Active Schools Multi Sport Camp @ VOLA Total of 55 over 5 days grant = £3,285	£59.73
Lowest Cost per head: Haldane Youth Services (food only) 700 attending over 71 sessions grant = £500	£0.71
Lowest Cost per head (activity based): Youth Alliance authority wide projects 792 attending grant = £3,070	£3.88
Lowest cost ASN: Kilpatrick attendance of 183 (based upon application est.) grant= £2500	£13.66

Evaluation of Plan

What went well?	<ul style="list-style-type: none"> • Ability of Officers to engage the range of partners in short timeframe to ensure spread across the Authority • The number of partners involved ranging from WDC, Youth Alliance to local Church Groups • The high attendance rates at projects • The positive feedback from partners, children and staff about opportunities offered • Increase in families aware of foodbank and associated resources • Range of positive relationships between partners and potential new users developed i.e. YSort-It
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	<p>now have a range of children and families aware of their service who previously had no awareness</p> <ul style="list-style-type: none"> • All partners committed to eradicating Holiday Hunger and activity poverty and keen to develop further
What could be improved and developed?	<ul style="list-style-type: none"> • Dovetailing of projects across areas of the council to ensure a spread across holidays to avoid “doubling up” of opportunity or empty weeks • Best value use of premises i.e. partners working together to ensure premises are best utilised reducing rent costs etc and maximising potential audiences • Ensuring all children and families who could benefit from attending are supported to do so • Sharing of good practice by partners to learn from each other with a view to improving experiences for all and ensuring best value of spend
Next Steps?	<ul style="list-style-type: none"> • Evaluation of projects with partners is ongoing • Evaluation and planning event to be held with partners- sharing good news and outcomes, planning together for next session, well in advance • Avoiding duplication of projects running at same time in areas by ‘competing’ partners • Scoping out new and potential partners for next session • Linking in with CVS with a view to recruiting volunteers to support projects and planning • Continue to develop use of all media to promote opportunities • Planning for October school week and Easter Holidays 2020



Key Facts

- 28 projects
- Across the Council
- 8094 children's places used
- 843 adult places used

Active Schools

Sports Camp

Lennox Primary
School





**Leamy
Foundation**

Family cooking

Whitecrook

ASN sports
camp

Active Schools

Clydebank



Families, Food and Futures Project

Vale of
Leven



Families, Food and Futures Project

Clydebank



Families, Food and Futures Project

Day Trip to Balloch Park



Families, Food and Futures Project

Family Food Preparation

Dumbarton



Y-Sort-It

Fun in
Christie Park

Alexandria



Youth Alliance

Bubble Football

Dumbarton



Youth Alliance

Film Making

Dumbarton



Youth Alliance

Tent Making
and Outdoor
Cooking

Dumbarton



Active Schools

Sports Camp

Vale of Leven



Leamy
Foundation

Cake Making

Lennox Primary

Pupil and Family
Support Staff

Families, Food and
Futures Projects



Y-Sort-It

Breakfast Club

The Hub
Clydebank



What we thought...

- *"Vincent thoroughly enjoyed his time at camp. Would love this to be available during all school holidays".- Mum*
- *"The children had an amazing time at the ASN Camp. The staff were fantastic and really engaged with the children. I really hope that West Dunbartonshire runs more of these activities for children with ASN during the holidays" - parent*
- *"The ASN Summer Camp has been fantastic. Jack has enjoyed the mix of sports and arts.... his confidence has grown and he has made new friends, which he usually struggles with. Great team and service please do it again". Mum*
- *"Great idea and gets the kids off the x-box and out". mum*
- *"I liked basketball, football and making new friends". pupil*
- *"Excellent brought me and my kids together" . parent*
- *"I liked that it was free. A lot of people with families struggle" . parent*
- *"Drumming is cool. You get caught up in the rhythm and can forget everything else you usually worry about. I think I'm pretty good at it. I'm gonna come back" . pupil*
- *"We have been amazed at the turnout; suppose it indicates the need in the area". manager*
- *"This is new for our service but has been brilliant. I'm sure we'll see some of these young people again at our clubs". support worker*
- *"People have turned up as the week's gone on. It's been word of mouth and the trick is making them know they are welcome". partner*

What we thought ...

- *"I loved the trips. It's nice to get away for the day as my mum could not afford to take us all the time". pupil*
- *"It allowed my little girl to be integrated into the community and develop her social skills". mum*
- *"I've noticed my son is now more sociable and confident". Parent*
- *"They liked socializing with other children and playing, enjoyed planting seeds and loved the lunches provided". Parent*
- *"It is free when a lot of people with families struggle". parent*
- *"I think the programme is a very worthwhile cause, bringing families/communities together". partner*
- *"The trips gave us chance to go away which we wouldn't otherwise have got. Having a packed lunch was a lovely treat and all very much appreciated". mum*
- *"It's great as the summer holidays are a struggle with money and it's great to have fun together and it's free". father*
- *"It was lovely to support families to have a lovely time together without the stress of money". partner*
- *"Fantastic- important for struggling families – so good it was free as everything costs a lot these days". volunteer*
- *"It was good to be part of a bigger project trying to help the community". partner*

Final word...

“I’ve had a great summer”. Pupil



WEST DUNBARTONSHIRE COUNCIL**Report by Laura Mason, Chief Education Officer****Educational Services Committee: 4 September 2019**

Subject: Policy and guidance for supporting Lesbian, Gay, Bi-Sexual and Transgender Plus (LGBTi+) pupils in West Dunbartonshire schools

1. Purpose

1.1 The purpose of this report is to:

- a) Inform elected members of the inclusive support practices in West Dunbartonshire schools; and
- b) to inform elected members of our policy and guidance for supporting Lesbian, Gay, Bi-Sexual and Transgender Plus (LGBTi+) pupils in West Dunbartonshire schools. (Appendix 1)

2. Recommendations

2.1 Members of the Educational Services Committee are asked to:

- a) discuss and note West Dunbartonshire Council's inclusive support practices and to
- b) discuss and note West Dunbartonshire Council's LGBTi+ in Educational Establishments Policy.

3. Background

3.1 At the Council meeting of 23 December 2016, Council affirmed that all young people in West Dunbartonshire and across Scotland had the right to study in a learning environment which is fully inclusive, tolerant and accepting of LGBTi+ identities, and which is free of homophobic and transphobic bullying.

3.2 West Dunbartonshire Council is committed to supporting and maintaining the dignity and individuality of all of our children and young people. (Children and Young Person Act 2014) This is reflected in our Promoting Positive Behaviour and Reducing Bullying Behaviour in Educational Establishments Policy. (Appendix 2) This is regularly reviewed and amended to reflect advice and feedback from all stakeholders, integral to our Improvement Planning frameworks.

3.3 All West Dunbartonshire schools enhance learning and teaching with a range of resources; developing respect and tolerance of self and others. Schools use a range of resources and partner agencies across sectors.

There is no prescribed resource and staff are expected to resource learning and teaching as appropriate to the age and stage of their classes. Typically but not exclusively, these resources will include: West Dunbartonshire Council's Promoting Positive Behaviour and Reducing Bullying behaviour in Educational Establishments Policy, Curricular guidance such as Health and Well-Being plans, Religious Education guidance and plans such as Called to Love and God's Loving Plan, Promoting Alternative Thinking Strategies (P.A.T.H.s), Rights Respecting Schools, Respect Me and Nurturing approaches.

- 3.4** All schools work with a range of partner agencies; appropriate to individual settings and cohorts of pupils, taking into account age and stage, to develop intra and inter-personal awareness and skills. We recognise parents as key partners in our work and include and inform them in planning of learning and teaching. Our partners include: Stonewall, Show Racism the Red Card, Divided City Theatre Group, Police, Tulloch, Young Carers, School Counselling Service, Hopscotch Theatre, Youth Link Scotland, Scottish Catholic Education Service (SCES).
- 3.5** Continuing planned staff development is integral to supporting children and young people and developing learning and teaching. Head Teachers plan required developments to reflect and respond to their setting and to the needs identified. Supports can include: Educational Psychology input, Diocesan supports, Education Scotland, Local Authority support for schools, Curriculum Leader support Forums in Secondary schools, Youth Scotland.
- 3.6** An increasing number of young people are accessing and supported by youth counselling services. The number of young people presenting with issues around their sexuality is recognised and increasing.
- 3.7** The Archdiocese of Glasgow, Scottish Catholic Education Service (SCES) has supported Catholic schools with guidance in ensuring respect and dignity for all young people, which reflects the teaching of the Catholic Church.
- 3.8** It was recognised that particular guidance and support was required in the form of a policy, specifically guiding and supporting school communities in meeting the needs of LGBTi+ pupils. (Appendix 2)

4. Main Issues

- 4.1** West Dunbartonshire Council resolves to work with a range of stakeholders, including equalities organisations and the Scottish Government, to ensure that our schools actively promote equality and inclusivity for all young people and understand the needs and challenges of LGBTi+ pupils.
- 4.1.1** A continuing programme of professional learning is essential to ensure that staff are equipped to support and promote the dignity and respect of all children and young people.

This is assured through our Pupil Support Curriculum Leaders' Networks, individual school Improvement Framework activities and the Improvement and Performance team.

- 4.1.2** Respect for all staff and pupils remains integral to our ethos. Training, working parties, guidance and policy includes and reflects all stakeholders. Our Pupil Support Curriculum Leaders' Sub group developed policy support and guidance materials for staff working with LGBTi+ pupils. This group included staff from every secondary school, experienced staff with recognised good practice in supporting LGBTi+ pupils and Council Officers: Health and Well-being, Inclusion and Child Protection.

5. People Implications

- 5.1** There are no people implications as a result of this report; however it is essential that robust systems are in place to ensure appropriate staff training.

6. Financial and Procurement Implications

- 6.1** All activities related to the implementation of this policy are contained within Service Budgets.

7. Risk Analysis

- 7.1** If the Council is unable to support the dignity of all young people, we will not be meeting their needs (Children and Young People Act 2014) (Equalities Act 2010).
- 7.2** If the Council is unable to support the dignity and respect of all children and young people then the reputational damage could be significant.

8. Equalities Impact Assessment (EIA)

- 8.1** The supports and Policy enhance the quality of the service provided to all children and young people and therefore can be seen to have a positive impact in terms of the equalities.

9. Consultation

- 9.1** Legal Services and the Section 95 Officer have been consulted in relation to the content of this report. Pupil Support Curriculum Leaders', Additional Support Co-ordinators a focus group of pupils and SCES have been consulted.

10. Strategic Assessment

- 10.1** This report reflects the Council's aspiration to reduce inequalities for the people of West Dunbartonshire.

Laura Mason
Chief Education Officer

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Appendices: Appendix 1 – LGBTi+ Policy
Appendix 2 – West Dunbartonshire Council's Promoting
Positive Relationships and Reducing Bullying Behaviour
in Educational Establishments Policy

Background Papers: Schools' (Consultation) (Scotland) Act 2010

Wards Affected: All Wards

1. Introduction and Purpose

2. Legal and Policy Context

2.1.1.General Equality Legislation

2.1.2.Legal Aspects of Education

3. Understanding Gender Identity

3.1.1.Terminology & Language

4. Education

4.1.1.Whole School Approach

4.1.2.The Curriculum

4.1.3.Learning & Careers

4.1.4.Privacy & Respect

4.1.5.Families & Additional Support Needs

4.1.6.Transition Arrangements

4.1.7.Staff Training & Support

5. Homophobic, Biphobic and Transphobic (HBT) Bullying

5.1.1.Policy & Procedures

5.1.2.Dealing with Incidents

5.1.3.Providing Support

1. Introduction and Purpose

The purpose of this guidance is to offer supportive and practical information to all staff in West Dunbartonshire Council who work with children and young people in order to support young people who may identify as LGBT. LGBT includes those who identify as lesbian, bisexual or transgender. Transgender is an umbrella and inclusive term that covers a wide range of gender identities as described in this document.

The values underpinning the guidance are in line with the vision of WDC's Promoting Positive Relationships Policy (PPR) for all children and young people in WDC to enjoy their childhood and fulfil their potential. It also contributes to the Council's mission to place children, young people and families at the heart of services and to provide support when it is needed throughout childhood and the transition to adulthood. The Council is also committed to inclusion, equality, and rights for all.

The guidance has been developed by the WDC LGBT Short Life Working Group. While it is expected that the schools Leadership and Pupil Support staff become familiar with this guidance, it is not anticipated that all staff will read all the guidance at one time but rather be able to select sections as required.

Evidence shows that guidance is needed because:

- staff in schools have requested help in understanding and supporting young LGBT people (from LGBT Youth Scotland and the Principal Officer Equalities)
- the casual use of homophobic insults has not lessened in recent years (anecdotal)

Growing up and developing one's own identity can be a fraught process to negotiate for many young people. This can be made even more difficult when a young person's developing sexual orientation or gender identity is one which is different from expectations. Coming out as LGBT to a parent, carer, teacher or social worker can be a daunting prospect and many LGBT young people prefer to remain silent because of fear of rejection. These fears can be well founded and are substantiated by research.

If a young person comes out to you either about their sexual orientation or gender identity it is important not to make any assumptions or jump to conclusions. You may want to ask why they have chosen to come out to you and then be open to listen. Exploring the young person's disclosure with open questions can help them open up and also allow you to find out what they need from you. It is essential to be non-judgemental and honest about what you can and can't do. (*"Do you know, to be honest I'm not too sure about that – would you like me to find out for you?"*). You could be the first person they have ever told about this and having them confide in you is a huge privilege – praise their courage in talking with you. You should also be ready to provide relevant and up-to-date information, able to signpost to organisations/websites/resources such as LGBT Youth Scotland and become familiar with how they offer support to LGBT young people. A list of supports can be found later in this document.

It is anticipated that where a child or young person presents with an issue associated with their sexual orientation or gender identity, staff will work together within the parameters of Getting It Right to ensure a consistent level of person-centred support is provided. This may include working with the voluntary sector, Psychological Services, school counselling service, parenting support services, the Sandyford gender clinic, Health and Housing etc. Some of our schools have worked with Stonewall for a number of years and the Educational Services is now working within the parameters of Stonewall in supporting young people who identify as LGBT. While there is much good practice to share, we can and must do more: for example to tackle the endemic misuse of the word 'gay' as an insult and raise awareness of transgender identities.

2. Legal and Policy Context

i. General Equality Legislation

There have been many legal or policy changes within the UK and Scotland that are relevant to people who are LGBT. These include *United Nations Convention on the Rights of the Child (UNCRC)* *The Gender Recognition Act 2004*, *The Education (Additional Support for Learning) (Scotland) Act 2009*, *The Offences (Aggravated by Prejudice) (Scotland) Act 2009*, *The Age of Legal Capacity (Scotland) Act 1991*, *The Equality Act 2010*, *Getting It Right for Every Child and the Children and Young People (Scotland) Act 2014* (See Appendix 1)

Equality

As professionals working with children and young people, we have a duty to promote and uphold equality. The Equality Act (2010) states that discrimination on the grounds of gender reassignment and/or sexual orientation in schools is prohibited and lays down positive duties to protect pupils and staff.

Under the Equality Act:

Sexual orientation refers to a person's emotional, romantic and/or attraction to another person.

Gender reassignment refers to anyone who is proposing to undergo, is undergoing or has undergone a process for the purpose of reassigning their sex by changing physiological or other attributes of sex. This includes social as well as medical changes such as changing names and pronouns.

The Equality Act (2010) clearly states that a school must not discriminate against a pupil because of their LGBT status. This refers to both direct and indirect discrimination. Indirect discrimination may occur when a provision, criterion or practice applies to everyone but puts a LGBT person at a particular disadvantage and it cannot be justified as a proportionate meeting of a legitimate aim.

ii. Aspects of Education

Each authority, as part of its Inclusive Positive Relationships policy must record incidents where there has been an intent to bully or harass on the grounds of gender or transgender status. A formal record of incidents and actions and completion of a prejudice-based incident monitoring form is part of the broader process of promoting equality. Monitoring such incidents should be recorded through Seemis (<http://intranet.west-dunbarton.gov.uk/transformation/education-learning-attainment/admin-resources-support/seemis-information/clickplusgo/>)

The Equality act goes on to highlight that schools are free to take special steps to meet the needs of LGBT pupils without being accused of discriminating against pupils who are not LGBT.

Being Fully Inclusive: Children and Young People with Additional Support Needs (ASN)

Children and young people with additional support needs and learning disabilities are just as likely to present as LGBT as their peers. Schools should ensure that these students receive the same information, learning and support as their peers by:

- including all pupils in Relationships, Sexual Health and Relationships Education
- adapting RSHPE/RME lessons as required. Using suitable resources and teaching styles to meet the needs of the young person
- providing Transgender information (and all LGBT information) in easy-read format if required

- including children and young people with ASN/learning disability in all LGBT policies and practice including the LGBT Chartermark, Relationships Sexual Health and Parenthood Education policy and other related guidelines (see section on School Policy).

Please note: by age 2 or 3, a child starts to develop a sense of being a male or female. Some children with a learning disability/additional support needs, however, may not develop gender awareness at the same age and stage as their peers. It is important that children with ASN are actively taught gender identity so that they understand the **gender assigned to them at birth**.

Conversely, this often requires blatant 'boy/girl' activities. However, once a child understands the gender assigned to them at birth, teaching and practice can diversify to include non-stereotypical approaches and allow the child to explore their True Gender

3. Understanding Gender Identity

i. Terminology & Language

Transgender Pronouns

It is important that the correct pronoun and any chosen change of name are used when addressing or discussing transgender people. Young people should be asked and then always be addressed in their preferred identity.

Hearing friends, family or staff members using 'him' or 'her' incorrectly can be very uncomfortable and upsetting for the transgender child or young person to hear. Staff may need to gently remind each other of this on such occasions.

Gender-neutral pronouns such as 'they' can also be used, particularly for those who identify with a non-binary gender identity. (See appendix 2 and appendix 5)

4. Education

i. Whole School Approach

A pro-active approach is important in supporting LGBT children and young people and in challenging gender stereotypes.

Schools need to be pro-active in this, rather than waiting for a child or young person expressing LGBT needs to come forward for support.

This is important because:

- schools are highly likely to encounter LGBT pupils
- children and young people expressing LGBT are more likely to come forward for support if their school is openly supportive and operates a culture of inclusion
- children and young people may have parents, family and friends who are expressing LGBT
- school staff may be expressing LGBT
- schools are part of a wider community of which children and young people are a part. That wider community includes LGBT people. Gender and socialisation are learned and therefore can be unlearned. Society can and does change over time. Within school, we have an opportunity to challenge the typical gender stereotypes and reinforce the message that we are all individual and equal.

Campaigns to eliminate offensive language

In the spirit of advancing emotional literacy in all children's services, staff might plan an all-day or part-week campaign to record any incident of offensive language as it happens. This would work well as part of a wider focus to increase understanding, empathy and good relationships. It

need not be confined to homophobic language and could include racist insults and words that are particularly hurtful to people with disabilities, e.g. Stonewall 'No Bystanders' campaign.

LGBT GROUPS / EQUALITIES & DIVERSITY GROUPS

Schools should support students who wish to organise and join a peer led LGBT group / Equalities group. This should be accessible to all students, including those with additional supports needs, learning disability or physical disability.

Outwith school, LGBT Youth Scotland have their own youth group operating in Glasgow and Y
Sort it have local youth group(s)

ii. The Curriculum

All practitioners have a responsibility to develop and reinforce skills in health and wellbeing across learning – Responsibility of All.

The opportunity to learn about gender and stereotypes is embedded within Curriculum for Excellence Health & Wellbeing, particularly within Relationships, Sexual Health and Parenthood Education or Relationships and Moral education in denominational establishments. It is recognised that religious authorities with a role in denominational education provide guidance on what should be taught on this subject. (conduct of Relationships, sexual health and Parenthood in schools, Scottish Government, 2014). Denominational Schools should follow curriculum guidelines as laid down by the Bishops' Conference of Scotland through the Scottish Catholic Education Service, and operate in keeping with A Charter for Catholic Schools in Scotland. <https://sces.org.uk/charter-for-catholic-schools/> "

RSHP Education offers children and young people the opportunity to explore a range of contexts and themes relating to LGBT, through the development of a range of experiences and outcomes (see information below)

The WDC Progression Pathway has been designed to support teachers and learners to understand the key skills and knowledge across the levels in the health and wellbeing curriculum, including RSHPE.

The 'Learning journey: Embedding Equality; LGBT positive relationships' from Education Scotland provides opportunities for cross curricular approaches to reflect on and extend learning.

http://www.educationscotland.gov.uk/Images/LJLGBTV5_tcm4-858535.doc

The Learning journey focuses on building positive relationships that are inclusive of all. It reflects on the development of equal rights for LGBT people and aims to address homophobic, biphobic and transphobic bullying.

Early Years and Primary School

I recognise that we have similarities and differences but are all unique

HWB 0-47A/HWB 1-47A

I AM LEARNING WHAT I CAN DO TO LOOK AFTER MY BODY AND WHO CAN HELP ME

HWB 0-48A/HWB1-48A

I understand that a wide range of different types of friendships and relationships exist

HWB 2-44A

I recognise how my body changes can affect how I feel about myself and how I behave
HWB 2-47A

Secondary School

I understand my own body's uniqueness, my developing sexuality, and that of others.
HWB 3-47a/HWB 4-47a

Using what I have learned I am able to make informed decisions and choices that promote and protect my own and others' sexual health and wellbeing.
HWB 3-47b/HWB 4-47b

I know how to access services, information and support if my sexual health and wellbeing is at risk. I am aware of my rights in relation to sexual health including my right to confidentiality, and my responsibilities, including those under the law.
HWB 3-48a/HWB 4-48a

I know where to get support and help with situations involving abuse and I understand that there are laws which protect me from different kinds of abuse.
HWB 3-49b/HWB 4-49b

WDC HWB Pathway

<https://sites.google.com/ourcloud.buzz/healthandwellbeing/progression-pathway?authuser=0>

iii. Learning & Careers

Work Experience and Volunteering Opportunities

West Dunbartonshire Council have developed strong approaches to work placements and volunteering opportunities as a means of developing the employability skills of young people. Often these opportunities are provided through links with local businesses in surrounding communities and/or local charities or voluntary organisations. As the placing service, we have a duty of care to ensure that the receiving organisation is a safe, welcoming and learning-focused environment for the young person. This may require a risk assessment to be completed in order to ensure that the LGBT young person will not be subject to any undue risks or discriminatory practice and that the new working environment meets the standards of this guidance. Any discussions with potential placement providers are subject to the young person's right to privacy and therefore personal details such as sexual orientation or gender identity should never be disclosed.

A discussion with the transgender young person and (if appropriate and with their permission) their family should be held in order to identify suitable placement opportunities as well as some of the concern areas that the young person may have and the support that will be available to help overcome these.

iv. Privacy & Respect

Confidentiality and Information Sharing

Being lesbian, gay, bisexual or transgender are not in themselves a child protection concern and therefore information about the young person should not be shared with others. Doing so may

put them at risk amongst their peers, in their home or force them to 'come out' to others before they are ready to do so.

Staff should never disclose the names of young people they know to be undergoing transition to other staff or students unless they have been given permission to do so.

Staff should be clear with the young person that they may need to discuss the matter with their line manager in certain circumstances in which case consent of the young person should be sought.

Although it is important to understand these specific confidentiality concerns for LGBT young people, standard policies and procedures around child protection still apply whenever a young person appears to be at risk, regardless of their sexual orientation or gender identity. In these cases it should be reinforced to the young person that it is the child protection issue that is leading you to follow Child Protection protocols and not their sexual orientation or gender identity.

"Staff can often panic initially. They often call a meeting and discuss it openly as a team, informing those who perhaps did not need to know. They call an outside agency in to speak to them without consulting with the young person first. They also call parents to let them know, based on the assumption that they have the right to know." (teaching professional)

v. Families & Additional Support Needs

Almost all parents and carers feel that they need help and advice to fully support their child/young person expressing gender variance. Parent, carers and schools can learn from each other how best to communicate/teach/support the young person and together they can challenge stereotypes, prejudices and inappropriate behaviours. This prevents mixed messages from home/schools/other professionals that may cause confusion.

Whilst parental involvement and support can be vital in supporting a young person expressing gender variance, not every parent/carer will be immediately understanding or accepting of their gender variant child.

Others parents/carers can be openly hostile. It is important that if a child or young person does not want their parents to know, the school must respect their wishes. Breaking confidentiality to inform parents **may put the young person at risk in their own home or force them to 'come out' to others before they are ready to do so.**

If, the young person's wish to be known by a different name is not supported by the parents/carers, then **the best interests of the child or young person should be the guiding principle and any risk to their health and wellbeing taken into account during any consideration about not implementing their wishes.**

If queries are raised by local press agencies these should be passed to the Council's Communications Team and no direct statements should be issued by any staff member.

vi. Transition Arrangements

Transition from One School to Another

The management of a move between schools needs consideration and good communication. Robust recording in Seemis Latest Pastoral Notes is vital as is the maintenance of the child's electronic chronology. The rights, thoughts, concerns and wishes of the young Gender Variant person and their family or carers need to be established and considered at the earliest opportunity. It would be good practice to have key contact at each school.

vii. Staff Training & Support

Social Justice

Across the authority, a number of young people in our schools have had the courage to seek help from school staff with regards to their LGBT identity.

As a practitioner, it is necessary to reflect on personal values and attitude towards LGBT which can be informed by a range of factors including experiences and /or religious background. By considering personally held values, attitudes and behaviours, it is possible to ensure that these do not impact or affect the support and guidance and young people.

WHERE A PRACTITIONER HAS CONCERNS ABOUT SUPPORTING A YOUNG PERSON THEN THEY SHOULD CONTACT THEIR LOCAL EDUCATION AUTHORITY.

Any concerns are supported and recorded using the WDC GIRFEC procedures with guidance sought from local authority via the school's link Education Officer.

The Scottish Government expects that any concerns are dealt with in an appropriate manner by the local authority, whereby teachers are made aware of the relevant sections from the General Teacher Council for Scotland's Code of Professionalism and Conduct, in particular Part 5 on Equality & Diversity. Where teachers raise religious or belief concerns about supporting LGBT young people, local authorities may wish to take account of the guidance issued by the Equality and Human Rights Commission on religion or belief in the workplace at:

<http://www.equalityhumanrights.com/publication/religion-or-belief-and-workplace-acas>

The Scottish Government expects all local authorities to consider objections which teachers have.

Where staff are struggling with concerns and practice this can be dealt with by providing appropriate training and awareness raising.

8.2 Professional Learning Opportunities and Staff Development

Staff bring a range of experiences and backgrounds and there is therefore a need to provide clear direction, practical support and staff development. Identifying teachers' needs through, for example, Professional review and Development and by monitoring and reviewing school based programmes; schools can ensure that teachers are confident and comfortable when supporting LGBT pupils.

8.3 Liaising with other professionals

Teachers and pupils may seek help and support from other organisations. See resource list Appendix 4

School staff and partners working together should be clear about their own professional Code of Conduct with regards to disclosure, information sharing and confidentiality.

5. Homophobic, Biphobic and Transphobic (HBT) Bullying

i. Policy & Procedures

Policy and Procedural Changes

All schools have individual equality/Promoting Positive Relationship policies that are in line with the Council's Policy and Procedures. These should be updated and shared with staff, students and parents at your next planned review of policies. The changes to be made are:

- **(if not previously included) add under "PREVENTION" *"Provide age-appropriate reading materials and resources that provide a balanced diversity, e.g. family structures that include single parents, ethnic minorities, disabled people and same-sex parents"*.**
- **Under "Curriculum for Excellence" add *"Sex and Relationships Education is provided that meets the needs of every learner including LGB and T young people and always challenges homophobia, biphobia and transphobia."***

ii. Dealing with Incidents

Like any form of bullying, incidents involving LGBT children and young people (or their families) must be dealt with broadly in the same manner as other incidents of a bullying nature, whilst being mindful of confidentiality as stated above.

Developing a robust and preventative positive behaviour and relationships policy enables your school to:

- identify the needs of your children and young people
- review current resources and curriculum programmes
- review current practice
- highlight areas of development (training needs, resources etc.)
- ensure consistency amongst staff
- give clarity to staff, parents and pupils
- promote the ethos and values of the school
- identify priorities in your school community
- ensure that policy, practice and legislation is adhered to with curriculum delivery and conduct of the school (e.g. Human Rights, UN Rights of The Child, Confidentiality, Child Protection)
- examine other school policies and practice that impact on LGBT pupils (e.g. Equality and Diversity policy, Intimate Care policy, Managing Sexualised Behaviour guidance, Relationships, Sexual Health and Parenthood Education policy, Promoting Positive Relationships policy and practice, ASN policy and practice)

Early Intervention/action for schools

- Address and challenge language and negative messages
- Ensure staff are trained and have opportunities to learn
- Develop inclusive policies and procedures alongside pupils, parents/carers
- Involve children and young people in connecting with wider community
- Create visually inclusive learning environments
- Include minority ethnic identities in the curriculum
- Involve minority ethnic people in school life
- Encourage attitude and behaviour change

RESPONDING TO AN INCIDENT

Questions to Consider:

- How can you support the young person?
- What was the behaviour?
- What impact did it have?
- What does the child or young person want to happen next?
- What attitudes, prejudices or other factors have influenced behaviour?

Next Steps could include:

- Explore options open to the young person with the young person
- Consider what young person wants to happen next. Take young persons views seriously but with awareness that racism cannot go unchallenged even when they're reluctant to seek a solution
- Record notes of discussion in young person's latest Pastoral Notes
- Record incident appropriately in 'Bullying and Equalities' module
- Arrange a follow up meeting with parent/carers
- Arrange a restorative approach where relationship may be mended
- Link to sources of support within the school e.g. mentor, buddy, equalities group
- Keep young person informed of steps taken

Address Barriers

- Create an environment where young people feel comfortable to challenge racism and bullying
- Reassure young people that their concerns can be reported confidentially and will be taken seriously
- Review policies and procedures to ensure race equality is embedded
- Ensure that all pupils understand the importance of challenging racism and will support each other to do this
- Create spaces for young people to safely discuss and learn about impact of racism.

iii. Providing Support

When a young person seeks support, the first important step is to listen and to find out what support the young person wants.

For primary aged children, and children with ASN/learning disability, it is often the parent/carers who approach the school.

An informal meeting with the child or young person (which may, or may not involve the parents) can help to establish your next step. You can solicit advice from your local Education Authority, NHS Sexual Health team and specialist organisations such as LGBT Youth Scotland and Scottish Transgender Alliance. However, you should not pass on personal details of a child or young person without their consent. This breaches data protection protocols.

Understanding Each Child's Needs

Transitioning will be a different experience for each child and young person. Some aspects can include of transitioning can include:

- binding/packing
- wearing make up
- changing name and pronoun (he, she or gender neutral)
- wearing different clothes
- shaving/not shaving
- taking hormone blockers (prescribed by a medical professional).

Further medical treatment (cross-hormone therapy) and surgery are both options they can consider when they are older. This is a thorough process which involves professional clinical assessment.

Please remember that not all people wish to undergo all or any aspects of transitioning publicly

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Appendix 1 LEGAL CONTEXT

United Nations Convention on the Rights of the Child (UNCRC)

http://www.unicef.org/crc/files/Rights_overview.pdf

- Article 1 requires that the Convention applies to all children and young people.
- Article 2 ensures the right to protection from discrimination
- Article 3 requires that the best interests of the child must be the primary concern in making decisions that may affect them. All adults should do what is best for children.
- Article 4 requires governments to help families protect children's rights and create an environment where

They can grow and reach their potential

- Article 5 requires governments to respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly
- Article 12 requires respect for the views of the child.
- Article 16 ensures a child's right to privacy
- Article 17 gives children the right to get information that is important to their health and well-being.
- Article 19 gives children the right to be protected from being hurt and mistreated, physically or mentally.

The Gender Recognition Act 2004

The purpose of the Gender Recognition Act is to provide transgender people aged 18 or over with legal recognition in their acquired gender. Legal recognition follows from the issue of a full gender recognition certificate by a Gender Recognition Panel. In practical terms, legal recognition has the effect that, for example, a male-to-female transsexual person is legally recognised as a woman in law. On the issue of a full gender recognition certificate, the person is entitled to a new birth certificate reflecting the acquired gender (provided a UK birth register entry already exists for the person) and is able to marry someone of the opposite gender to his or her acquired gender. (National Archives Online - legislation.gov.uk)

Scottish Executive, 2005 Guidance on confidentiality and information sharing

"Happy, Safe and Achieving their Potential - a standard of support for children and young people in Scottish schools"

Standard 9: Respects confidentiality

"School staff, children, young people and parents are clear that the majority of concerns can be discussed in confidence with any member of staff, and the school will involve children and young people in giving informed consent to share information with other services where this will help them. The school is also clear what staff will do where there are concerns about risk of harm, while communicating a commitment to support and involve the child or young person when information must be shared."

The Education (Additional Support for Learning) (Scotland) Act 2009

This replaced the original ASL Act of 2004, amending and strengthening it, although the basic tenets remain the same. Additional support needs occur "where, for whatever reason, the child or young person is, or is likely to be, unable without the provision of additional support to benefit from school education provided or to be provided for the child or young person." This would apply to any young person experiencing bullying or discrimination on the basis of a protected characteristic. It equally applies to children and young people experiencing mental health problems and truancy. The Getting It Right approach should be followed, alongside Council policies and procedures on Respectful Relationships.

The Offences (Aggravated by Prejudice) (Scotland) Act 2009

This Act creates statutory aggravations for crimes motivated by malice and ill will towards an individual based on their sexual orientation, transgender identity or disability. (Previous legislation protected racial discrimination and this continues). Where offences are proven to be as a result of such malice or ill-will, the court must take that into account when determining sentence. This can lead to a longer custodial sentence or higher fine or a different type of disposal.

The Age of Legal Capacity (Scotland) Act 1991 Section 2

A child of twelve and over is presumed to have sufficient capacity to instruct a solicitor, to sue on their own behalf and to enter into transactions usual for a child of that age. The legislation also states that a child aged twelve and over can consent to any medical procedure or treatment where in the opinion of the medical practitioner, he or she is capable of understanding the nature and possible consequences of the procedure.

The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012

The Equality Act 2010 ensures legal protection against discrimination (direct or indirect) for everyone under the nine protected characteristics defined in the Act, two of which are Sexual Orientation and Gender Reassignment.

Children and young people must not be discriminated against or harassed at school or by anyone exercising a public function (such as police officers or health workers) on account of their sexual orientation or gender identity. They are protected from direct discrimination as a result of being associated with someone who is lesbian, gay, bisexual or transgender, for example a parent or partner; or if they are discriminated against by someone who thinks they are gay or have changed their gender, even if this is not the case. In addition, people are also protected from indirect discrimination, where a rule, policy or practice particularly disadvantages people on account of their protected characteristic and can't be justified. (Taken from the Equality Act 2010: What Do I Need to Know?)

Staff will want to take a pro-active approach to ensure that no child or young person is excluded people from participating in lessons, activities or excursions on account of their protected characteristic. The Act requires public bodies such as local Authorities to consider all individuals when carrying out their day to day work such as writing new policies, delivery of services and supporting employees. It requires local authorities to have due regard to the need to:

- eliminate discrimination and harassment
- advance equality of opportunity
- foster good relations between different people

Getting It Right for Every Child (GIR) and the Children and Young People (Scotland) Act 2014 (CYPSA)

The CYPSA embraces the Human Rights Act 1998, the UN Convention on the Rights of the Child and the Scottish Government's approach to Getting It Right for Every Child.

This ensures that the needs of all vulnerable children and young people are considered against the eight well-being indicators of Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included. Where there are concerns, a named person should carry out an Assessment of Need and a Child's Plan should be considered.

Children and Young People (Scotland) Act 2014

<http://www.legislation.gov.uk/asp/2014/8/contents/enacted>

The Act requires local authorities to produce a Children's Services Plan every three years and to publish every year the steps taken to further the requirements of the UNCRC, Getting it Right and new duties in respect of looked-after children .

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Appendix 2: Glossary

Binding - a FtM adolescent who is developing breasts may strap down their chest so that it is less obvious. This can be hot, uncomfortable and restrictive but very important to their psychological and emotional wellbeing.

Bisexual or Bi - refers to a person who has an emotional and/or sexual orientation towards more than one gender.

Biphobia - The irrational fear, dislike or prejudice against those who identify as bisexual people or are perceived to be bisexual. Bisexual people can experience homophobia (particularly when in same-sex relationships) and can experience biphobia from both heterosexual and lesbian and gay people.

Blockers - Gonadotrophin inhibiting agents are not hormones that will give the body changes associated with cross-sex hormone therapy. Rather they block the body from releasing the hormones that change the body of boys and girls during puberty to either a more male or more female form and keep it at pre-puberty stage of development. Stopping treatment allows the body to go through the normal puberty for that child - or alternatively, if the child wishes, he or she can elect to have cross-hormone therapy when they have reached an age where they can give their informed consent to such treatment.

Coming out - The process of acknowledging one's sexual orientation and/or gender identity to other people. For most LGBT people this is a life-long process.

Cross-hormone therapy - taking the hormones of your true gender to aid the transitioning process (FtoM will take testosterone, MtoF will take oestrogen)

FtoM - Female to Male, a person that was identified as Female at birth but came to feel that their true gender is actually male.

Gay - refers to a man who has an emotional, romantic and/or sexual orientation towards men. Also a generic term for lesbian and gay sexuality - some women define themselves as gay rather than lesbian.

Gender - the way that a person feels about themselves in relation to their physical and mental self; the basis of their identifying as male, or female, or neither, or either, both.

Gender Binary - The traditional western system of regarding gender as having only two options: men (with generally traditional notions of masculinity) and women (with generally traditional notions of femininity).

Gender Dysphoria - the medical condition that describes the symptoms of being transgender.

Gender Expression - A person's external gender related appearance including clothing, speech and mannerisms. Usually defined as connected to masculinity or femininity, however we recognise that people express their gender out with these traditional notions.

Gender Fluid - refers to a wider, more flexible range of gender expression which may change over time and sometimes as frequently as on a daily basis. Often used in relation to children and young people.

Gender Identity - A person's deeply felt internal and individual experience of gender, which may or may not correspond with the sex assigned to them at birth.

Gender Identity Disorder - GID is a medical term describing being transgender, this tends not to be used owing to the negative subtext around the word disorder.

Gender Recognition Certificate - an official document presented by a Gender Recognition Panel that enables all official documents and records (including birth certificate) to be amended to the true gender of the individual thereby providing full legal recognition. **Gender Queer** - is a catch-all category for gender identities other than man and woman, thus outside of the gender binary and cisnormativity.[1] having an overlap of, or indefinite lines between, gender identity, two or more genders or without a gender.

Gender Variant - someone who does not conform to the gender roles and behaviours assigned to them at birth. This is often used in relation to children or young people.

Heterosexual/Straight - refers to a person who has an emotional, romantic and/or sexual orientation towards people of the opposite gender.

Homophobia - The irrational fear, dislike or prejudice against lesbian and gay people who identify as lesbian or gay or those that are perceived to be.

Can also be used as an all-encompassing term to include the irrational fear, dislike or prejudice against bisexual people and transgender people.

Homophobia can manifest itself at different levels and may involve, but is not limited to verbal abuse and physical abuse. Institutional homophobia refers to the many ways in which government and other institutions and organisations discriminate against people on the basis of sexual orientation through legislation, policies and practice.

Intersex - Intersex people are individuals whose anatomy or physiology differ from contemporary cultural stereotypes of what constitute typical male and female

LGBT - Acronym for Lesbian, Gay, Bisexual, Transgender

Lesbian - refers to a woman who has an emotional, romantic and/or sexual orientation towards women.

MtF - Male to Female, a person who was identified as male at birth but came to feel that their true gender is actually Female.

Non-binary - refers to a spectrum of people who do not welcome or accept the gender label of 'male' or 'female' as the gender identity of a man or a woman.

Packing - An FtM person may wear a prosthetic item in their pants that will give a 'bulge' in their trousers so as to appear more male.

Pronoun - the descriptor relating to gender that identifies an individual - such as 'she' 'him' or 'his'.

Sex - the way a person's body appears, sometimes wrongly, to indicate their gender. It is the assigned determiner on a person's birth certificate.

Sexual orientation - A person's identity based on emotional and/or physical attraction to individuals of a different gender, the same gender, or more than one gender.

Transgender - a person who feels the assigned gender and sex at birth conflicts with their true gender.

Transphobia - The irrational fear, dislike or prejudice or discrimination against transgender people or those that are perceived to be.

Transitioning - the process by which a person starts to live in their true gender.

Trans - a word used as an umbrella term to encompass all forms of Transgender, **Transsexual**, **Transitioning** etc. **Transsexual** - a Transgender person who lives full time in their true gender.

True Gender - the gender that a person truly feels they are inside.

Appendix 3 - Useful Contacts

LGBT Youth Scotland <https://www.lgbtyouth.org.uk/>

LGBT Health <http://www.lgbthealth.org.uk/>

Scottish Transgender Alliance <http://www.scottishtrans.org/>

Stonewall Scotland <http://www.stonewallscotland.org.uk/scotland/>

The Equality Network <http://www.equality-network.org/wp-content/uploads/2015/07/The-Scottish-LGBT-Equality-Report.pdf>

West Dunbartonshire Equality & Diversity Officer: Ricardo Rea

Tel: 01389 737198

Email: Ricardo.Rea@west-dunbarton.gov.uk

SCES RE Department and Diocesan Advisors:

RE Department, Archdiocese of Glasgow, 196 Clyde Street, Glasgow, Scotland, G1 4JY

Phone: +44 (0)141 226 5898

<https://www.rercglasgow.org/>

Appendix 4 - Resources Mentioned in Guidance CH To check and amend as per WDC

These resources are generic RSHP Education resources which include Trans/LGBT and gender stereotyping.

Primary Framework http://www.centralexualhealth.org/media/7957/rhsp_august_2014-1-.pdf

ASN Framework

http://www.centralexualhealth.org/media/7977/add_nds_framework_nov_15-1-.pdf

ASN Workbook <http://www.centralexualhealth.org/professionals/asn-workbook/>

Appendix 5 - Transgender and LGBT Specific Guidance and Resources for Schools

LGBT Youth Scotland <https://www.lgbtyouth.org.uk/schools-and-education>

Stonewall <http://www.stonewall.org.uk/our-work/education-resources>

Central Sexual Health <http://www.centralexualhealth.org/professionals/lgbti/>

Tools and Resources available from LGBT Youth Scotland

In 2017, LGBT Youth Scotland produced three new guides for education professionals:

- 'Addressing Inclusion: Effectively Challenging Homophobia, Biphobia and Transphobia'
- 'Supporting Transgender Young People: Guidance for Schools in Scotland'
- 'Developing a Gender and Sexual Orientation Alliance: A Toolkit for Young People and Teachers'

These can be found, along with the 'Life in Scotland for Young People' Education Report and the latest 'Purple Friday' Participation Pack here:

<https://www.lgbtyouth.org.uk/pro-resources-education>

LGBT Youth Scotland has worked with schools in Scotland for over fifteen years. The work is directed by young people who have consistently articulated the need for schools and teachers in Scotland to be more inclusive, more aware and more direct in addressing the needs of LGBT young people.

Transgender young people were particularly clear that they had never heard about transgender identities in lessons or topics, or had access to information about being transgender. The only messages they received in schools in Scotland were negative ones. They felt this alienated them, disengaged them from their learning and lowered their attainment.

LGBT Youth Scotland have a range of tools, information and curriculum content in the form of activities, lesson plans, assemblies and learning journeys to improve LGBT inclusion in schools in Scotland.

Of particular interest may be the *Toolkit for Teachers: Dealing with Homophobia and Homophobic Bullying in Scottish Schools* document authored with Education Scotland which comes with sixteen lessons plans on identifying, understanding and tackling discrimination and prejudice against the LGBT community. This can be found here:

<https://www.lgbtyouth.org.uk/pro-toolkit>

There are also standalone lessons, activities and assemblies available on the LGBT Youth Scotland website – www.lgbtyouth.org.uk

Young people often talk to teachers about ‘coming out’. This can be a delicate topic and one that can require a great deal of support. To assist both young people and adults, LGBT Youth Scotland produced coming out guides – one for sexuality, one for gender identity - found here: <https://www.lgbtyouth.org.uk/yp-coming-out>

Every school and school environment is different and, as such, LGBT Youth Scotland has designed the LGBT Schools Charter Mark. With significant support from LGBT Youth Scotland, this approach creates a bespoke program that ensures LGBT inclusion achieves whole school application from training needs through policy and resource content, to practical guidance on LGBT inclusion across the curriculum.

The LGBT Schools Charter Mark can be found here: <https://www.lgbtyouth.org.uk/charter-schools>

For information about the issues affecting LGBT young people in schools in Scotland, please read the Life in Scotland for LGBT Young People: Education Report, found here:

<https://www.lgbtyouth.org.uk/pro-research-scottish-schools>

LGBT Youth Scotland also deliver a range of youth groups in Edinburgh, including one specifically for transgender young people called Beyond Gender. Information about these can be found at <https://www.lgbtyouth.org.uk/edinburgh> and <http://www.beyondgenderyouth.org>

Tackling Homophobic Language

“Shh... Silence Helps Homophobia” a 7-minute film highly recommended for staff and secondary school students. Includes resources and teachers’ notes at <https://www.lgbtyouth.org.uk/>

Stonewall’s Film “FIT” was sent to every secondary school in the UK. Lesson Plans are available on their website. It is highly recommended for young people and a full trailer can be found at https://www.youtube.com/watch?v=qkadki_ZCOE

Stonewall also provide a range of useful resources found at <http://www.stonewall.org.uk/our-work/education-resources>

<https://www.ditchthelabel.org/>

http://scs.org.uk/clpl-events-calendar/*

Transgender Awareness Films

“My Genderation” series on YouTube:-

Luke (Scottish transgender male teenager) 3 minutes - <https://www.youtube.com/watch?v=vT25aNHCo4o>

Reuben (English transgender young person) 5 minutes - <https://www.youtube.com/watch?v=byz4U51tjX8>

Six months later 5 minutes - https://www.youtube.com/watch?v=RG_JIqnPdhl

Jazz (USA transgender female young girl) born a boy with a girl's identity. 5 minutes
<https://www.youtube.com/watch?v=VH4kbybo60Y>

CBBC My Life series: "I am Leo" 25 minutes video diary of Leo who knew he was a boy since being born as a girl. His mum also shares her thoughts and feelings.
https://www.youtube.com/watch?v=0x_u2cs8DpI

The Whittington Family Ryland's Story (USA) - for school's use (7 minutes) one of the most direct, clear and moving films: <https://www.youtube.com/watch?v=pXQ7WoKqakQ>

Louis Theroux: Transgender Kids. 60 minutes.
<http://dhie.downloadmovietv.com/watch/334534.html>

While a potentially useful introduction for staff, bear in mind this is a TV programme whose main purpose is to entertain. The laws and processes in the USA are different from those in the UK.

Books

There are many books that show families where same sex relationships are the norm.

They include a very thoroughly reviewed list of books for Primary Schools recently updated by LGBT Youth Scotland.

Use search engines to find other well-reviewed books such as

http://www.goodreads.com/list/show/20314.Transgender_Friendly_Young_Children_s_Books

<http://www.transgenderchild.net/books-etc/books-for-kids/>

(Note that even although these are books available in the USA, they are also available online in the UK)

Zero Tolerance "Just like a child: Challenging gender stereotyping in the early years" – a guide for childcare and

Early years' professionals <http://www.zerotolerance.org.uk/node/333>

Appendix 6 – Learning journey

<https://education.gov.scot/improvement/inc15embeddingequality> (see word file)

Education Scotland Recommended Resource

Learner Journey:

http://www.educationscotland.gov.uk/resources/e/genericresource_tcm4858537.asp?strReferringChannel=inclusionandequalities&strReferringPageID=tcm:4-851590-64&class=l3+d218589

http://www.educationscotland.gov.uk/resources/d/genericresource_tcm4512285.asp

Journey to Excellence videos

<http://www.journeytoexcellence.org.uk/videos/partnershipworkingtopromotelgbtequality.asp>

<http://www.journeytoexcellence.org.uk/videos/lgbtequalityeducationimpactonyoungpeople.asp>

<http://www.journeytoexcellence.org.uk/videos/promotinglgbtequalitythroughthecurriculum.asp>

Good Practice

Drummond Community High School, working with LGBT Youth Scotland received some very positive publicity for support to a young person. You can read this at

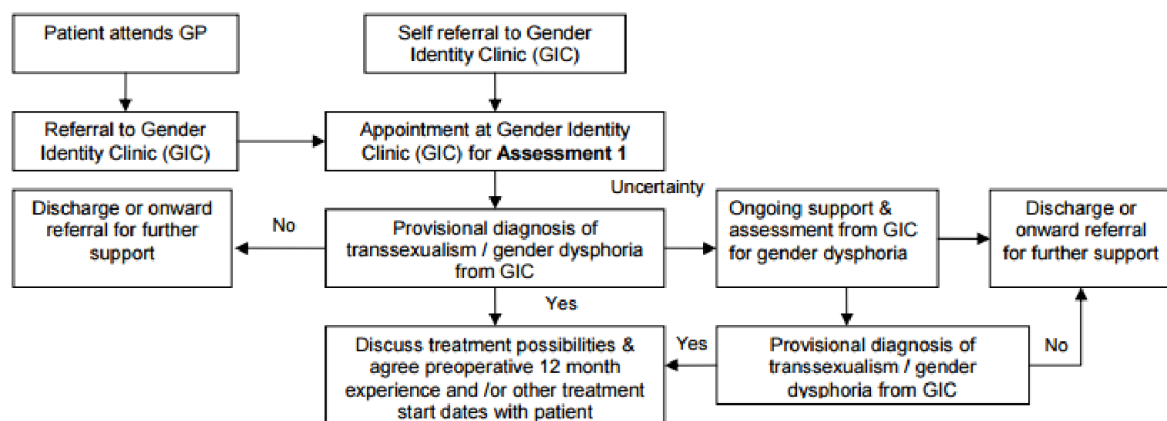
<http://www.edinburghnews.scotsman.com/news/crime/transgender-teen-jasper-reveals-bullying-hell-1-3866925>

Appendix 7 Health Service pathway available for young people regarding their gender identity

- Young person has an appointment with their GP and is then referred to Gender Identity Clinic e.g. (Sandyford) in Glasgow.

- 8.2 They will then be seen at a service local to them.

When implementing the protocol, the patient should be a full participant in decisions about their healthcare and wellbeing and be given any information or support that they need in order to do so.



Appendix 8: Resources and approaches to teaching about gender variance in RSHP Education

Gender Variance, LGBT, discrimination and gender stereotyping are issues which are woven into the Relationships, Sexual Health and Parenthood Education curriculum.

Examples from the Primary and ASN Framework include:

- give examples of roles and responsibilities at home. Choose from pictures - vacuuming/ironing/ mowing the lawn. Who does what? What do you do to contribute?
- dramatise adult and family roles. Highlight opportunities for equality - show that boys can do housework, girls can do DIY.
- use picture cards to explore gender stereotypes - are they men or women? How can we tell? Does a man have to have short hair?
- examine pictures of historical and cultural dress (kilts, sari's, tribal wear, nudity, men in neck ruffs, breeches and tights) to challenge stereotypes about male and female dress and fashion.

- create a model village/street. Introduce different characters who live there. Include people who are LGBT, of different ethnic and cultural backgrounds, people with a disability, a range of families (single parent, same sex, foster parents, people with and without children).
- examine pictures of athletes and compare body shapes (include non-stereotypical images e.g. female boxers, male ballet dancers).
 - Denominational schools should seek opportunities within the parameters of the Relationships & Moral education programme.

Appendix 9 – Transgender training module

<https://www.gires.org.uk/e-learning/transgender-awareness-for-employers-service-providers>

DRAFT



Policy: PP10.6 - Promoting Positive Relationships and Reducing Bullying Behaviour in Educational Establishments

Author: Claire Cusick
Service: Pupil Support

Educational Services

Last Updated: March 2017

Children have the right to protection from all forms of physical or mental violence. They must be kept safe from harm and they must be given proper care by those looking after them.

The United Nations Convention on the Rights of the Child, Article 19

1 Purpose of the Policy

- 1.1** The purpose of this policy is to provide guidance on the procedures that should be followed to Promote Positive Relationships and Reduce Bullying Behaviour in Educational Establishments

2. What this policy aims to do

- 2.1** West Dunbartonshire Council aims to create safe places where children and young people can learn in an environment where they will be treated with respect and behave in a responsible way. No one should experience any kind of discrimination or bullying behaviour. Learning environments include Early Learning and Childcare Centres, schools, outdoor centres, libraries and museums.
- 2.2** The policy will:
- recognise that bullying behaviour prevents children and young people from enjoying their rights, and can have an effect on their ambitions and quality of life;
 - require schools and other learning environments to create an atmosphere where people feel safe and included and which prevents bullying behaviour from happening;
 - raise awareness of the effects of bullying behaviour on the person being harmed, the person creating the harm and everyone else around them;
 - offer guidance to staff and learners on how they can deal with incidents and reports of bullying behaviour;
 - require all learning environments continue to review, record and report incidents, and provide guidance on what kind of behaviour should be reported (see Appendix 2).

2.3 Who is the policy for?

- It is everyone's responsibility to make sure that all children and young people are learning in environments that are safe from bullying behaviour and harm. Children, young people, staff, parents, carers and all members of the community should read this policy and understand how bullying behaviour will be dealt with.

2.4 **National Framework**

Children and young people should feel happy, safe, respected and included in the school environment and all staff should be proactive in promoting positive behaviour in the classroom, playground and the wider school community. Robust policies and practice which ensure the safety and wellbeing of children should be in place.

3. **Promoting Positive Relationships**

3.1 Where good relationships are valued and are part of the ethos of a learning environment, children and young people thrive. Adults and children have a responsibility to help each other develop positive attitudes and behaviour. All learning environments in West Dunbartonshire will promote positive relationships through a range of programmes and strategies as outlined in Promoting Positive Relationships in West Dunbartonshire's Schools and Early Learning and Childcare Centres.

3.2 In schools and Early Learning and Childcare Centres children practice the social skills they need to develop good relationships throughout life. Adults play an important part in helping young people develop mature and happy relationships with those around them. This does not mean that children have to be friends with everyone or even necessarily like them but they must learn to treat everyone with respect.

3.3 West Dunbartonshire Council identifies a need to support schools to tackle prejudice based bullying. Schools can identify programmes best suited to their individual needs. West Dunbartonshire Council promotes a Rights Based Learning approach. This approach promotes children's rights from the UN Convention on the Rights of the Child, and also encourages adults and children to model rights based behaviour and language in all their relationships.

3.4 An ethos that promotes good relationships will lead to the following outcomes:

- A welcoming environment for pupils, staff, parents and visitors.
- Everyone in the learning environment feeling valued, listened to and supported regardless of age, gender, pregnancy/maternity, race, disability, sexual orientation, religion or belief or gender reassignment.

- Children and young people are supported to develop appropriate strategies to overcome difficulties.
- The extended learning environment recognises the responsibility of all partners in promoting positive relationships.
- Children and young people receive support and information to empower them to make informed decisions and choices about how they interact with others.
- A safe and ordered environment encouraging pride and mutual respect.
- All staff take responsibility for creating a learning environment that combines high expectations with a stimulating and enjoyable educational experience.
- Adults model positive and respectful relationships.

4. What is Bullying Behaviour?

4.1 “There have been many different definitions and theories about what constitutes bullying, but it’s not helpful to define bullying purely in terms of behaviour.

4.2 Bullying is a mixture of behaviours and impacts which can impact 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.

4.3 This behaviour can include:

- Being called names, teased, put down or threatened;
- Being hit, tripped, pushed or kicked;
- Having belongings taken or damaged;
- Being ignored, left out or having rumours spread about you;
- Receiving abusive messages electronically, or in other ways such as graffiti;
- Behaviour which makes people feel like they are not in control of themselves;
- Being targeted because of who you are or who you are perceived to be.

4.4 This behaviour can harm people physically or emotionally and, although the actual behaviour may not be repeated, the threat may be sustained over time, typically by actions: looks, messages, confrontations, physical interventions, or the fear of these. But this is not an exhaustive list, and it is important to consider impact, intent and persistence when defining bullying behaviour.

4.5 Online bullying

4.5.1 Online bullying, or Cyberbullying, is often the same type of behaviour as

other bullying, for example name-calling, spreading rumours and leaving people out, but it takes place online, on social networking sites, in chatrooms, and via mobile technologies, gaming and instant messaging platforms. The impact of this is as hurtful and damaging as other forms of bullying behaviour. Advances in technology are simply providing an alternative means of reaching people – where malicious messages were once written on school books or toilet walls, they can now be sent via mobile phone or the internet, making their reach greater, more immediate and much harder to remove or erase.

- 4.5.2** Some online behaviour is illegal. Children and young people need to be made aware of the far-reaching consequences of posting inappropriate or harmful content on forums, websites, social networking platforms, etc.

IT'S IMPORTANT NOT TO GET HUNG UP ON 'HOW' SOMEONE IS BEING BULLIED, BUT INSTEAD FOCUS ON THE IMPACT THAT IT'S HAVING ON THEM

4.5.3 Is intent required?

Every bullying incident should be looked at individually. In some cases, children or young people may not be aware that their behaviour is actually bullying. They are perhaps modeling the behaviour of adults or other children and young people, not understanding that it is wrong because they have never been taught otherwise. In these circumstances, the intent to bully may not be present, but the impact and effect on the person being bullied will be no less severe because of this.

It must be explained to the person bullying that their behaviour is unacceptable and why. Intent is difficult to prove and it's more important to focus on the behaviour and the impact it had, rather than trying to establish whether someone acted deliberately or not.

4.5.4 Does the behaviour have to be persistent?

The issue with persistence is that the behaviour has to take place more than once, but the impacts of bullying can be felt after a single incident. Bullying doesn't need to be persistent to have an effect on the mental health and well-being of a child or young person. For those who have been bullied, the fear and anticipation of further bullying can affect their ability to be themselves and interact with others in a healthy fashion. Bullying behaviour and its potential impacts on children and young people should be addressed as they arise.

How persistence is viewed by one person - for example daily, weekly or monthly - may be quite different to how it's viewed by someone else, leading to inequality and inconsistency of practice. It isn't helpful to wait and see if a pattern or repetition emerges before taking action. **It is vital**

to respond to the behaviour that you see and the impact this is having, rather than relying on a rigid definition.

4.5.5 What about impact?

Bullying can affect people in different ways and this should be taken into consideration. If you are unsure if behaviour is bullying, look at the effect it is having on the child or young person. If they are unable to respond effectively and regain their sense of self and control in the situation, adults need to intervene to help restore it. **What you do about bullying is more important than how you define it.** Keeping the focus on impact and response reduces the likelihood of getting caught up with issues of persistence and intent.

We should always remember that children will tease each other, fall in and out with each other, have arguments, stop talking to each other and disagree about what they like and don't like. This is a normal part of growing up and should be distinguished from bullying. However, in an environment where this behaviour is left unchecked, it can lead to bullying, making those being bullied feel afraid, uncomfortable and unsafe in their environment.

4.5.6 Labelling

Another core message that underpins the work we do is in our approach to labelling; we don't label children and young people as 'bullies' or 'victims'. Care needs to be taken because labelling is not without its risks.

Labelling a child or young person on the basis of bullying behaviour can result in a confirmed identity as a 'bully' or 'victim' resulting in ongoing behaviour patterns based on this identity. We have developed approaches to working with bullying which hopefully avoid the labelling dilemma. A core theme in training, policy development and campaigning has been the exploration of the value judgements that lie behind labels.

This is not about diluting behaviour but is to keep the focus of the adult's responses on the behaviour that is problematic, rather than the assigning characteristics to those involved. This is a solution focussed approach that is designed to help people change the way they behave, rather than attempt to change who they are. We help people change by telling them and naming the behaviour that is unacceptable, being clear that what they are doing is bullying and that it needs to stop".¹

In the first instance if children, young people, parents or carers are unhappy with the way a bullying incident has been dealt with, they should discuss this directly with the school. If they are still not satisfied with the outcome they can complain to the Quality Improvement Service. They will

¹ Respect me website. [Respect me](#)

investigate and attempt to find a resolution to the complaint that all involved are satisfied with.

5. What will be done to promote positive relationships and reduce bullying behaviour?

5.1 West Dunbartonshire Education Authority will:

- promote positive relationship approaches;
- ensure anti bullying is part of the health and wellbeing curriculum;
- offer help to establishments in building anti bullying policies and approaches;
- provide relevant support and training for staff;
- involve children and young people in discussion of the issues and consult with them on the development of the policy;
- involve parents in discussion of the issues and consult with them on the development of the policy;
- offer information through the website and web links to support organisations;
- monitor incidents in all schools²;
- gather and analyse data to inform future practice.

5.2 Schools and other learning environments will:

- Produce a revised anti-bullying policy within **one year of publication of this guidance**, which learning environments will thereafter review every 3 years
- ensure all staff are skilled and supported in promoting positive relationships and reducing bullying behaviour through accessing relevant training;
- value all members of the education community and promote high aspirations and ambition;
- continue to create an ethos where adults and children demonstrate respectful behaviour and language;
- develop ways of empowering children and young people to enable them to contribute to the decision making process;
- develop ways of empowering parents to enable them to contribute to the decision making process;
- give young people the confidence, attributes and capabilities to make valuable contributions to society;
- ensure anti-bullying is part of the health and wellbeing curriculum;
- make sure children know exactly who to go to and what to do if they experience **or** witness bullying behaviour;

² [SEEMiS Bullying and Equalities Module](#)

- build an awareness of children's rights and responsibilities through recognition of the values underpinning the UN Convention on the Rights of the Child;
- report and record incidents that are aggravated by discrimination;
- record incidents of bullying behaviour;
- ensure that reported incidents of bullying behaviour, by children or adults, are treated seriously;
- in consultation with the child, have suitable systems in place to ensure parents and carers are informed of incidents of bullying relating to their child where appropriate;
- ensure all staff, pupils and parents are aware of anti-bullying policy and procedures through consultation, communication and training;
- provide clear support systems.

5.3 Children and young people will be encouraged to:

- speak out if they are being bullied or see it happening to others. Ignoring bullying behaviour very rarely makes it go away;
- make it clear that they do not accept bullying behaviour in their friends;
- take action when others are being bullied:
 - get help;
 - discourage others from accepting the behaviour as normal;
- discourage behaviour that may lead to bullying:
 - Use of discriminatory language.
- in cases of cyber bullying:
 - speak out;
 - do not respond;
 - block or delete people;
 - save or print out evidence and show it to someone.

5.4 Everyone in an education community has a part to play in responding to bullying behaviour. Children and young people can have a powerful voice in changing attitudes and creating an environment where people see bullying behaviour as unacceptable.

5.5 Parents can help by:

- talking openly to their children about what to do if they are being bullied;
- making sure their child is aware of the establishment's procedures for responding to bullying behaviour;
- contacting the establishment at the earliest possible stage;
- being prepared to take part in meetings to try to resolve conflict;
- supporting their child to take part in measures to try to resolve conflict;
- working in partnership with the establishment to put an end to bullying behaviour;
- setting a good example as role models.

6. Reporting and Recording Incidents

- 6.1** It is acknowledged in the National Approach to Anti Bullying that 'Accurately recording incidents of bullying'³ allows establishments to ensure that an appropriate response and follow up has been issued. It helps to monitor the effectiveness of its policy and practice and can also help identify a need for training. Monitoring bullying incidents can provide information on recurring patterns including:
- involvement of particular children and young people; staff or other adults;
 - where and when bullying takes place;
 - aspects of prejudice or discrimination underlying bullying;
 - action taken or resolution at an individual or organisational level;
 - consideration of personal or additional support needs'⁴.
- 6.2** All educational establishments are required to record incidents of bullying in line with the Equality Act (2010). Professional judgement based on the IMPACT of the bullying behaviour should be used to guide recording and monitoring, where appropriate. There is an additional requirement to report incidents which involve discrimination under any of the protected characteristics named in the Equality Act.
- 6.3** All educational establishments should record and report incidents of bullying by using the Bullying and Equalities module in SEEMiS Click+Go. This can be accessed using the Click+Go menu Application>Management>Bullying & Equalities>Maintain Incident. The SEEMiS Help Pages to support you in using this module can be accessed from the following link:
<https://www.seemis.gov.scot/site3/index.php/component/rsfiles/files?folder=Click-Go%2FMANAGEMENT+--BULLYING+AND+EQUALITIES>
- 6.4** This policy recommends that all staff members are aware of these processes and how to identify and record incidents in school.
- 6.5** Initially, this process will likely result in a rise in the number of recorded incidents across West Dunbartonshire, reflecting a more robust recording system as opposed to a higher number of incidents than any other area.

³ See Appendix 2 for guidance.

⁴ A National Approach to Anti Bullying for Scotland's Children and Young People, Scottish Government, 2010

Recording incidents will give schools an accurate picture of the extent of the problem and the areas in which to target prevention work. In the longer term the number of actual incidents will fall if we successfully challenge negative attitudes and behaviour.

7. Monitoring and Evaluation

- 7.1** Within one year of this guidance being published, all educational establishments will be required to submit a revised anti bullying policy to the quality improvement team. Revised policies should include evidence of involvement of children and young people, parents and staff in the production of the policy.
- 7.2** The implementation of this policy and all its requirements will be monitored through existing quality assurance processes.
- 7.3** This policy will be reviewed no later than every three years and will involve consultation with pupils, parents, school staff and members of the Education Support Services. Policies from Educational Establishments will also be reviewed using this approach.
- 7.4** In order to support establishments in the production of their revised policy, information about developing anti-bullying policies can be accessed via the *respect me* website⁵. As part of the review process it is advised that establishments carry out consultations with those who the policy affects. A list of exemplar consultation questions has been included to support you with this⁶.



Laura Mason
Chief Education Officer
March 2017

⁵ [Respect me](#)

⁶ See appendix 4

WEST DUNBARTONSHIRE COUNCIL**Report by Chief Education Officer**

Committee: Educational Services Committee 4 September 2019

Subject: Education, Learning & Attainment Delivery Plan 2018/19 – Year End Progress

1 Purpose

- 1.1** The purpose of this report is to present to members the year-end progress on the 2018/19 Plan.

2 Recommendations

- 2.1** It is recommended that Committee notes the progress on delivering the 2018/19 Plan.

3 Background

- 3.1** Each strategic lead develops an annual plan setting out key actions to help deliver the Council's priorities as well as actions to address the performance issues and service priorities identified in the planning process. The plan outlines performance indicators to measure progress, provides an overview of services and resources, including employees and budgets, and considers the relevant risks.
- 3.2** Progress is monitored regularly by the ELA management team and reported on a quarterly basis to the Performance Monitoring and Review Group chaired by the Chief Executive. In addition, progress reports are presented to Education Services Committee at mid-year and year-end, based on a school year.
- 3.3** The mid year report was submitted to this Committee in March 2019.

4 Main Issues

- 4.1** Progress on delivering the actions in the 2018/19 Plan is set out in detail at Appendix 1.
- 4.2** In summary, all 12 actions were completed as planned with none outstanding.
- 4.3** As our priorities remain for session 2019/20, the programmes of work will continue. Further details are set out in our 2019/20 Delivery Plan which was reported to this committee in March, together with our key achievements in 2018/19.

- 4.4** Performance indicators will be reported through the Council's annual performance reporting process once all data becomes available. 2018/19 data for Local Government Benchmarking Framework (LGBF) indicators will be available in the first quarter of 2020 following publication by the Improvement Service.
- 4.5** Challenges remain in the areas of recruitment, narrowing the poverty related attainment gap, preparing for exit of the Scottish Attainment Challenge, and service modernisation.
- 4.6** Self-Evaluation
 - 4.6.1** Education, Learning & Attainment is subject to both external and internal structured self-evaluation models using the 'How Good is Our School 4' and the 'How Good is Our Early Learning Centre' frameworks.
 - 4.6.2** Using this framework, Education, Learning & Attainment has revised their internal Improvement Framework, bringing it into line with the National Improvement Framework, local improvement objectives and latest national inspection framework for self evaluation and improvement provides guidance to establishments on a cycle for review. Core Quality Indicators are evaluated annually with a 3 year cycle supporting evaluation and review of all Quality Indicators and NIF Drivers

5 People Implications

- 5.1** There are no direct people implications arising from this report.

6 Financial & Procurement Implications

- 6.1** There are no direct financial or procurement implications arising from this report.

7 Risk Analysis

- 7.1** Failure to deliver the actions assigned to Education, Learning & Attainment may have a direct impact on the delivery of the Council's Strategic Plan. It is essential that remedial action is taken to ensure strategic delivery plans achieve the commitments detailed and approved.

8 Equalities Impact Assessment

- 8.1** Screening and impact assessments will be carried out on specific activities as required.

9 Consultation

- 9.1** The 2018/19 Delivery Plan was developed in consultation with officers from the strategic service area.

10 Strategic Assessment

- 10.1** The 2018/19 Delivery Plan sets out actions to support the successful delivery of the strategic priorities of the Council.

Laura Mason
Chief Education Officer
Date: 31 July 2019

Person to Contact: Andrew Brown, Senior Education Officer, 16 Church Street, Dumbarton
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Appendix: Appendix 1: Education, Learning & Attainment Delivery Plan 2018/19 - Year End Progress

Background Papers: None




Wards Affected: All

Appendix 1: Education, Learning & Attainment Delivery Plan 2018/19 - Year End Progress


Draft

	1. A strong local economy and improved job opportunities
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	Increased employment and training opportunities
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Code	Action	Status	Progress	Due Date	Comment	Latest Note Date	Assigned To
E/1819DP/ ALN	Deliver improvement in attainment, literacy and numeracy		<div><div>100%</div></div>	30-Jun-2019			Sarah Connolly; Shona Crawford; Katherine Forbes; Claire Hubler; Clare Levens; Julie McGrogan; Denise McKinnon; Sharon Smith
E/1819DP/ CAG	Implement broad-ranging school improvement to close the attainment gap		<div><div>100%</div></div>	31-May-2019			David Byars; Susie Byrne; Shona Crawford; Claire Cusick; Katherine Forbes; Jennifer Gilchrist; Linda McAlister; Derek McGlynn; Julie McGrogan
E/1819DP/	Implement the Regenerating Learning Programme		<div><div>100%</div></div>	30-Jun-			Claire Cusick;

























Code	Action	Status	Progress	Due Date	Comment	Latest Note Date	Assigned To
RLP	across West Dunbartonshire			2019			David Jones; Derek McGlynn; Julie McGrogan; Sharon Smith

Code	Departmental Risk	Status	Current Risk Matrix	Date Reviewed	Latest Note	Latest Note Author	Latest Note Date	Target Risk Matrix	Assigned To
SR 002	Failure to implement broad-ranging school improvement to raise attainment and achievement			20-Jun-2019	Update provided to Committee (March 2019) reports of positive impact of interventions on attainment, achievement of targeted groups.	Alan Munro	20 Jun 2019		Julie McGrogan


	Increased skills for life and learning
--	--



Code	Performance Indicator	2016/17	2017/18	2018/19						2019/20	Assigned To
		Value	Value	Value	Target	Status	Long Trend	Short Trend	Note	Target	
CHN12b	Average tariff score SIMD quintile 1	704	668		710				2015/16 Baseline 633 2016/17 704 2017/18 668 2018/19 not available until LGBF update in 2020. SQA data is released in August followed by the Scottish Government's benchmarking tool, Insight, in mid September at which point the 2018/19 data will be available.	714	Andrew Brown
CHN12c	Average tariff score SIMD quintile 2	858	772		893				2015/16 Baseline 813 2016/17 858 2017/18 787 2018/19 not available until LGBF update in 2020. SQA data is released in August followed by the Scottish Government's benchmarking tool,	912	Andrew Brown

Code	Performance Indicator	2016/17	2017/18	2018/19						2019/20	Assigned To
		Value	Value	Value	Target	Status	Long Trend	Short Trend	Note	Target	
									Insight, in mid September at which point the 2018/19 data will be available.		
CHN12d	Average tariff score SIMD quintile 3	920	840		950		?	?	2015/16 Baseline 951 2016/17 920 2017/18 840 2018/19 not available until LGBF update in 2020. SQA data is released in August followed by the Scottish Government's benchmarking tool, Insight, in mid September at which point the 2018/19 data will be available.	967	Andrew Brown
CHN12e	Average tariff score SIMD quintile 4	926	1,108		1,054		?	?	2015/16 Baseline 1,111 2016/17 926 2017/18 1,108 2018/19 not available until LGBF update in 2020. SQA data is released in August followed by the Scottish Government's benchmarking tool, Insight, in mid September at which point the 2018/19 data will be available.	1,119	Andrew Brown
CHN12f	Average tariff score SIMD quintile 5	1,142	1,183		1,150		?	?	2015/16 Baseline 1,041 2016/17 1,142 2017/18 1,183 2018/19 not available until LGBF update in 2020. SQA data is released in August followed by the Scottish Government's benchmarking tool, Insight, in mid September at which point the 2018/19 data will be available.	1,157	Andrew Brown
ED/CP12-13/045	Secondary school attendance rate (S1-S5). Sixth year pupils are not included as they are beyond the	88.8%	88%	88.4%	91%						Andrew Brown

Code	Performance Indicator	2016/17	2017/18	2018/19						2019/20	Assigned To
		Value	Value	Value	Target	Status	Long Trend	Short Trend	Note	Target	
	age of compulsory schooling.										
ED/CPP12-13/182	Primary school attendance rate	94.7%	94.1%	94.4%	95%						Andrew Brown
ED/IN/011	Cases of exclusion per 1,000 school pupils	44	37		40						Andrew Brown
ED/NEW/025	Primary Exclusion (days lost per 1,000 pupils) NEW	19.4	22.6								Derek McGlynn
ED/NEW/027	Secondary Exclusion (days lost per 1,000 pupils) NEW	92.5	72.2								Derek McGlynn
ED/RAA/001	Percentage of educational establishments receiving positive inspection reports	100%	100%	100%	100%					100%	Laura Mason
ED/RAA/003	3+ @ Level 6 (by end S5) [Percentage of pupils passing 3 or more SQA exams at SCQF level 6 or better by the end of S5]										Andrew Brown
ED/RAA/005	1+ @ Level 7 (by end S6) [Percentage of pupils passing 1 or more SQA exams at SCQF level 7 or better by the end of S6]										Andrew Brown
SCHN 19a	School Attendance Rates (per 100 pupils)	91.8%	N/A								
SCHN 19b	School Attendance Rates for Looked After Children (per 100 Looked After Children)	90.89%	N/A								
SCHN 20a	School Exclusion Rates (per 1000 pupils)	44.26									
SCHN 20b	School Exclusion Rates for Looked After Children (per 1000 looked after children)	130.54	N/A								
SCHN 21	Participation Rate for 16-19 year olds (per 100)	88.3%	90.1%								
SCHN01	Cost per primary school pupil £	£5,655.00	£5,581.12								Laura Mason

Code	Performance Indicator	2016/17	2017/18	2018/19						2019/20	Assigned To
		Value	Value	Value	Target	Status	Long Trend	Short Trend	Note	Target	
SCHN02	Cost per secondary school pupil £	£6,700.00	£6,740.76				?	?			Laura Mason
SCHN03	Cost per pre-school place £	£4,877.00	£4,814.29				?	?			Laura Mason
SCHN04	% of pupils gaining 5 + awards at level 5	58%	57%				?	?			Andrew Brown
SCHN05	% of pupils gaining 5+ awards at level 6	31%	29%				?	?			Andrew Brown
SCHN06	% pupils in 20% most deprived areas getting 5+ awards at level 5	47%	48%				?	?			Andrew Brown
SCHN07	% pupils in 20% most deprived areas getting 5+ awards at level 6	23%	20%				?	?			Andrew Brown
SCHN10	% of Adults Satisfied with local schools	89%	88%				?	?			Andrew Brown
SCHN11	Percentage of school leavers in positive and sustained destinations	90.1%	94.2%		92.3%		?	?	2018/19 data available December 2019.	92.4%	Susie Byrne
SCHN12a	Overall Average Total Tariff	823	806.35				?	?			


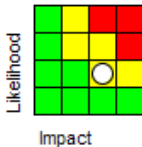
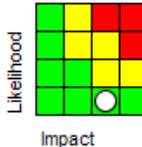
Code	Action	Status	Progress	Due Date	Comment	Latest Note Date	Assigned To
E/1819DP/EMP	Deliver improvement in employability skills through sustained, positive school-leaver destinations for all young people		<div><div>100%</div></div>	30-Jun-2019			David Byars; Susie Byrne; Susan Gray; David Jones; Julie McGrogan; Sharon Smith

	2. Supported individuals, families and carers living independently and with dignity
	Enhanced life chances

Code	Performance Indicator	2016/17	2017/18	2018/19	2019/20	Assigned To
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		Value	Value	Value	Target	Status	Long Trend	Short Trend	Note	Target	
SCHN 18	% of funded Early Years Provision which is graded good or better	85.19%	78.13%				?	?			

Code	Action	Status	Progress	Due Date	Comment	Latest Note Date	Assigned To
E/1819DP/ EYA	Deliver the Early Years' Agenda	✓	100%	31-Mar-2019			Geraldine Lyden; Kathy Morrison
E/1819DP/ PFE	Design and implement programmes of Pupil and Family Engagement	✓	100%	30-Jun-2019			Shona Crawford; Claire Cusick; David Jones; Julie McGrogan; Jo Scott; Sharon Smith

Code	Departmental Risk	Status	Current Risk Matrix	Date Reviewed	Latest Note	Latest Note Author	Latest Note Date	Target Risk Matrix	Assigned To
SR 009	Failure to deliver the Early Years Agenda			25-Jun-2019	The key risks are delays and delivery of infrastructure, recruiting and developing a committed workforce and ensuring all the ELCC's meet the criteria for the National Standard.	Alan Munro	25 Jun 2019		Kathy Morrison


	Improved wellbeing
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Code	Action	Status	Progress	Due Date	Comment	Latest Note Date	Assigned To
E/1819DP/ HWB	Deliver improvement in children and young people's health and wellbeing	✓	100%	30-Jun-2019			Shona Crawford; Claire Cusick;

Code	Action	Status	Progress	Due Date	Comment	Latest Note Date	Assigned To
							Claire Hubler; David Jones; Denise McKinnon; Jo Scott




	4. Open, accountable and accessible local government
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	Equity of access for all residents
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Code	Action	Status	Progress	Due Date	Comment	Latest Note Date	Assigned To
E/1819DP/RIC	Implement the School Governance and Regional Collaborative Improvement Structures		<div><div>100%</div></div>	31-Mar-2019			Andrew Brown; Claire Cusick; Laura Mason; Julie McGrogan; Kathy Morrison






	5. Efficient and effective frontline services that improve the everyday lives of residents
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	A continuously improving Council delivering best value
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Code	Action	Status	Progress	Due Date	Comment	Latest Note Date	Assigned To
E/1819RD/CS	Review and develop benchmarking within Children's Services in line with the Council's benchmarking framework		<div><div>100%</div></div>	31-Mar-2019	Following professional dialogue with children's services staff, this will not be feasible and is no longer planned.	03-Jul-2019	Claire Cusick
E/1819RD/ED	Review and develop benchmarking within Education Development in line with the Council's benchmarking framework		<div><div>100%</div></div>	31-Mar-2019	New strategies benchmarked against WDC strategic outcomes.	08-May-2019	Julie McGrogan
E/1819RD/PS	Review and develop benchmarking within Psychology Services in line with the Council's benchmarking framework		<div><div>100%</div></div>	31-Mar-2019	PEP meet regularly with colleagues from other Authorities to benchmark progress and service processes	03-Apr-2019	Shona Crawford





Code	Action	Status	Progress	Due Date	Comment	Latest Note Date	Assigned To
E/1819RD/ WCPDS	Review and develop benchmarking within Workforce/Continuous Professional Development Services in line with the Council's benchmarking framework		<div><div>100%</div></div>	31-Mar-2019	In the next session we will work with fellow West Partnership authorities to scope out what measures we would compare.	28-May-2019	Andrew Brown

Action Status	
	Cancelled
	Overdue; Neglected
	Unassigned; Check Progress
	Not Started; In Progress; Assigned
	Completed

PI Status	
	Alert
	Warning
	OK
	Unknown
	Data Only

Long Term Trends	
	Improving
	No Change
	Getting Worse

Short Term Trends	
	Improving
	No Change
	Getting Worse

Risk Status	
	Alert
	High Risk
	Warning
	OK

	Unknown
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