

**REPORT TO:** Education Committee

**MEETING DATE:** 13 June 2017

**BY:** Depute Chief Executive (Resources and People Services)

**SUBJECT:** Insight National Benchmarking Measures to 2016

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**1 PURPOSE**

- 1.1 To inform the Committee of trends in attainment and achievement of school leavers in East Lothian using the “National Benchmarking Measures” from Insight.

**2 RECOMMENDATIONS**

- 2.1 The Committee is asked to consider and note the contents of the report.

**3 BACKGROUND**

- 3.1 Each year young people in secondary schools in East Lothian achieve a range of awards and qualifications available on the Scottish Credit and Qualifications Framework (SCQF) at different stages throughout the senior phase (S4 to S6).
- 3.2 The Scottish Government developed a statistical benchmarking tool ‘Insight’ to assist schools and local authorities in the analysis of attainment of young people in the senior phase through nationally agreed benchmarking measures and course breadth and depth data. General information on the “Insight” tool is available online at: <http://www.gov.scot/Topics/Education/Schools/curriculum/seniorphasebenchmarking>
- 3.3 As well as providing the national average, Insight also uses a Virtual Comparator for each school and Education Authority and is considered to be the key benchmark for helping schools and authorities understand their strengths and areas for improvement. The Virtual Comparator takes the characteristics of each pupil in East Lothian and matches them to 10 similar pupils from schools in other local authorities across Scotland.

- 3.4 This report will explore how the Education Authority has performed over the five-year period since 2012 to 2016 in relation to the national average and its Virtual Comparator focusing on the four nationally agreed “National Benchmarking Measures” from Insight:
- **Increasing post-school participation** (shown as the percentage of School Leavers in a Positive Destination)
  - **Improving attainment in literacy and numeracy** (shown as the percentage of School Leavers attaining Literacy and Numeracy)
  - **Improving attainment for all** (shown as the Average Total Tariff Score of School Leavers)
  - **Tackling disadvantage** by improving the attainment of lower attainers relative to higher attainers (shown as the Average Total Tariff Score versus Deprivation)
- 3.5 These four national measures focus on the total cumulative achievements recorded at the point at which the young person leaves school. The leavers' cohort is the most important since it is the most consistent point of comparison given the various routes and pathways available to schools for using with their young people as they progress through the senior phase. Course breadth and depth data for school leavers is also provided in the appendix to this report.
- 3.6 Comparison of measures over time in Insight should be treated with caution as earlier years' figures relate to different qualifications, assessment arrangements and progression pathways, including where early S3 presentations took place in East Lothian. The dual presentation of old and new qualifications across the SCQF Levels in previous academic sessions and different approaches to presentation and delivery makes direct comparisons of attainment between 2016 and previous years extremely complex both nationally and locally. Breadth and depth measures are heavily influenced by a school's curricular model therefore the 2014 to 2016 results may not be fully comparable with previous years.
- 3.7 The data in this report is taken from the February 2017 release of Insight and reflects the most up to date position on school leaver's attainment.
- 3.8 The reports in Insight are based on SQA attainment and include the results of completed National Courses and Skills for Work and Personal Development courses that are sent to SEEMiS from the SQA. College presentations are also included as are D awards or other achievements from ungraded National Certificates and National Progression Awards.
- 3.9 The main highlights for East Lothian are provided in paragraphs 3.10 to 3.15 overleaf. A detailed breakdown of East Lothian's performance in each of the National Benchmarking Measures is provided in **Appendix 1**

## East Lothian Performance to 2016

- 3.10 Overall, the four National Benchmarking Measures reported by the Scottish Government Insight tool in the February 2017 update indicate that attainment and post school participation in East Lothian has improved overall over the five-year period to 2015/16 but that further improvements could still be made, particularly in Literacy & Numeracy at SCQF Level 5 and in relation to closing the attainment gap. The key points from each benchmarking measure are:
- 3.11 **Increasing Post-School Participation** – The percentage of East Lothian school leavers entering an initial positive destination shows an overall improved trend, increasing by 1.7 percentage points on the previous year in 2016 to 93.5% and five percentage points overall since 2012. Since 2013 the percentage gap between East Lothian and its Virtual Comparator has reduced from 2.4% to 0.2% and in 2016 East Lothian's performance was just above the national average of 93.3%. As with the national average there are typically fewer school leavers living in the 30% most deprived areas entering an initial positive destination than those from the 30% least deprived areas. Overall the gap in positive destinations between East Lothian leavers from the 30% most deprived areas and the 30% least deprived areas has decreased slightly over the five year period from 11.7 percentage points in 2012 to 8.9 percentage points in 2016 (see *Appendix 1, section 2*).
- 3.12 **Improving Attainment for All** – East Lothian shows a fluctuating but improving trend in the average total tariff scores across the three attaining groups over the last five years. East Lothian's performance has typically been in line with the Virtual Comparator across the five years with the exception of 2012 where Insight testing found that East Lothian's lower performance in the Middle 60% group was statistically significant (see *Appendix 1, section 3*).
- 3.13 **Improving Attainment in Literacy & Numeracy** – The percentage of East Lothian school leavers attaining both Literacy & Numeracy shows an improving trend over the five years at both SCQF Levels 4 and 5. East Lothian's performance at SCQF Level 4 has typically been in line with the Virtual Comparator over the five-year period and shows a 3% increase in 2016 on the previous year to 88.1% just above the Virtual Comparator (87.4%) but not statistically significant. East Lothian's performance at SCQF Level 5 in 2016 also shows an improvement on the previous year, increasing by 9.2% to 60.9%, its highest performance over the five-year period but lower than the Virtual Comparator (65.4%). Further improvements still need to be made at SCQF Level 5 to bring young people's performance in line with those with similar characteristics. East Lothian's performance at SCQF Level 5 has fluctuated year on year with Insight testing finding East Lothian's performance in 2014 and 2016 lower than the Virtual Comparator and much lower in 2015 as statistically significant (see *Appendix 1, section 4*).

- 3.14 **Attainment versus Deprivation** – East Lothian’s average tariff scores across the deciles at each stage over the five-year period show that they are roughly in line with the Virtual Comparator with the exception of school leavers living in SIMD decile 9 in 2012 and 2016 where Insight found the scores to be much lower and lower than the Virtual Comparator respectively. As with the national average and the Virtual Comparator, school leavers living in the most deprived areas typically have a lower total tariff score on average than those living in the least deprived areas (*see Appendix 1, section 5*).
- 3.15 **Breadth and Depth data** - East Lothian's performance in 2016 across the reported breadth and depth measures shows an increase on the previous year to East Lothian's highest performance to date and an overall improved trend over the five-year period. The most significant increases have been in the ‘% attaining 5 or more awards at Level 5’, ‘3 or more awards at Level 6’ and ‘5 or more awards at Level 6’, all increasing by 5 to 6 percentage points bringing the authority performance in 2016 more in line with its Virtual Comparator. Further improvements could still be made particularly in the ‘1 or more awards at Level 6’ measure to bring it more in line with the Virtual Comparator.
- 3.16 **Closing the Attainment Gap** – As with the national average, East Lothian school leavers living in the 30% most deprived areas typically have lower attainment compared to those living in the least deprived areas. The attainment gap between school leavers living in the 30% most deprived areas and those in the 30% least deprived areas is wider at higher levels of qualifications, increasing from 2 percentage points on average at SCQF Level 3 to 42 percentage points on average at SCQF Level 6. Overall the gap shows a slight increase over the last five years at SCQF levels 3 & 4 and a decrease at SCQF Levels 5 & 6.

## **4 POLICY IMPLICATIONS**

- 4.1 There are no direct policy implications associated with this report.

## **5 INTEGRATED IMPACT ASSESSMENT**

- 5.1 The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

## **6 RESOURCE IMPLICATIONS**

- 6.1 Financial - none
- 6.2 Personnel - none
- 6.3 Other - none

## 7 BACKGROUND PAPERS

### 7.1 Appendix 1 – East Lothian National Benchmarking Measures to 2016

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<b>DATE</b>	21/05/2017







## East Lothian Council - Education Service

### East Lothian National Benchmarking Measures 2012 to 2016

#### 1. Background Notes

This report compares the performance of East Lothian school leavers against the Insight National Benchmarking Measures since 2011/12.

- The National Benchmarking Measures provide data on the total pupils' achievements during the senior phase (S4 to S6) recorded at the point at which the young person leaves school. The leavers' cohort will include a mixture of pupils from S4, S5 and S6.
- The attainment figures are taken from the February 2017 release of Insight, based on the 'Latest and Best' achievement of young people in the Senior Phase, and do not include attainment gained prior to S4. The figures only include attainment in SCQF credit-rated qualifications that have been matched to an individual pupil via their Scottish Candidate Number (SCN).
- In East Lothian we operate inclusive schools and there are some pupils who pass examinations at SCQF levels 1 and 2. These levels however are not included in the Insight analysis as key benchmark measures.
- Figures 1 to 8, Tables 1 to 9 and commentary in sections 2 to 5 detail the progress made by East Lothian pupils against the Virtual Comparator and the National Establishment (i.e. national average) over the last 5 years for each National Benchmarking Measure. Figures 9 to 12 and Tables 10 to 11 and commentary in section 6 detail the progress in relation to Breadth and Depth data. Figures are provided in most cases for both the National Establishment and the Virtual Comparator, however, the Virtual Comparator is seen as the key benchmark for helping schools and Education Authorities understand their strengths and areas for improvement.
- The Virtual Comparator takes the characteristics of each pupil in East Lothian and matches them to 10 pupils with similar characteristics from schools in other local authorities across Scotland offering a fairer comparison.
- When the cohort being compared relates to a small number of pupils (less than 20 pupils as a rule of thumb provided by the Scottish Government), the trends are more likely to fluctuate over time and, therefore, are less likely to be significant.
- Data is suppressed where it relates to a cohort or part of a cohort of fewer than five pupils to prevent the identification of individuals.
- Where Insight testing has found that comparisons between the East Lothian performance and its Virtual Comparator is statistically significant and large enough to be considered of important educational value, this information has been included in the commentary in sections 2 to 5 of this document. The following graded shading is also used in tables to visualise where Insight testing has found the comparisons to be significant:

Colour Shading	East Lothian's performance relative to Virtual Comparator (VC)
	much greater than VC
	greater than VC
	lower than VC
	much lower than VC

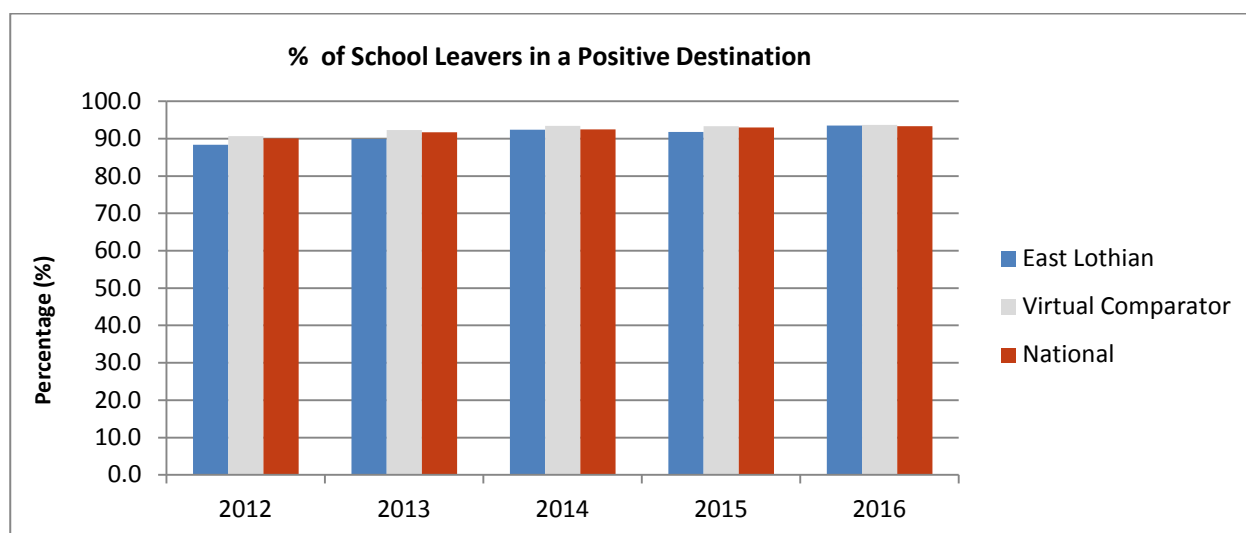
- The significance of comparisons is not currently tested in Insight for attainment by pupil characteristic, e.g. looked after (LAC), additional support needs (ASN) or for SIMD (Scottish Index of Multiple Deprivation). It is also not currently tested for course measures.
- Comparison of measures over time in Insight should be treated with caution as earlier years' figures relate to different qualifications, assessment arrangements and progression pathways, including where early S3 presentations took place.
- In most tables, three-year averages, a five year net score or percentage point change and five year 'Trend' are presented with the annual performance. This provides an indication of an overall declining or improving trend by East Lothian schools in relation to the Virtual Comparator. The net change is the sum of the score or percentage point difference from one year to the next over the five-year period. The 'Trend' is the average annual percentage or score point change over the number of years given. A positive value (coloured green) indicates an improving trend on average over the period and a negative value (coloured red) indicates a declining trend.

## 2. National Benchmarking Measure: Increasing Post-School Participation (Initial Destinations)

The 'Increasing Post-School Participation' measure features as one of the strategic long-term outcome indicators in Outcome 4 of East Lothian's Single Outcome Agreement, with a focus on all school leavers and looked after (LAC) school leavers. It also features as an indicator in Contributory Outcome 4.1 with a focus on school leavers with an additional support need (ASN).

Figure 1 and Table 1 below detail the progress made by East Lothian against its Virtual Comparator and the National Establishment in relation to the percentage of all school leavers in an initial positive destination (i.e. approximately three months after leaving school).

**Figure 1: Percentage of all school leavers in a positive destination (initial destinations) since 2011/12**



**Table 1: Percentage of all school leavers in a positive destination (initial destinations) since 2011/12**

Establishment	2012	2013	2014	2015	2016	3 Year Ave	2016 % point change (+/-) on 2015	5 Year Trend	5 Yr % Point Net Change (+/-)
East Lothian	88.4	90.0	92.4	91.8	93.5	92.6	1.7	1.29	5.2
Virtual Comparator	90.7	92.3	93.5	93.3	93.7	93.5	0.4	0.75	3.0
National	90.1	91.7	92.5	93.0	93.3	93.0	0.3	0.80	3.2



**Comments on Table 1:**

- 93.5% of all school leavers in East Lothian went into a positive destination in 2016, an increase of 1.7% on the previous year, slightly above the national average (93.3%) and slightly below our Virtual Comparator (93.7%). The % of school leavers in East Lothian entering an initial positive destination shows an improved trend over the five years, increasing by 5 percentage points overall since 2012.
- Since 2011/12 the percentage gap between East Lothian and the Virtual Comparator has reduced by more than 2 percentage points. While East Lothian's performance is considered lower than the Virtual Comparator in 2012 and 2013, Insight testing did not find any significant comparisons between East Lothian's performance and the Virtual Comparator over the last 3 years.

Table 2 below details the progress made by East Lothian against its Virtual Comparator and the National Establishment in relation to the percentage of all looked after school leavers who left East Lothian Schools and went into a positive destination.

**Table 2: Percentage of all looked after school leavers in a positive destination (initial destinations) since 2011/12**

Establishment	2012	2013	2014	2015	2016	3 Year Ave	2016 % point change (+/-) on 2015	5 Year Trend	5 Yr % Point Net Change (+/-)
East Lothian	80.0	56.5	69.2	52.9	66.7	62.9	13.7	-3.33	-13.3
Virtual Comparator	81.0	82.2	90.0	85.9	81.7	85.9	-4.2	0.17	0.7
National	66.3	70.2	73.3	74.6	73.6	73.8	-1.0	1.82	7.3

**Comments on Table 2:**

- In 2016, 66.7% of looked after school leavers went into a positive destination, a 13.7% increase on the previous year and a net decrease of 13.3 percentage points overall since 2012. The East Lothian percentage has been typically lower than both the Virtual Comparator and national average over the last four years and has fluctuated widely from year to year due to the small numbers within the looked after cohort.
- The data relating to looked after school leavers in East Lothian is based on small cohorts of between 10 and 23 pupils (approx. 1.5% of the leavers' cohort on average). Trends are more likely to fluctuate over time and, therefore, are less likely to be significant. Care must be taken when drawing any conclusions about performance over time in relation to looked after pupils.

Table 3 below details the progress made by East Lothian against its Virtual Comparator and the National Establishment in relation to the percentage of school leavers with an additional support need (ASN) who left East Lothian Schools and went into a positive destination.

**Table 3: Percentage of school leavers with additional support needs in a positive destination (initial destinations) since 2011/12**

Establishment	2012	2013	2014	2015	2016	3 Year Ave	2016 % point change (+/-) on 2015	5 Year Trend	5 Yr % Point Net Change (+/-)
East Lothian	82.2	79.7	85.9	81.1	85.9	84.3	4.8	0.93	3.7
Virtual Comparator	83.8	88.1	88.3	89.0	88.5	88.6	-0.5	1.16	4.7
National	84.5	87.2	87.4	88.2	88.6	88.1	0.4	1.04	4.1

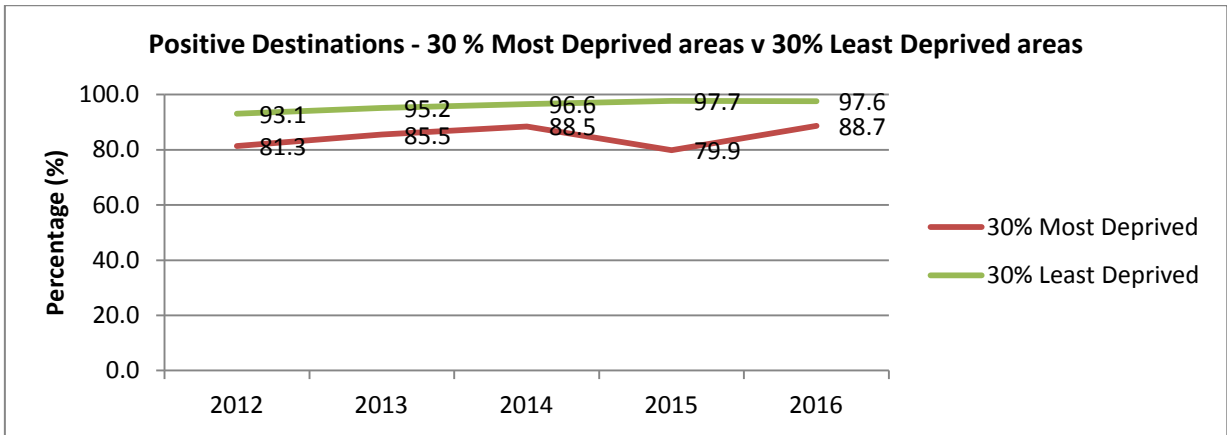
**Comments on Table 3:**

- In 2016 85.9% of East Lothian school leavers with ASN went into a positive destination, a 4.8% increase on the previous year and a net increase of 3.7 percentage points since 2012. The East Lothian percentage has been typically lower than both the Virtual Comparator and national average over the last five years and shows a fluctuating but overall improved trend. School leavers with an additional support need made up 30% school leavers cohort in East Lothian in 2016.

**Initial Leaver Destinations: Closing the Gap**

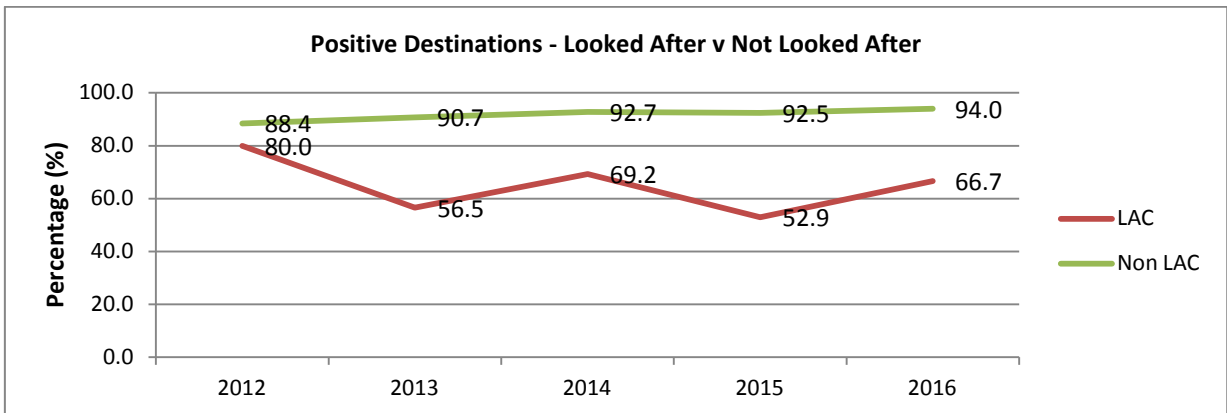
Figures 2 to 4 below show the gap in positive destinations for school leavers in East Lothian by SIMD, looked after and ASN category since 2011/12.

**Figure 2: Percentage of all school leavers in a positive destination since 2011/12 by SIMD category**



- 88.7% of school leavers living in the 30% most deprived areas went into a positive destination in 2016, an increase of 8.8 percentage points on the previous year. The gap in positive destinations between East Lothian leavers from the 30% most deprived areas and the 30% least deprived areas has fluctuated in East Lothian over the last five years with the percentage of leavers in positive destinations from the 30% most deprived areas between 8% and 18% lower than those from the 30% least deprived areas. Overall, the gap has decreased slightly over the five year period from 11.7% in 2012 to 8.9% in 2016.

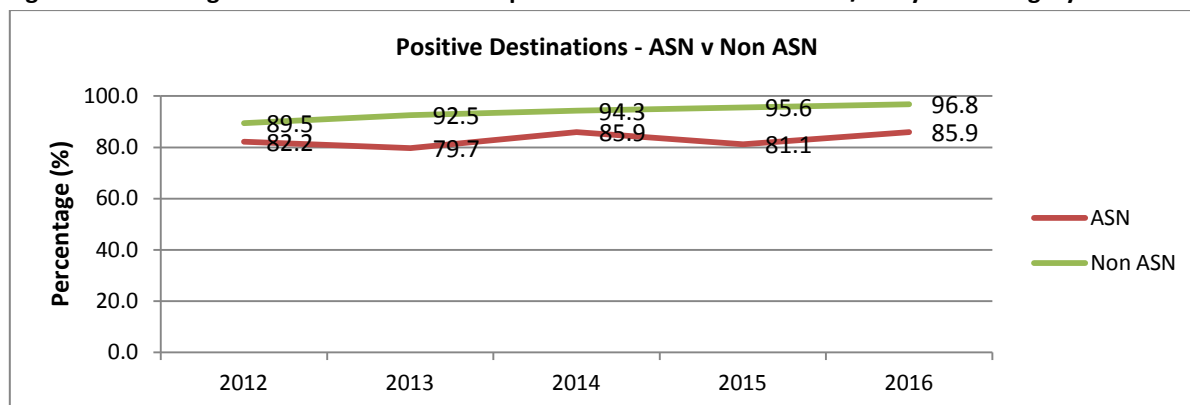
**Figure 3: Percentage of all school leavers in a positive destination since 2011/12 by LAC category**



- The gap in positive destinations between East Lothian LAC and non LAC leavers in 2016 decreased on the previous year from 39 to 27 percentage points. The gap has fluctuated widely over the last five years as a result of the small cohort with the percentage of looked after

leavers in positive destinations typically between 20 and 40 percentage points lower than those not looked after.

**Figure 4: Percentage of all school leavers in a positive destination since 2011/12 by ASN category**



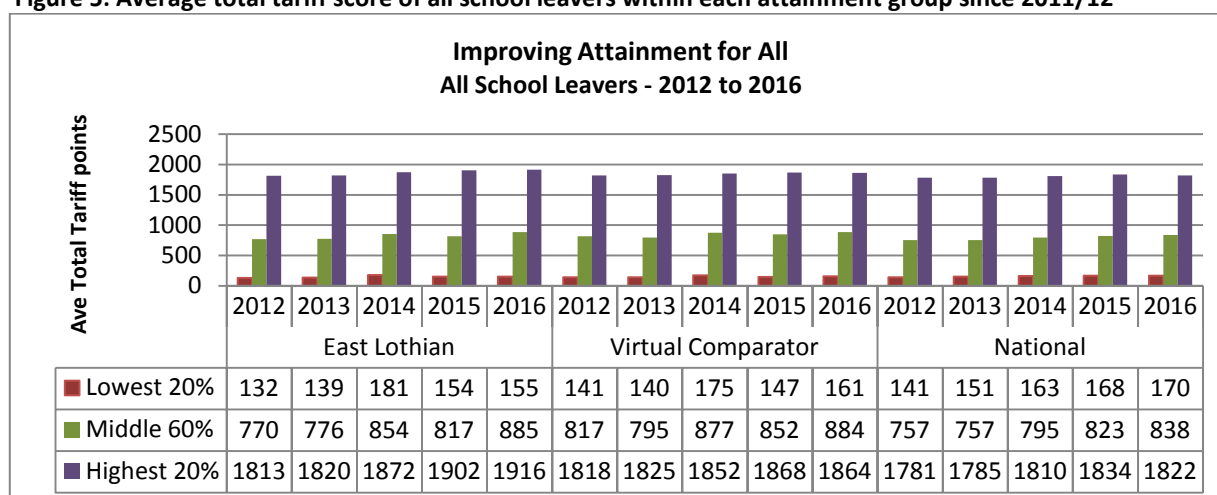
- The gap in positive destinations between East Lothian leavers with ASN and without ASN in 2016 decreased on the previous year from 15 to 11 percentage points. The gap has fluctuated over the last five years with the percentage of ASN leavers in positive destinations between 7 and 15 percentage points lower than those without ASN. Overall, the gap has increased slightly over the five year period from 7.3% in 2012 to 10.9% in 2016.

### 3. National Benchmarking Measure: Improving Attainment for All

This measure groups school leavers according to their whole-school attainment as measured by their total tariff points into three attainment groups. The three groups are: the lowest-scoring 20 per cent of pupils, the highest-scoring 20 per cent and the middle 60 per cent. For each pupil the tariff score is the total of the tariff points associated with each of the eligible 'latest and best' awards they have achieved at the point of leaving school. Awards that have been superseded by the pupil progressing to a higher-level award in the same subject are excluded, as are awards achieved when the pupil was in S1–S3. For example, if a pupil has National 5 English and Higher English then only the points for the Higher are included. These tariff scores are then averaged over all the pupils in the particular attainment group.

The 'Improving Attainment for All' measure features as one of the strategic long-term outcome indicators in Outcome 4 of East Lothian's Single Outcome Agreement, with a focus on all school leavers. *Figure 5* below shows the average total tariff score of all school leavers across East Lothian.

**Figure 5: Average total tariff score of all school leavers within each attainment group since 2011/12**



### Comments on Figure 5:

- All three attainment groups in East Lothian show an overall improved trend over the last five years with the Middle 60% and Highest 20% groups both showing an improvement in 2016 on the previous year. The 2016 scores in the Lowest 20% and Middle 60% groups are in line with the Virtual Comparator and the Highest 20% score slightly above the Virtual Comparator.
- The East Lothian performance across the five years has typically been slightly higher than the National average and Virtual Comparator for the Highest 20% attaining group and in line with for the Lowest 20% group. The Middle 60% group has typically had slightly lower scores than the Virtual Comparator but higher scores than the national average.
- Insight testing has found that East Lothian's performance in the Middle 60% group was statistically lower than its Virtual Comparator in 2012 but found no other significant comparisons in other years or for the other attaining groups.

Table 4 below further presents the average point difference between the East Lothian and the Virtual Comparator average total tariff scores within each attainment group over the five-year period. The 'trend' indicator is also provided for each of the attainment groups to show the increase or decrease of the East Lothian average total tariff score over time as well as the East Lothian 3 Year and 5 Year average.

**Table 4: Average Point Difference between the average total tariff score for East Lothian and the Virtual Comparator within each attainment group since 2011/12**

East Lothian Attainment Group	Average Point Difference between ELC & VC scores					ELC Ave Total Tariff Score			Insight testing found that the following comparisons were significant:
	2012	2013	2014	2015	2016	ELC 3 Yr Ave	ELC 5 Yr Trend	ELC 5 Yr Net (+/-) change	
Lowest Attaining 20%	-9	-1	6	7	-6	163	5.75	23	
Middle Attaining 60%	-47	-19	-23	-35	1	852	28.75	115	<i>ELC Performance is lower than its Virtual Comparator in 2012</i>
Highest Attaining 20%	-5	-5	20	34	52	1897	25.75	103	

#### 4. National Benchmarking Measure: Literacy and Numeracy

Figures 6 & 7 and Tables 5 & 6 that follow detail the percentage of school leavers that achieved Literacy and/or numeracy from 2012 to 2016 to at least SCQF Levels 3 to 6.

Table 7 further breaks this information down separately for Literacy & Numeracy.

To achieve the given level of literacy a pupil needs to achieve the literacy unit at that level, or English or Gaidhlig course at that level. For numeracy the pupil needs to achieve the numeracy unit at that level or a Mathematics or Lifeskills Maths at that level or qualification identified by SQA as having sufficient content to include within the measure.

Figure 6.../

Figure 6: Literacy and Numeracy achievement at SCQF Levels 3 & 4 for all school leavers in each year since 2011/12

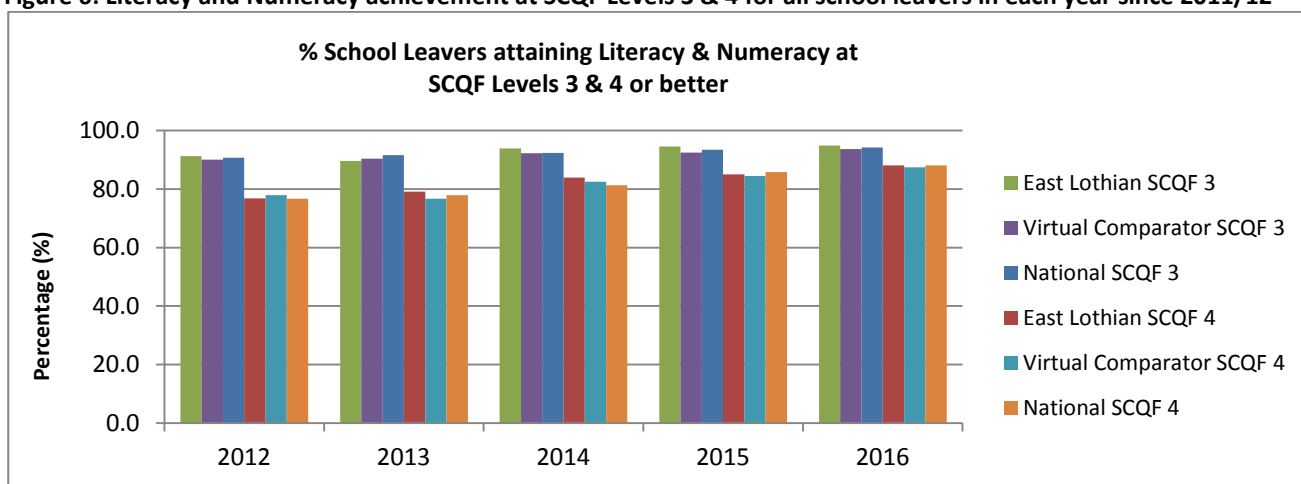


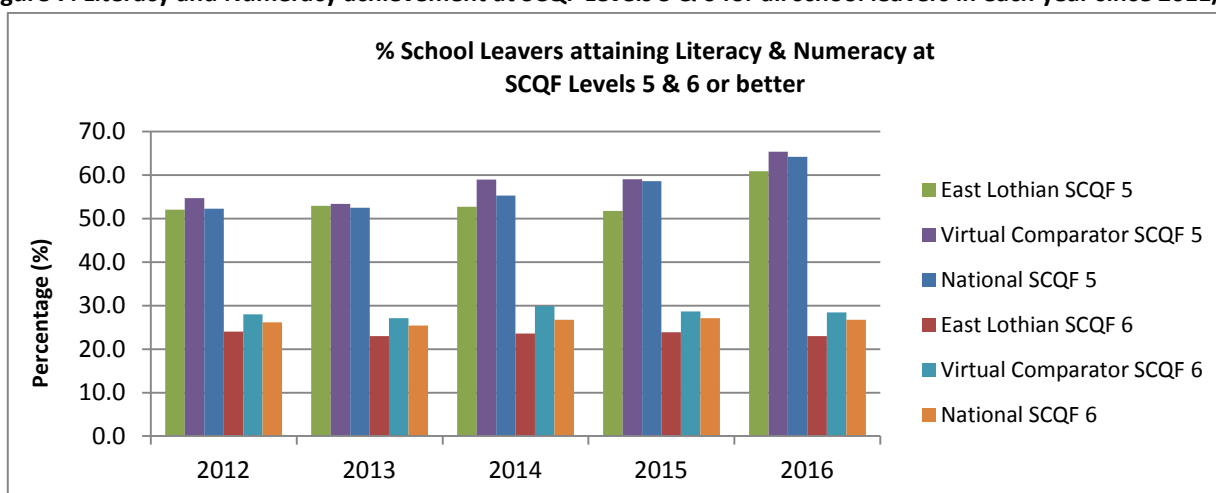
Table 5 - % school leavers attaining both Literacy & Numeracy at SCQF Levels 3 & 4 or better since 2011/12

Establishment	2012	2013	2014	2015	2016	3 Year Ave	2016 % point change (+/-) on 2015	5 Year Trend	5 Yr % Point Net Change (+/-)
East Lothian SCQF 3	91.2	89.6	93.9	94.5	94.9	94.4	0.4	0.93	3.7
Virtual Comparator SCQF 3	90.1	90.4	92.2	92.5	93.6	92.8	1.2	0.90	3.6
National SCQF 3	90.7	91.6	92.4	93.5	94.2	93.4	0.8	0.87	3.5
East Lothian SCQF 4	76.8	79.1	83.9	85.0	88.1	85.7	3.1	2.83	11.3
Virtual Comparator SCQF 4	77.9	76.6	82.5	84.4	87.4	84.8	3.0	2.38	9.5
National SCQF 4	76.7	77.9	81.2	85.8	88.1	85.0	2.3	2.84	11.4

**Comments on Figure 6 and Table 5:**

- East Lothian’s performance at SCQF Levels 3 and 4 or better shows an improving trend with both levels showing a percentage increase in 2016 on the previous year to East Lothian highest performance to date.
- East Lothian’s % at SCQF Level 3 and 4 has been typically in line with both the national average and the Virtual Comparator.
- Where the % has been above or below the Virtual Comparator, Insight Testing found that there were no significant comparisons for this measure with the exception of SCQF Level 3 in 2015 where it is considered greater than the Virtual Comparator.

Figure 7: Literacy and Numeracy achievement at SCQF Levels 5 & 6 for all school leavers in each year since 2011/12



**Table 6 - % school leavers attaining Literacy & Numeracy at SCQF Levels 5 & 6 or better since 2011/12**

Establishment	2012	2013	2014	2015	2016	3 Year Ave	2016 % point change (+/-) on 2015	5 Year Trend	5 Yr % Point Net Change (+/-)
<b>East Lothian SCQF 5</b>	<b>52.1</b>	<b>52.9</b>	<b>52.7</b>	<b>51.7</b>	<b>60.9</b>	<b>55.1</b>	<b>9.2</b>	<b>2.21</b>	<b>8.9</b>
Virtual Comparator SCQF 5	54.7	53.4	59.0	59.0	65.4	61.1	6.4	2.68	10.7
National SCQF 5	52.2	52.5	55.3	58.6	64.2	59.4	5.6	3.00	12.0
<b>East Lothian SCQF 6</b>	<b>24.0</b>	<b>23.0</b>	<b>23.5</b>	<b>23.9</b>	<b>23.0</b>	<b>23.5</b>	<b>-0.9</b>	<b>-0.26</b>	<b>-1.0</b>
Virtual Comparator SCQF 6	28.0	27.1	29.9	28.7	28.4	29.0	-0.3	0.10	0.4
National SCQF 6	26.1	25.4	26.7	27.1	26.8	26.9	-0.4	0.16	0.6

**Comments on Figure 7 and Table 6:**

- East Lothian’s performance at SCQF Level 5 or better shows a fluctuating but overall improved trend over the five-year period with the 2016 performance 9% higher than the previous year. The performance at SCQF Level 6 or better shows a relatively static trend at SCQF Level 6 with the 2016 percentage dropping slightly on the previous year.
- East Lothian’s % at both SCQF Level 5 and 6 is typically lower than the Virtual Comparator and national average. Insight Testing found that the following comparisons were significant for this measure:
  - ELC Performance at SCQF Levels 5 is lower than the Virtual Comparator in 2014 & 2016 and much lower in 2015; and
  - ELC Performance is lower than the Virtual Comparator at SCQF Level 6 across years 2012 to 2015 and much lower in 2016.

**Table 7: Literacy and Numeracy achievement for all school leavers in each year from 2011/12 to 2015/16**

Year	Literacy				Numeracy			
	3+	4+	5+	6+	3+	4+	5+	6+
<b>East Lothian</b> 2011/12	93.5	89.3	66.0	46.3	93.6	79.2	54.9	28.1
2012/13	93.2	90.9	68.2	44.7	93.9	81.4	55.0	26.9
2013/14	96.6	94.1	70.9	45.0	94.7	85.0	56.0	29.9
2014/15	96.6	93.9	69.9	48.4	96.0	86.3	55.7	27.3
2015/16	97.2	94.5	76.9	54.8	96.2	89.8	62.4	26.3
+/- on 2015	0.5	0.6	7.0	6.4	0.2	3.5	6.7	-1.0
3yr ave	96.8	94.2	72.6	49.4	95.6	87.0	58.0	27.8
5yr % net change (+/-)	3.7	5.2	10.9	8.5	2.6	10.6	7.5	-1.8
5yr trend <sup>1</sup>	0.92	1.30	2.73	2.14	0.64	2.64	1.88	-0.45
<b>Virtual Comparator</b> 2011/12	93.6	90.5	68.5	47.5	92.6	79.6	58.3	32.8
2012/13	94.0	90.5	67.1	46.5	92.8	78.3	56.9	31.8
2013/14	95.4	92.8	73.6	51.3	93.9	83.9	62.4	35.0
2014/15	95.2	92.3	73.6	50.1	94.1	86.5	62.6	33.5
2015/16	95.9	93.4	79.0	57.0	95.1	89.1	67.7	31.1
+/- on 2015	0.8	1.1	5.4	6.9	1.0	2.6	5.1	-2.4
3yr ave	95.5	92.8	75.4	52.8	94.4	86.5	64.2	33.2
5yr % net change (+/-)	2.3	2.9	10.5	9.5	2.5	9.5	9.4	-1.7
5yr trend <sup>1</sup>	0.59	0.72	2.62	2.38	0.62	2.38	2.34	-0.41

	Year	Literacy				Numeracy			
		3+	4+	5+	6+	3+	4+	5+	6+
<b>National</b>	2011/12	94.3	90.7	66.1	44.2	93.2	78.3	56.1	31.0
	2012/13	95.0	91.7	66.9	44.3	93.8	79.4	56.1	30.0
	2013/14	95.5	92.3	70.1	46.5	94.1	82.8	59.1	31.7
	2014/15	96.0	93.5	74.6	49.1	95.0	87.5	62.5	31.7
	2015/16	96.4	94.1	79.0	54.6	95.6	89.6	66.8	29.5
	+/- on 2015	0.4	0.5	4.5	5.5	0.6	2.1	4.3	-2.2
	3yr ave	96.0	93.3	74.6	50.1	94.9	86.6	62.8	30.9
	5yr % net change (+/-)	2.1	3.3	13.0	10.4	2.5	11.3	10.7	-1.6
	5yr trend <sup>1</sup>	0.52	0.83	3.24	2.60	0.61	2.83	2.68	-0.39

#### Comments on Table 7:

- **Literacy Achievement** - East Lothian's performance across SCQF Levels 3 to 6 for Literacy shows an overall improved trend over the five-year period with the 2016 performance showing further improvement on the previous year, particularly at SCQF Level 5 (+7%) and SCQF Level 6 (+6%).
- East Lothian's % performance at SCQF level 3 and 4 has typically been in line with its Virtual Comparator and the national average. Where the % is above or below for East Lothian, Insight found no significant comparisons with the exception of SCQF Level 3 in 2015 and 2016 where East Lothian's performance is considered greater than the Virtual Comparator.
- At SCQF Levels 5 and 6, East Lothian's % performance has typically been below the Virtual Comparator with Insight testing finding the following comparisons significant:
  - East Lothian's Literacy performance at SCQF Level 5 is lower than the Virtual Comparator in each year with the exception of 2013.
  - East Lothian's Literacy performance at SCQF Level 6 is lower than the Virtual Comparator in 2014.
- **Numeracy Achievement** - East Lothian's performance across SCQF Levels 3 to 5 for Numeracy shows an improved trend over the five-year period with the 2016 performance showing further improvement on the previous year, particularly at SCQF Level 5 (+7%) while SCQF Level 6 shows a slight drop of 1%.
- East Lothian's % performance at SCQF Levels 3 and 4 have typically been in line with its Virtual Comparator and in line with or above the national average with Insight testing finding the following comparisons significant:
  - East Lothian's Numeracy performance at SCQF Level 3 is greater than the Virtual Comparator in 2015 and 2016.
- East Lothian's Numeracy performance at SCQF Levels 5 & 6 has typically been lower than the Virtual Comparator across the five-year period. Insight testing has found that the following comparisons were significant:
  - East Lothian's Numeracy performance at SCQF Level 5 across the five years is lower than the Virtual Comparator in 2012 and 2016 and much lower in 2014 and 2015; and
  - East Lothian's performance at SCQF Level 6 is lower across the five years with the performance in 2015 considered to be much lower.

## 5. National Benchmarking Measure: Attainment Versus Deprivation

This measure considers attainment of candidates at each stage broken down into ten deciles according to the Scottish Index of Multiple Deprivation (SIMD). Decile 1 refers to the attainment of pupils whose postcodes are in the 10% most deprived datazones in Scotland, while decile 10 refers to pupils with postcodes in the top 10% of the least deprived (most affluent) datazones according to SIMD.

The 'Attainment versus Deprivation' measure features as an indicator in Contributory Outcome 4.1 of our Single Outcome Agreement with a focus on all school leavers.

Figure 8 overleaf shows the average total tariff scores within each SIMD decile band of all East Lothian school leavers in 2016 compared with the Virtual Comparator. The grey circles in Figure 8 represent the Virtual Comparator and the blue circles represent East Lothian. The circles change in size and broadly represent the proportion of young people from the total cohort appearing in each of the circles. The blue vertical lines represent the range of scores (maximum and minimum) of the leavers within each decile.

The full breakdown of East Lothian's school leavers' cohort living within each ten SIMD deciles over the last five years can be viewed in Table 8 below.

**Table 8: Percentage of East Lothian school leavers within each SIMD Decile Band since 2011/12**

Establishment	Year of leaving	% of Total Cohort within each SIMD Decile Band										
		Total No. in Cohort	Most Deprived 1	2	3	4	5	6	7	8	9	Least Deprived 10
East Lothian	2011/12	953	*	5%	11%	10%	11%	9%	25%	10%	6%	12%
	2012/13	1036	*	5%	11%	10%	11%	8%	28%	9%	7%	12%
	2013/14	1045		5%	11%	7%	11%	8%	27%	10%	7%	14%
	2014/15	1013		5%	11%	9%	10%	8%	28%	12%	6%	12%
	2015/16	1018		6%	10%	9%	11%	8%	29%	10%	6%	12%
	3 Yr Ave	1025		5%	11%	8%	11%	8%	28%	11%	6%	13%
	5 Yr Ave	1013		5%	11%	9%	11%	8%	27%	10%	7%	12%

Note: Where the % is based on a pupil cohort of less than 10 but greater than 0, the '% of Total Cohort' has been suppressed with an asterisk (\*) to avoid identification of individual pupils.

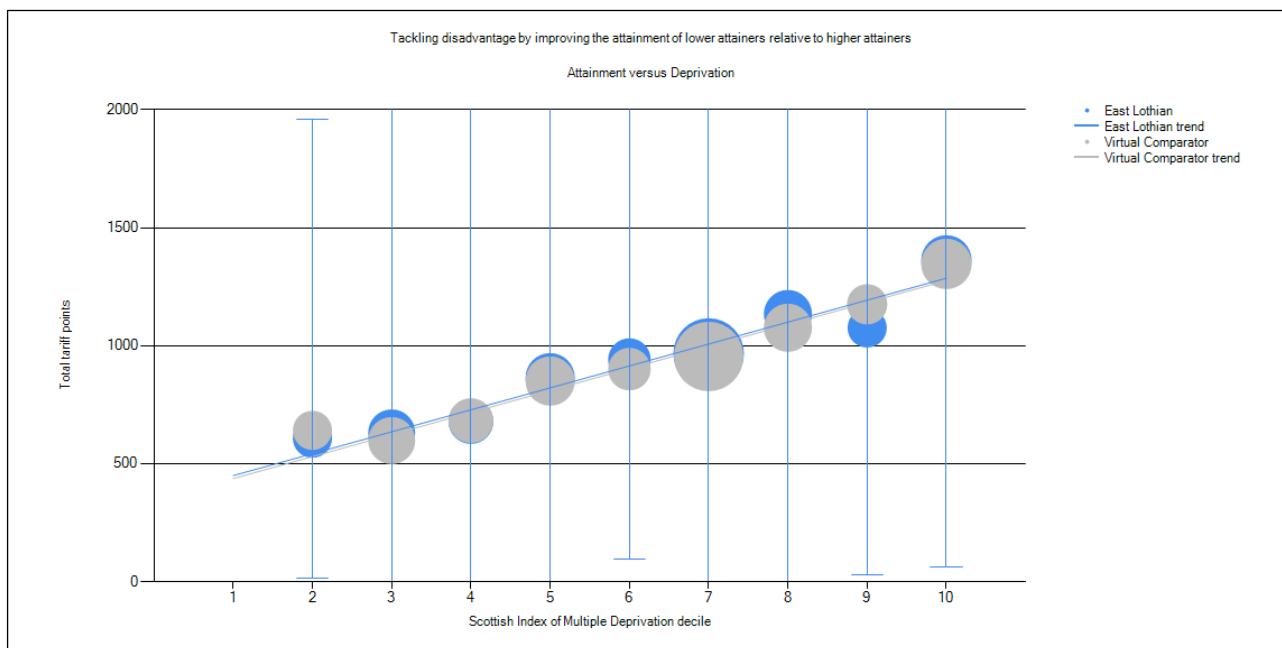
### Comments on Table 8:

- On average 16% of the East Lothian's school leaver cohort lies within deciles 1-3 (30% most deprived areas in Scotland according to SIMD), 29% within deciles 8-10 (30% least deprived areas in Scotland) and 55% within deciles 4-7 (the remaining middle 40% of SIMD areas).

Figure 8.../



**Figure 8: Average total tariff scores of all school leavers in 2015/16 compared with the Virtual Comparator, broken down by SIMD band of residence**



**Comments on Figure 8:**

- The position of East Lothian’s circles in Figure 8 above compared to the Virtual Comparator circles along the trend line would suggest that East Lothian’s performance in 2016 is roughly in line with its Virtual Comparator across the ten SIMD deciles. The exception is SIMD decile 9 where Insight testing considers the East Lothian performance to be statistically lower than the Virtual Comparator.
- It is important to be aware of the numbers of young people appearing in each of these deciles. The circle in decile 9 is relatively small, reflecting the fact that it represents only 6% of the leavers’ cohort in East Lothian in 2015/16.

Table 9 below shows the average total tariff scores within each SIMD decile band for all school leavers in East Lothian since 2011/12 compared with its Virtual Comparator and the national average.

**Table 9: Average total tariff scores of the full S4 year group by the end of S6 since 2011/12, broken down by SIMD band of residence**

Establishment	Year of leaving	SIMD Decile Band										
		Total No. in Cohort	Most Deprived Decile 1	2	3	4	5	6	7	8	9	Least Deprived Decile 10
East Lothian	2011/12	953	122	549	497	616	734	871	901	1062	898	1275
	2012/13	1036	414	476	573	557	759	736	895	1147	1032	1283
	2013/14	1045		514	724	681	837	803	924	1094	1057	1295
	2014/15	1013		413	585	698	762	906	878	1208	1185	1258
	2015/16	1018		608	631	679	864	941	967	1135	1076	1362
	+/- on 2015	5		195	46	-19	102	35	89	-73	-109	104
	3 Yr Ave	1025		512	647	686	821	883	923	1146	1106	1305
	5yr net change (+/-)			59	134	63	130	70	66	73	178	87
	5 Yr Trend <sup>1</sup>			15	34	16	33	18	17	18	45	34

Establishment	Year of leaving	SIMD Decile Band										
		Total No. in Cohort	Most Deprived Decile 1	2	3	4	5	6	7	8	9	Least Deprived Decile 10
Virtual Comparator	2011/12	9530	285	495	541	666	724	902	958	1035	1019	1289
	2012/13	10360	619	468	584	566	739	785	923	1043	1120	1309
	2013/14	10450	0	572	687	695	883	858	947	1024	1032	1311
	2014/15	10130	215	446	594	735	789	861	940	1104	1107	1306
	2015/16	10180	0	641	598	683	850	901	954	1076	1176	1347
	+/- on 2015	50	-215	195	4	-52	61	40	14	-28	69	41
	3 Yr Ave	10253	72	553	626	704	841	873	947	1068	1105	1321
	5yr net change (+/-)			146	57	17	126	-1	-4	41	157	58
	5 Yr Trend <sup>1</sup>			-71	37	14	4	32	0	-1	10	39

### Comments on Table 9:

- East Lothian's performance across the deciles over the five-year period is roughly in line with its Virtual Comparator. Where there are larger variances Insight testing has found the following to be statistically significant:
  - East Lothian's SIMD decile 9 performance is lower than the Virtual Comparator in 2016 and much lower in 2012.
- As with the national average and the Virtual Comparator, school leavers living in the most deprived areas typically have a lower total tariff score on average than those pupils living in the least deprived areas.

### 5. Course Measures: Leavers Breadth and Depth Trends 2012 to 2016

This section reviews the performance of attainment in SQA graded courses at SCQF Levels 5 to 7 using breadth and depth measures for school leavers across East Lothian since 2011/12.

The breadth and depth measures are heavily influenced by a school's curricular model. In particular, differences between the assessment arrangements for the new National Qualifications at SCQFs Level 3 to 5, compared with the previous Standard Grade qualification, means the 2014 to 2016 and earlier years' data is not directly comparable. Similarly, the mix of existing and new Higher qualifications in 2015 and the variety of progression pathways that candidates would have undertaken for the Higher qualifications means the 2015 and 2016 Higher results may also not be fully comparable with previous years.

The percentages are based on cumulative awards and reflect the number of school leavers achieving at least the given number of SQA national courses at at least the given SCQF level since 2011/12. The percentages are calculated as a proportion of the relevant leaver cohort.

Table 10 overleaf shows the latest and best attainment at the point of leaving school in East Lothian for the following breadth and depth measures:

- 1 or more, 3 or more, and 5 or more awards at SCQF Level 5 (National 5) or better;
- 1 or more, 3 or more, and 5 or more awards at SCQF Level 6 (Higher) or better; and
- 1 or more awards at SCQF Level 7 (Advanced Higher) or better

**Table 10 - East Lothian Breadth and Depth Data to 2016**

% School Leavers Attaining	2012	2013	2014	2015	2016	2016 % point change (+/-) on 2015	3 Yr Ave (%)	5 Year Trend	5 Yr % Point Net Change (+/-)
1 or more awards at Level 5	80.6%	81.0%	83.8%	83.8%	85.0%	1.2%	84.2%	1.1%	4.4%
3 or more awards at Level 5	66.0%	66.8%	70.1%	67.2%	71.7%	4.5%	69.7%	1.4%	5.7%
5 or more awards at Level 5	54.9%	54.9%	56.9%	51.7%	56.7%	5.0%	55.1%	0.5%	1.8%
1 or more awards at Level 6	55.5%	56.5%	59.7%	59.8%	61.5%	1.7%	60.3%	1.5%	6.0%
3 or more awards at Level 6	41.5%	40.4%	42.6%	41.3%	47.3%	6.0%	43.7%	1.5%	5.8%
5 or more awards at Level 6	28.4%	28.6%	29.1%	26.6%	31.6%	5.1%	29.1%	0.8%	3.2%
1 or more awards at Level 7	18.4%	18.7%	21.5%	19.6%	21.8%	2.3%	21.0%	0.9%	3.5%

Table 11 below further details the percentage point difference between the East Lothian performance and the Virtual Comparator.

**Table 11 – ELC % Performance (+/-) Compared to Virtual Comparator**

% School Leavers Attaining	2012	2013	2014	2015	2016
1 or more awards at Level 5	-1.5%	-0.7%	-2.2%	0.5%	-0.4%
3 or more awards at Level 5	-3.0%	-0.8%	-3.3%	-2.7%	-0.4%
5 or more awards at Level 5	-2.6%	-0.9%	-4.3%	-5.5%	-1.0%
1 or more awards at Level 6	-3.5%	-0.9%	-2.9%	-0.7%	-2.3%
3 or more awards at Level 6	-1.5%	-1.6%	-3.9%	-3.1%	-0.1%
5 or more awards at Level 6	-0.5%	0.1%	-2.5%	-4.3%	-0.9%
1 or more awards at Level 7	-1.2%	-0.7%	0.9%	-1.0%	0.3%

**Comments on Tables 10 and 11:**

- East Lothian's performance in 2016 across the reported breadth and depth measures shows an increase on the previous year to East Lothian's highest performance to date and an overall improved trend over the five-year period. The most significant increases have been in the 'attaining 5 or more awards at Level 5', '3 or more awards at Level 6' and '5 or more awards at Level 6', all increasing by 5 to 6 percentage points bringing the authority performance in 2016 more in line with its Virtual Comparator.

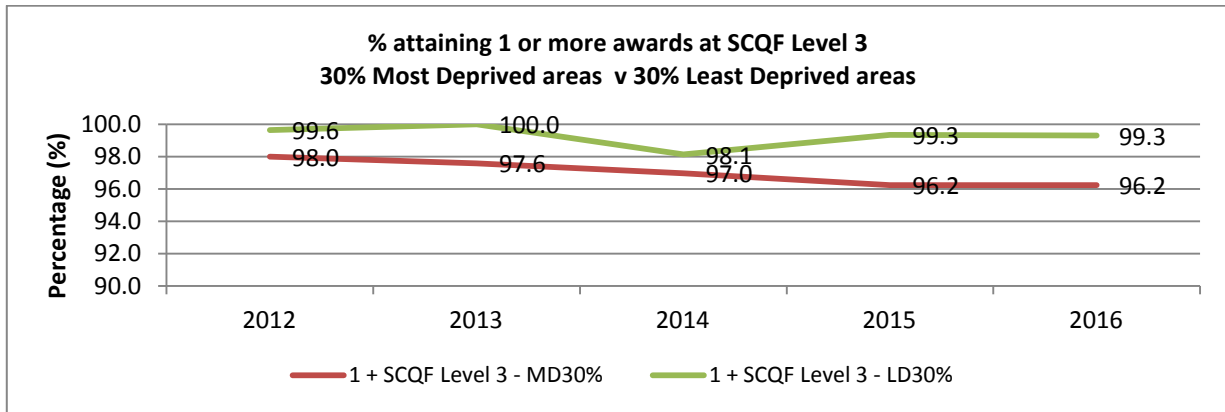
**Senior Phase Qualifications: Closing the Gap**

School leavers living in the 30% most deprived areas typically have lower attainment compared to those living in the least deprived areas. The attainment gap between school leavers living in the 30% most deprived areas and those in the 30% least deprived areas is wider at higher levels of qualifications. The attainment gap increases from 2 percentage points on average at SCQF Level 3 to 42 percentage points on average at SCQF Level 6.

Figures 9 to 12 that follow detail the gap in attainment at SCQF Levels 3 to 6 for school leavers in East Lothian by SIMD category since 2011/12.

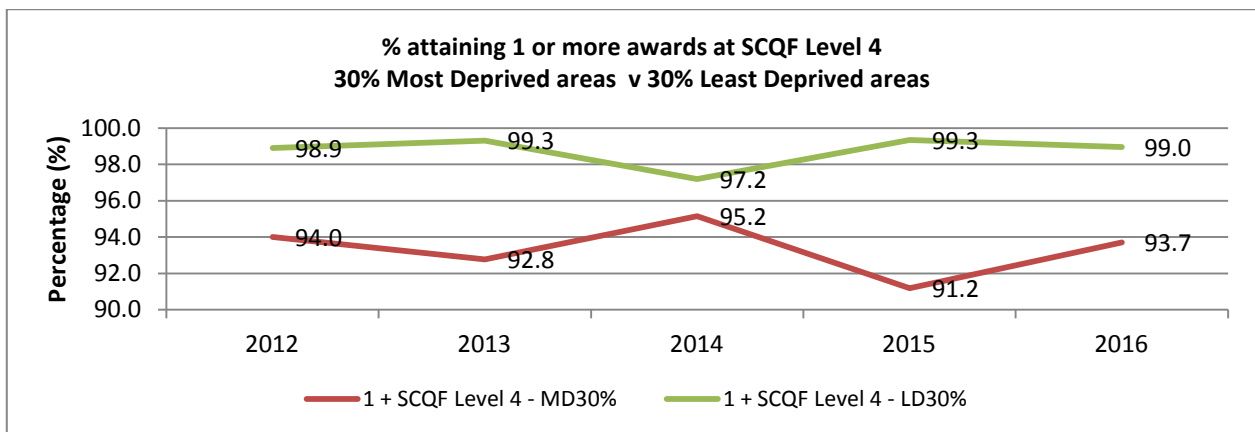
Figure 9.../

Figure 9: Percentage of school leavers attaining 1 or more awards at SCQF Level 3 by SIMD category



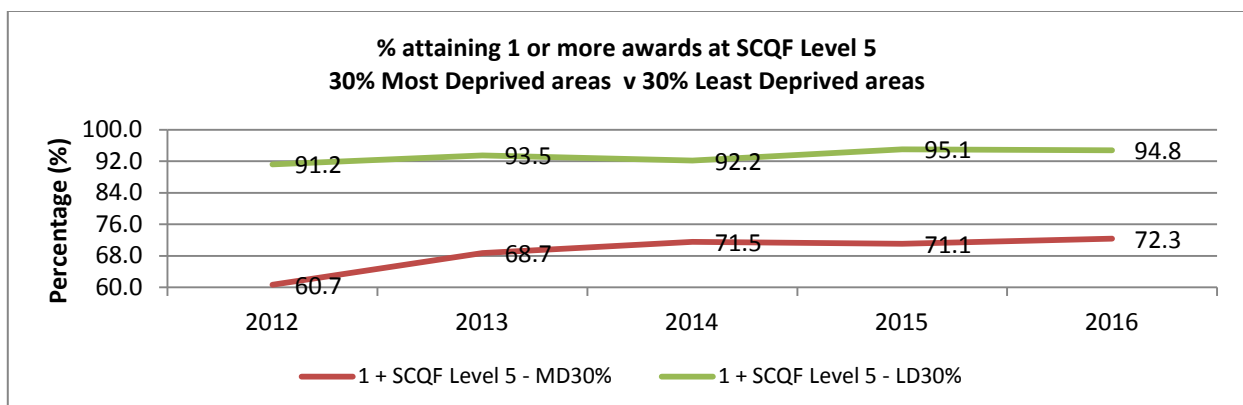
- 96.2% of school leavers from the 30% most deprived areas gained 1 or more qualifications at SCQF Level 3 in 2015/16 and shows a declining trend over the last 5 years. The gap between East Lothian leavers from the 30% most and the 30% least deprived areas in 2016 remained the same as the previous year at 3.1 percentage points and shows an increase over the last five years with the gap increasing from 1.6 points in 2012 to 3.1 points in 2016.

Figure 10: Percentage of school leavers attaining 1 or more awards at SCQF Level 4 by SIMD category



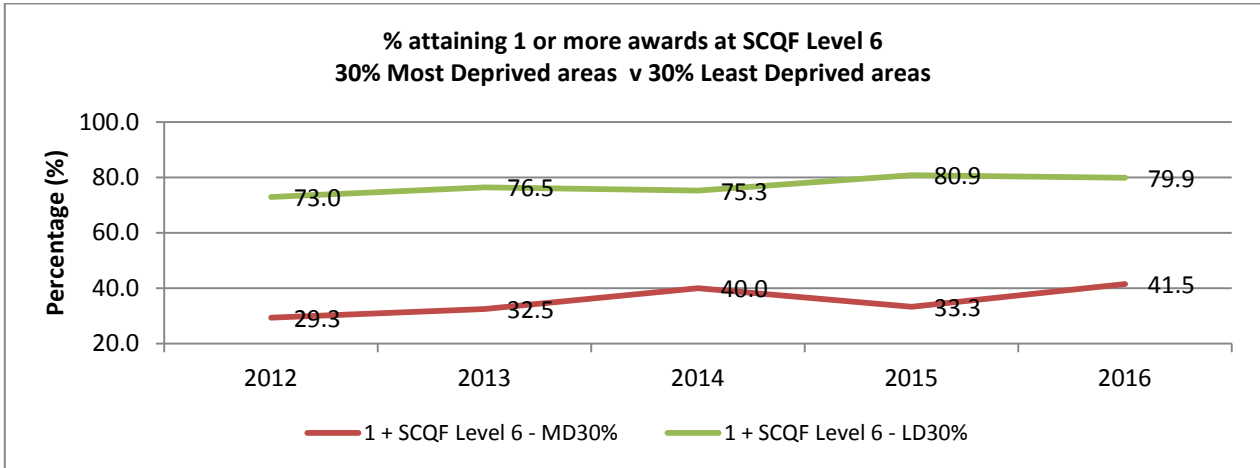
- 93.7% of school leavers from the 30% most deprived areas gained 1 or more qualifications at SCQF Level 4 in 2015/16, an increase of 2.5% on the previous year. The gap between East Lothian leavers from the 30% most and the 30% least deprived areas in 2016 decreased by 2.9 percentage points on the previous year. Overall, the trend has fluctuated and the gap shows a slight increase over the five-year period from 4.9 percentage points in 2012 to 5.3 points in 2016.

Figure 11: Percentage of school leavers attaining 1 or more awards at SCQF Level 5 by SIMD category



- 72.3% of school leavers from the 30% most deprived areas gained 1 or more qualifications at SCQF Level 5 in 2015/16, an increase of 1.3% on the previous year. The gap between East Lothian leavers from the 30% most and the 30% least deprived areas in 2016 decreased by 1.5 percentage points on the previous year. Overall, the gap shows a fluctuating but overall improved trend over the five-year period decreasing from 30.6 percentage points in 2012 to 22.5 points in 2016.

**Figure 12: Percentage of school leavers attaining 1 or more awards at SCQF Level 6 by SIMD category**

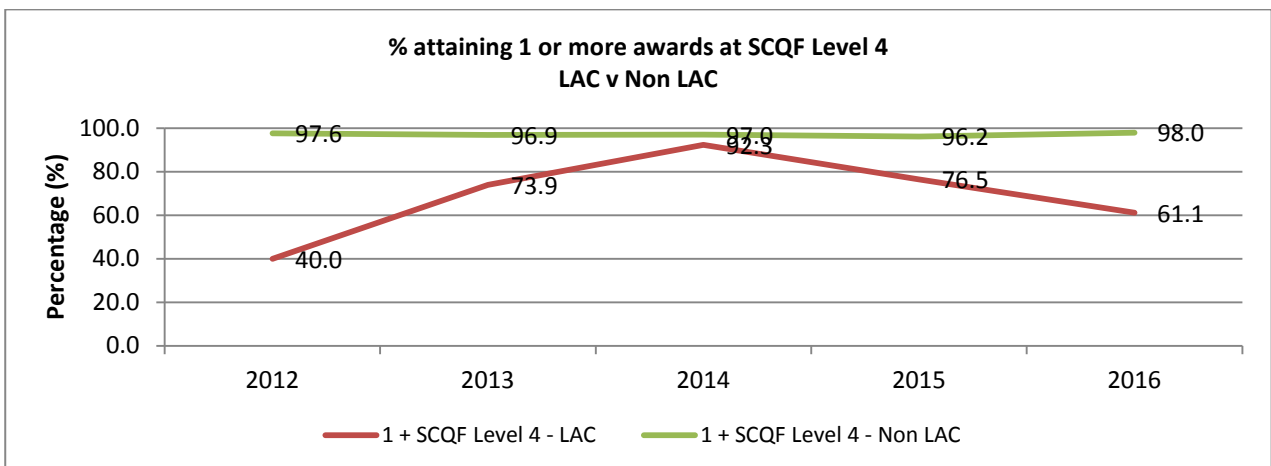


- 41.5% of school leavers from the 30% most deprived areas gained 1 or more qualifications at SCQF Level 6 in 2015/16, an increase of 8.2% on the previous year. The gap between East Lothian leavers from the 30% most and the 30% least deprived areas in 2016 decreased by 9.1 percentage points on the previous year. Overall, the gap shows a fluctuating but overall improved trend over the five-year period decreasing from 43.7 percentage points in 2012 to 38.4 points in 2016.

Figures 13 to 14 below detail the gap in attainment at SCQF Levels 4 to 5 for school leavers in East Lothian by Looked After (LAC) status.

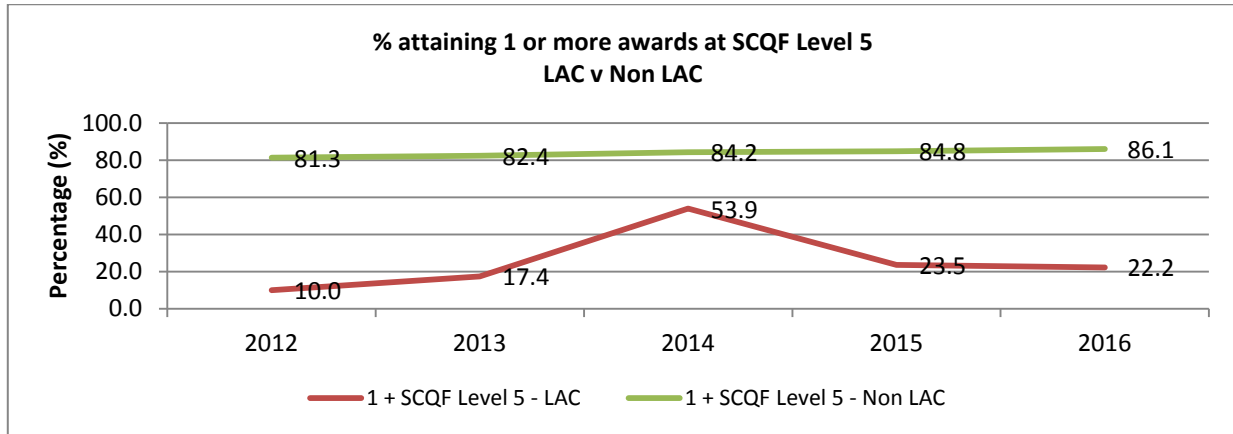
School leavers who are looked after typically have lower attainment compared to those who are not looked after. Similar to the SIMD trends, the attainment gap between school leavers who are looked after and those that are not looked after is wider at higher levels of qualifications. The attainment gap increases from 28 percentage points on average at SCQF Level 4 to 58 percentage points on average at SCQF Level 5.

**Figure 13: Percentage of school leavers attaining 1 or more awards at SCQF Level 4 by LAC status**



- 61.1% of looked after school leavers gained 1 or more qualifications at SCQF Level 4 in 2015/16, an increase of 15.4% on the previous year. The gap between leavers who are looked after and those who are not increased by 17.2 percentage points on the previous year. Overall, the trend has fluctuated widely due to the small numbers in the looked after cohort and the gap shows a decrease over the five-year period from 57.6 percentage points in 2012 to 36.9 points in 2016.

**Figure 14: Percentage of school leavers attaining 1 or more awards at SCQF Level 4 by LAC status**

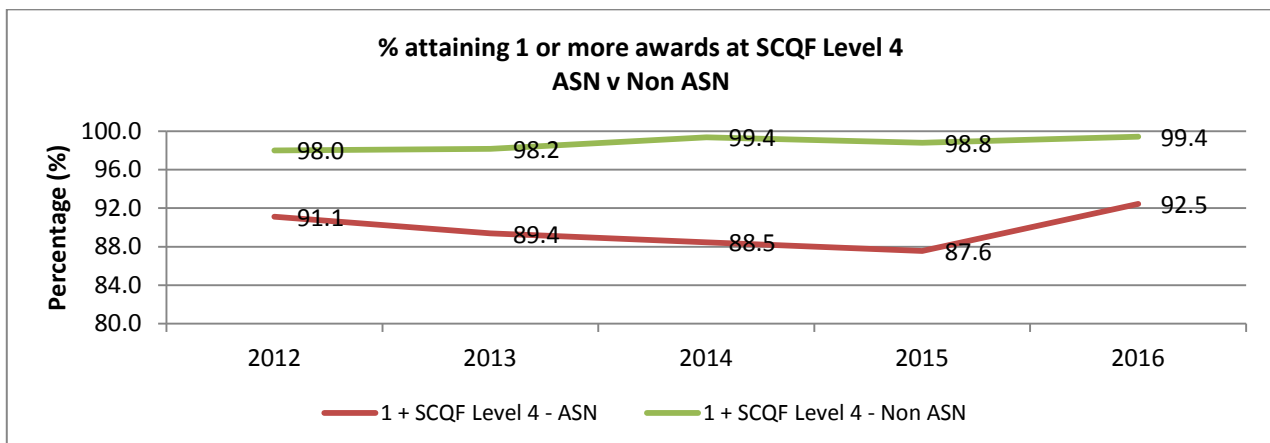


- 22.2% of looked after school leavers gained 1 or more qualifications at SCQF Level 5 in 2015/16, a slight decrease of 1.3% on the previous year. The gap between leavers who are looked after and those who are not increased slightly by 2.6 percentage points on the previous year. Overall, the trend has fluctuated widely due to the small numbers in the looked after cohort and the gap shows a decrease over the five-year period from 71.3 percentage points in 2012 to 63.9 points in 2016.

Figures 15 to 17 below detail the gap in attainment at SCQF Levels 4 to 6 for school leavers in East Lothian by Additional Support Needs (ASN) status.

School leavers with additional support needs typically have lower attainment compared to school leavers with no additional support needs. Again, similar to the SIMD trends, the attainment gap between school leavers with ASN and those without ASN is wider at higher levels of qualifications. The attainment gap increases from 28 percentage points on average at SCQF Level 4 to 58 percentage points on average at SCQF Level 5.

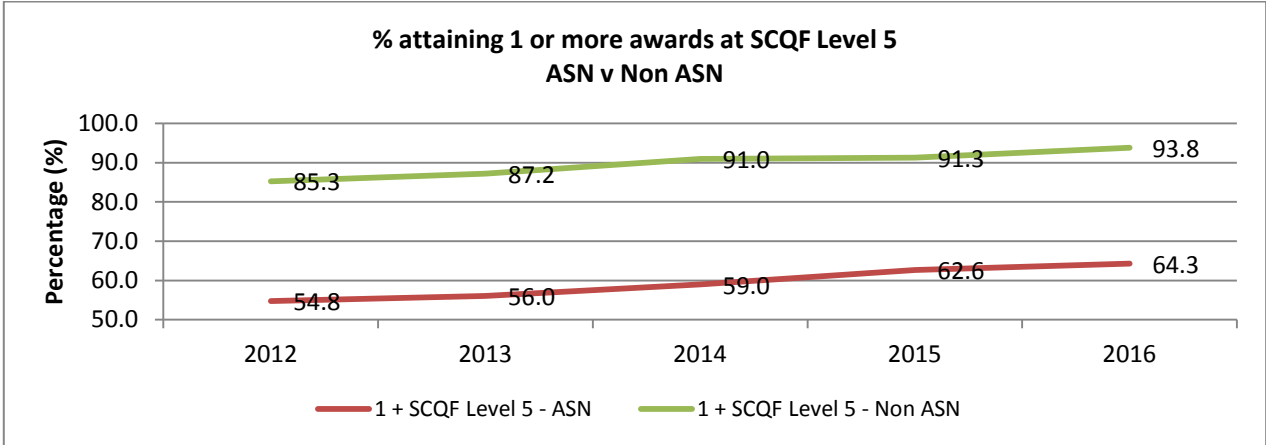
**Figure 15: Percentage of school leavers attaining 1 or more awards at SCQF Level 4 by ASN status**



- 92.5% of school leavers with an additional support need gained 1 or more qualifications at SCQF Level 4 in 2015/16, an increase of 4.9% on the previous year and an increase of 1.4

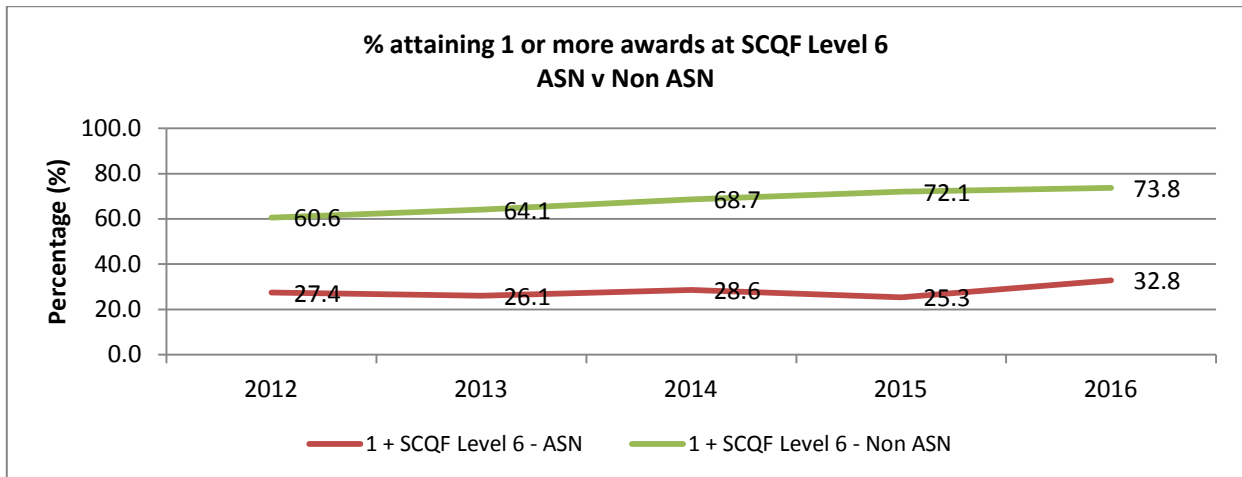
percentage points since 2012. The gap between East Lothian leavers with an additional support need and those without in 2016 decreased by 4.3 percentage points on the previous year. Overall, the gap shows a slight increase over the five-year period from 6.9 percentage points in 2012 to 7.0 points in 2016.

**Figure 16: Percentage of school leavers attaining 1 or more awards at SCQF Level 5 by ASN status**



- 64.3% of school leavers with an additional support need gained 1 or more qualifications at SCQF Level 5 in 2015/16, an increase of 1.6% on the previous year and an increase of 1.4 percentage points since 2012. The gap between East Lothian leavers with an additional support need and those without in 2016 increased slightly by 0.9 percentage points on the previous year. Overall, the gap shows a slight decrease over the five-year period from 30.5 percentage points in 2012 to 29.6 points in 2016.

**Figure 17: Percentage of school leavers attaining 1 or more awards at SCQF Level 6 by ASN status**



- 32.8% of school leavers with an additional support need gained 1 or more qualifications at SCQF Level 6 in 2015/16, an increase of 7.5% on the previous year and an increase of 13.2 percentage points since 2012. The gap between East Lothian leavers with an additional support need and those without in 2016 decreased by 5.8 percentage points on the previous year. Overall, the gap shows a slight increase over the five-year period from 33.2 percentage points in 2012 to 41.0 points in 2016.





**REPORT TO:** Education Committee

**MEETING DATE:** 13 June 2017

**BY:** Depute Chief Executive (Resources and People Services)

**SUBJECT:** 2016/17 Student Evaluation of Experience (SEE) Survey **2**

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## **1 PURPOSE**

- 1.1 The purpose of this report is to inform the Committee of the results of the 2016/17 Student Evaluation of Experience (SEE) Survey held in November to December 2016 and authority-level trends for the last five years.

## **2 RECOMMENDATIONS**

- 2.1 The Committee is asked to consider and note the results of the 2016/17 SEE Survey and authority-level trends for the last five years.

## **3 BACKGROUND**

- 3.1 The Education service is committed to involving and consulting children and young people in the development, delivery and review of policies and services and has a range of procedures in place to gather information relating to its effectiveness. As well as many of the evaluative activities related to standardised assessments, tracking systems, evaluation visits and INSIGHT, it also regularly asks staff and pupils to give feedback about its performance.
- 3.2 The annual SEE Survey specifically asks children in Primary 6 (P6) and young people in Secondary 2 (S2) for their view on a wide range of subjects, including teaching and learning, community safety, participation, child protection, physical/sports activities and environmental issues. This information is analysed at school, cluster and local authority level and specific actions may follow as a direct result of the information given.
- 3.3 The information derived from these measures is used by senior management teams in schools to inform the development planning

process and by Departmental staff to inform service planning in Headquarters. The information is also used by colleagues and other stakeholders out with the Department to support the community planning process which is intended to meet the needs of youngsters outside school.

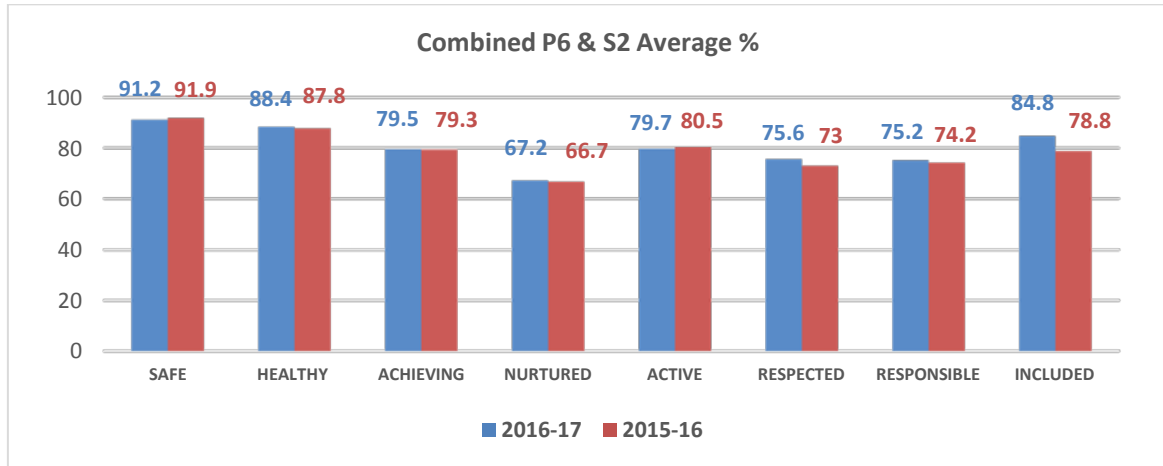
- 3.4 There were no changes to the questions this year and the number of questions asked remained the same. A full list of the 35 questions included in the survey grouped under the SHANARRI headings is attached as Appendix 1.
- 3.5 The SEE survey is conducted via a hyperlink over the web using Lime Survey, a free open source survey application, and all responses are anonymous.
- 3.6 Of the 35 measures in place, 34 of them are able to be calculated to measure the proportion of pupils who 'Agreed' or 'Strongly agreed' or provided a 'Yes' response to each individual question.
- 3.7 The figures reported represent the aggregate responses of the P6 pupils, S2 pupils and the combined total of these stages expressed as percentages of the respective total populations who responded that they agreed or strongly agreed with each statement or who responded 'yes' to a direct question.
- 3.8 Five-year average percentage rate of change (RoC) trends (where available) are presented along with the annual percentages to show the rate of progress and provide an indication of a declining or improving trend over time. A positive value indicates an improving trend on average over the five-year period and a negative value indicates a declining trend.
- 3.9 The main highlights for the Education Service are provided in paragraphs 3.10 to 3.16 below. A detailed breakdown of the performance in each of the 35 measures over the last five years (where applicable) is provided in Appendix 2.

### **Main Highlights 2016/17**

- 3.10 A total of 2,105 P6 and S2 pupils completed the 2016/17 survey from a possible total of 2,233 pupils, representing a combined P6 and S2 response rate of 94.3%, an increase of 1.9% on last year's response rate. 1,149 P6 pupils took part with 1,079 providing a response to every individual question (97.4% P6 completion rate) and 956 S2 pupils with 898 S2 pupils providing a response (91% S2 completion rate).
- 3.11 Of the 34 measures that could be calculated:
  - 21 returned a positive response of 80% or more at the P6 stage
  - 17 returned a positive response of 80% or more at the S2 stage
  - 23 returned a positive response of 80% or more (combined stages)

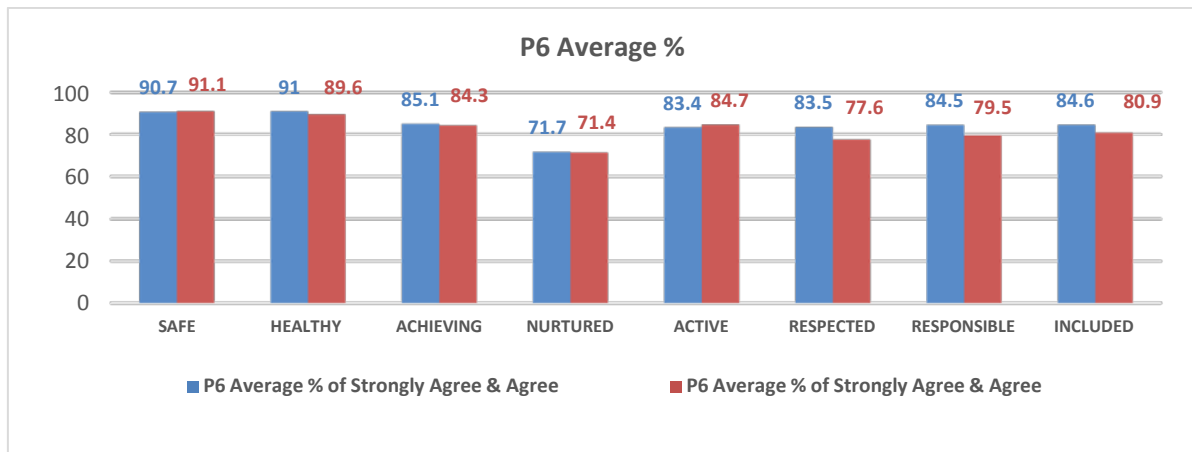
3.12 The following figures show the average percentages based on results for the total questions grouped under each SHANARRI heading for the combined P6 & S2 Pupils, P6 Pupils and S2 Pupils compared with the 2015-16 results:

**Figure 1 – Combined % P6 & S2 Pupils Returning a Positive Response**



3.13 The combined P6 & S2 percentages under each SHANARRI heading in 2016-17 were roughly in line with the previous year with the exception of those under the 'Included' category which increased by 6 percentage points to 84.8%. The 'Respected' category also showed a 2.6 percentage point increase to 75.6%. Overall, positive responses within the 'Nurtured' category remain the lowest at 67.2% with the 'Safe' category remaining the highest at 91.2%.

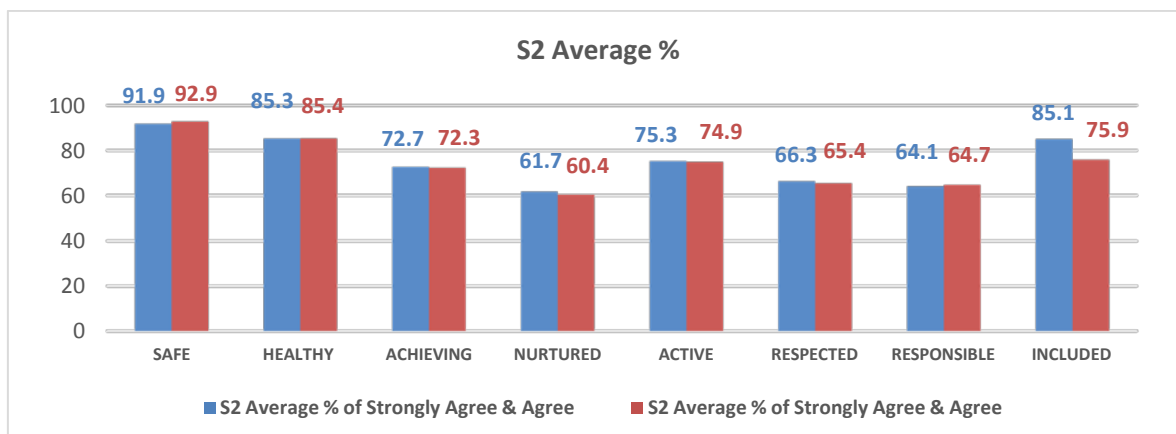
**Figure 2 – % P6 Pupils Returning a Positive Response**



3.14 The P6 percentages in 2016/17 were roughly in line with the previous year with the exception of the 'Respected', 'Responsible' and 'Included' categories where the percentages increased by 5.9% (to 83.5%), 5% (to 84.5%) and 3.9% (to 84.6%) respectively. Overall, positive responses within the 'Nurtured' category remain the lowest at 71.7% with the 'Healthy' category the highest at 91%.

Figure 3.../

**Figure 3 – % S2 Pupils Returning a Positive Response**



3.15 The S2 percentages in 2016/17 were similar with the previous year across the SHANARRI groupings with the exception of the 'Included' category which increased by 9.2 percentage points to 85.1%. Similar to the combined stages, positive responses within the 'Nurtured' category remain the lowest at 61.7% with the 'Safe' category the highest at 91.9%.

3.16 Most notable improvements in 2016/17 for the Education Service related measures at an authority level are:

- % of S2 pupils agreeing that they enjoy being at their school – increase of 4.4% on the previous year from 75.7% to 80.1%;
- % of P6 pupils agreeing that most pupils behave well in school – increase of 3.6% on the previous year from 78.3% to 81.9%;
- % of P6 and S2 pupils agreeing that pupils in their school take account of other people's feelings and viewpoints – increase of 3.4% and 3.0% percentage points by P6 and S2 pupils respectively on the previous year from 79.7% to 83.1% (P6) and 58.0% to 61.0% (S2); and
- % of S2 pupils agreeing that they take part in physical activities outside the school day – increase of 6% on the previous year from 75.8% to 81.8%.

3.17 Areas for further improvement for the Education Service and partners across the authority are:

- % of P6 and S2 pupils agreeing that they use the school web log/site/learning log to help in their learning – while the % increased slightly across all three stage categories on the previous year, the % of pupils responding positively remains one of the lowest with 60.3% (P6), 51.0% (S2) and 56.1% (combined) agreeing or strongly agreeing in 2016/17.
- % of S2 pupils agreeing that the school recognises their achievements out of school – while the 2016/17 percentage shows a slight increase

of 1.6% on the previous year the proportion responding positively remains one of the lowest for the S2 pupils at 45.3%, over 25 percentage points lower than the P6 rate;

- % of S2 pupils agreeing that most pupils behave well in school - in 2016/17 the S2 proportion dropped 2% points on the previous year to 61.7% and remains consistently lower than the P6 positive response rate for this question by 20 percentage points on average; and
- % of S2 pupils agreeing that pupils in their school take account of other people's feelings and viewpoints - while the 2016/17 response shows an increase of 3.0% on the previous year to 61.0% the proportion responding positively to this question remains over 20 percentage points lower than the P6 positive response rate of 83.1%.

### **Next Steps**

- 3.18 School, cluster and authority level results have been shared with Head Teachers and staff for further discussion in schools and at cluster meetings to inform the school improvement planning process. Quality Improvement Officers discussed the school level results with Head Teachers at the April 2017 cluster meetings. Topics for discussion included the three positive responses from their school results and three areas to work on in the next academic session. The aim will be to raise awareness with pupils and parents at, for example, a school assembly and to involve pupils and parents in determining how best to address the identified aspects for improvement.
- 3.19 The cluster and authority level results and trends have been shared with relevant officers in other Council Services to support the Community Planning process, Area Partnership working and Service Planning. 2016-17 Authority level results will be reported on as performance indicators through the East Lothian Single Outcome Agreement, Children's Strategic Partnership, and in the East Lothian Profile and Ward Profile updates in due course. New policies such as the Anti-bullying Policy will support staff to address aspects such as pupil behaviour. New projects such as the Health Eating Project being taken forward in partnership with Queen Margaret University will explore the factors influencing children's and young people's food choices.

## **4 POLICY IMPLICATIONS**

- 4.1 There are no direct policy implications associated with this report.

## **5 INTEGRATED IMPACT ASSESSMENT**

- 5.1 The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

## **6 RESOURCE IMPLICATIONS**

- 6.1 Financial - none
- 6.2 Personnel - none
- 6.3 Other - none

## **7 BACKGROUND PAPERS**

- 7.1 Appendix 1 – List of questions asked in the 2016/17 SEE Survey
- 7.2 Appendix 2 - Table showing East Lothian average positive response rate trends from 2012/13 to 2016/17 for P6, S2 and combined P6 & S2 stages

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Student Evaluation of Experience (SEE) Survey - Questions for 2016-17 Grouped by SHANARRI Headings **Appendix 1**

<b>SHANARRI Headings:</b>	<b>Questions:</b>
<b>SAFE</b>	I feel safe and secure in school
<b>SAFE</b>	I know how to keep myself safe when using information technology (e.g. Internet and mobile phones)
<b>SAFE</b>	I feel safe to go out in my local neighbourhood during the day
<b>SAFE</b>	I feel safe to go out in my local neighbourhood during the evening
<b>SAFE</b>	I know who to go to in school if I am not happy about how someone is treating me
<b>HEALTHY</b>	People at school help me to make healthy choices
<b>HEALTHY</b>	In school, I can learn about healthy lifestyles, including thinking about my feelings and relationships
<b>HEALTHY</b>	I am able to get information about my health in East Lothian
<b>ACHIEVING</b>	Teachers tell me how I can improve my learning
<b>ACHIEVING</b>	My lessons are interesting
<b>ACHIEVING</b>	I know what I am good at and what I need to work on (or develop)
<b>ACHIEVING</b>	Pupils in this school are successful learners
<b>ACHIEVING</b>	I use my school weblog/website/learning log to help me in my learning
<b>ACHIEVING</b>	My school recognises my achievements in school
<b>ACHIEVING</b>	My school recognises my achievements out of school
<b>NURTURED</b>	I enjoy being at this school
<b>NURTURED</b>	I know that people care about me at this school
<b>NURTURED</b>	I regularly help to take care of someone in my family who is physically or mentally ill or has problems with drugs or alcohol
<b>ACTIVE</b>	I can plan my learning and make choices about how I learn in school
<b>ACTIVE</b>	I have the opportunities to get involved with environmental issues in my local neighbourhood
<b>ACTIVE</b>	My school offers plenty of opportunities for extra-curricular activities
<b>ACTIVE</b>	I take part in physical activities outside the school day
<b>RESPECTED</b>	I am treated fairly in this school
<b>RESPECTED</b>	I feel young people's views are listened to in my local neighbourhood
<b>RESPECTED</b>	I have learned about my rights and responsibilities listed in the United Nations Convention on the Rights of the Child
<b>RESPECTED</b>	I have heard of the "Wellbeing Indicators" (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included)
<b>RESPONSIBLE</b>	I am able to contribute to decisions made in our school
<b>RESPONSIBLE</b>	Most pupils behave well in this school
<b>RESPONSIBLE</b>	Pupils in this school take account of other people's feelings and viewpoints
<b>INCLUDED</b>	I can access regular public transport, bus or train where I live
<b>INCLUDED</b>	I have a bank account
<b>INCLUDED</b>	I can use the internet at home
<b>INCLUDED</b>	I feel I belong in my class/school/community
<b>INCLUDED</b>	I help others in my school to make sure they feel included in play and learning
<b>NURTURED</b>	<i>I have been given good support from people in the school or from people outside the school through a Staged Assessment Meeting</i>

Student Evaluation of Experience (SEE) Survey Response Trends 2012-13 to 2016-17

Notes: <sup>1</sup> Comb = Combined P6 & S2 Performance

<sup>2</sup> RoC = Average Rate of Change from one year to the next over a specified period

Question Number	Pupil Survey Measure	SHANARRI Headings	Note	% Performance															Primary 16/17 % Change	Secondary 16/17 % Change	Combined 16/17 % Change	Percentage Difference			% 5 Yr Ave RoC <sup>2</sup>		
				2012/13			2013/14			2014/15			2015/16			2016/17						2015/16 - 2016/17			2012/13 - 2016/17		
				P6	S2	Comb <sup>1</sup>	P6	S2	Comb <sup>1</sup>	P6	S2	Comb <sup>1</sup>	P6	S2	Comb <sup>1</sup>	P6	S2	Comb <sup>1</sup>				P6	S2	Comb <sup>1</sup>	P6	S2	Comb <sup>1</sup>
1	% of pupils agreeing that they feel safe and secure in school	SAFE		92.5	84.7	88.6	94.0	84.2	89.3	96.1	93.0	94.7	93.7	92.8	93.3	94.0	91.1	92.7	▲	▼	▼	0.3	-1.7	-0.6	0.4	1.6	1.0
2	% of pupils agreeing that they know how to keep themselves safe when using technology (e.g. Internet & mobile phones)	SAFE		98.4	99.0	98.7	96.5	97.7	97.0	97.0	99.2	98.0	97.6	99.0	98.2	97.6	97.9	97.7	▼	▼	▼	0.0	-1.1	-0.5	-0.2	-0.3	-0.3
3	% of pupils agreeing that they feel safe to go out in their local neighbourhood during the day	SAFE		93.5	96.7	95.1	94.4	95.0	94.7	95.2	97.4	96.2	95.0	97.3	95.9	95.5	97.1	96.2	▲	▼	▲	0.5	-0.2	0.3	0.5	0.1	0.3
4	% of pupils agreeing that they feel safe to go out in their local neighbourhood during the evening	SAFE		75.8	83.0	79.4	76.3	79.3	77.7	74.7	83.7	78.8	75.1	83.4	78.6	72.8	80.5	76.3	▼	▼	▼	-2.3	-2.9	-2.3	-0.8	-0.6	-0.8
5	% of pupils who know who to go to in school if they are not happy about how someone is treating them	SAFE	REV 15/16	94.1	91.2	92.7	94.1	93.5	93.8	93.9	93.0	93.5	94.2	92.0	93.3	93.5	92.8	93.2	▼	▲	▼	-0.7	0.8	-0.1	-0.1	0.4	0.1
6	% of pupils agreeing that people at school help them to make healthy choices	HEALTHY	Re-worded 2015/16										85.9	79.2	83.0	88.3	78.2	83.7	▲	▼	▲	2.4	-1.0	0.7			
7	% of pupils in school who can learn about healthy lifestyles, including thinking about their feelings and relationships	HEALTHY	NEW 15/16										94.5	94.2	94.4	95.7	90.4	93.3	▲	▼	▼	1.2	-3.8	-1.1			
25	% of pupils able to get information about health services in East Lothian	HEALTHY	REV 15/16	83.4	83.4	83.5	85.5	82.6	84.1	88.1	85.9	87.1	88.4	82.7	86.0	89.0	87.3	88.3	▲	▲	▲	0.6	4.6	2.3	1.4	1.0	1.2
8	% of pupils agreeing that teachers tell them how they can improve their learning	ACHIEVING		98.0	93.1	95.5	97.7	91.0	94.5	97.1	90.9	94.3	96.7	89.4	93.6	97.0	88.4	93.1	▲	▼	▼	0.3	-1.0	-0.5	-0.3	-1.2	-0.6
9	% of pupils agreeing that their lessons are interesting	ACHIEVING		90.0	76.9	83.4	93.6	79.8	87.0	89.9	72.4	82.0	86.3	70.3	79.6	85.6	72.5	79.6	▼	▲	▼	-0.7	2.2	0.0	-1.1	-1.1	-1.0
10	% of pupils who know what they are good at and what they need to work on (or develop)	ACHIEVING		96.4	93.7	95.1	96.4	93.0	94.8	96.8	94.6	95.8	96.5	91.4	94.4	95.9	92.6	94.4	▼	▲	▼	-0.6	1.2	0.0	-0.1	-0.3	-0.2
11	% of pupils agreeing that pupils in their school are successful learners	ACHIEVING	Re-worded 2015/16										93.0	88.1	90.9	95.6	85.1	90.9	▲	▼	▼	2.6	-3.0	0.0			
12	% of pupils agreeing that they use the school web log/site/learning log to help in their learning	ACHIEVING		66.5	37.5	52.0	59.1	34.2	47.2	59.8	38.2	50.1	58.9	48.1	54.4	60.3	51.0	56.1	▲	▲	▲	1.4	2.9	1.7	-1.6	3.4	1.0
13	% of pupils agreeing that the school recognises their achievements in school	ACHIEVING		93.0	76.5	84.8	91.8	78.3	85.3	93.0	74.9	84.9	88.1	75.1	82.6	90.6	74.1	83.1	▲	▼	▲	2.5	-1.0	0.5	-0.6	-0.6	-0.4
14	% of pupils agreeing that the school recognises their achievements out of school	ACHIEVING		77.0	43.6	60.3	78.3	41.7	60.8	79.6	44.2	63.6	70.9	43.7	59.4	70.6	45.3	59.1	▼	▲	▼	-0.3	1.6	-0.3	-1.6	0.4	-0.3
15	% of pupils agreeing that they enjoy being at this school	NURTURED		88.9	82.8	85.9	90.5	81.2	86.1	91.4	80.0	86.3	88.6	75.7	83.2	88.7	80.1	84.8	▲	▲	▲	0.1	4.4	1.6	-0.1	-0.7	-0.3
16	% of pupils agreeing that people care about them at their school	NURTURED	NEW 15/16										90.1	80.0	85.8	90.0	82.4	86.6	▼	▲	▲	-0.1	2.4	0.8			
26	% of pupils who regularly help to take care of someone in their family who is physically or mentally ill or has problems with drugs or alcohol	NURTURED		43.7	29.6	36.6	36.2	26.2	31.4	27.4	22.8	25.3	35.4	25.4	31.1	36.3	22.7	30.2	▲	▼	▼	0.9	-2.7	-0.9	-1.9	-1.7	-1.6
17	% of pupils agreeing that they can plan their learning and make choices about how they learn in school	ACTIVE	Re-worded 2015/16										90.0	82.5	86.8	87.8	80.1	84.3	▼	▼	▼	-2.2	-2.4	-2.5			
18	% of pupils agreeing that they have opportunities to get involved with environmental issues in their local neighbourhood	ACTIVE		66.3	44.1	55.2	72.3	43.9	58.8	68.1	53.0	61.3	69.1	54.2	62.8	68.4	50.9	60.5	▼	▼	▼	-0.7	-3.3	-2.3	0.5	1.7	1.3
19	% of pupils who agree that their school offers plenty of opportunities for extra-curricular activities	ACTIVE	NEW 15/16										90.7	87.0	89.1	88.1	88.2	88.2	▼	▲	▼	-2.6	1.2	-0.9			
27	% of pupils agreeing that they take part in physical activities outside the school day	ACTIVE		86.8	74.6	80.7	91.2	77.8	84.8	87.4	80.4	84.3	88.9	75.8	83.4	89.2	81.8	85.9	▲	▲	▲	0.3	6.0	2.5	0.6	1.8	1.3
20	% of pupils agreeing that they are treated fairly in school	RESPECTED		90.4	81.7	86.0	91.0	83.6	87.5	91.9	78.5	85.8	87.5	74.9	82.2	88.0	74.5	81.8	▲	▼	▼	0.5	-0.4	-0.4	-0.6	-1.8	-1.1
21	% of pupils agreeing that young people's views are listened to in their local neighbourhood	RESPECTED		87.1	63.4	75.3	90.1	67.6	79.4	75.0	54.4	65.6	72.9	53.8	64.7	74.5	52.5	64.4	▲	▼	▼	1.6	-1.3	-0.3	-3.2	-2.7	-2.7
28	% of pupils who have heard about the United Nations Convention on the Rights of the Child	RESPECTED		79.0	63.3	70.7	70.9	65.3	68.2	88.8	88.7	88.7	89.4	86.2	88.0	89.4	81.6	85.9	▼	▼	▼	0.0	-4.6	-2.1	2.6	4.6	3.8
29	% of pupils who have heard of the "Wellbeing Indicators" (Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included)	RESPECTED	NEW 13/14				43.6	35.0	39.5	60.8	50.0	55.9	64.6	46.6	56.9	81.9	56.7	70.4	▲	▲	▲	17.3	10.1	13.5	12.8	7.2	10.3
22	% of pupils agreeing that they contribute to decisions made in their school	RESPONSIBLE		88.3	68.2	78.3	89.7	65.7	78.2	89.3	69.0	80.0	87.6	69.4	79.9	88.5	69.6	79.9	▲	▲	▼	0.9	0.2	0.0	0.1	0.3	0.4
23	% of pupils agreeing that most pupils behave well in school	RESPONSIBLE		80.7	60.6	70.7	82.0	63.0	72.9	81.0	61.3	72.0	78.3	63.7	72.1	81.9	61.7	72.7	▲	▼	▲	3.6	-2.0	0.6	0.3	0.3	0.5
24	% of pupils agreeing that pupils in their school take account of other people's feelings and viewpoints	RESPONSIBLE	Re-worded 2015/16										79.7	58.0	70.5	83.1	61.0	73.1	▲	▲	▲	3.4	3.0	2.6			
30	% of pupils who can access regular public transport, bus or train, where they live	INCLUDED		84.1	91.5	87.7	82.9	91.3	86.9	79.3	92.9	85.5	64.6	46.6	56.9	80.1	91.2	85.1	▲	▲	▲	15.5	44.6	28.2	-1.0	-0.1	-0.7
31	% of pupils who have a bank account	INCLUDED		61.5	69.0	65.7	56.5	68.7	62.3	54.5	65.6	59.6	57.0	66.2	60.9	55.8	66.4	60.6	▼	▲	▼	-1.2	0.2	-0.3	-1.4	-0.6	-1.3



**Student Evaluation of Experience (SEE) Survey Response Trends 2012-13 to 2016-17**

Notes: <sup>1</sup> Comb = Combined P6 & S2 Performance

<sup>2</sup> RoC = Average Rate of Change from one year to the next over a specified period

Question Number	Pupil Survey Measure	SHANARRI Headings	Note	% Performance															Primary 16/17 % Change	Secondary 16/17 % Change	Combined 16/17 % Change	Percentage Difference 2015/16 - 2016/17			% 5 Yr Ave RoC <sup>2</sup> 2012/13 - 2016/17		
				2012/13			2013/14			2014/15			2015/16			2016/17						P6	S2	Comb <sup>1</sup>	P6	S2	Comb <sup>1</sup>
				P6	S2	Comb <sup>1</sup>	P6	S2	Comb <sup>1</sup>	P6	S2	Comb <sup>1</sup>	P6	S2	Comb <sup>1</sup>	P6	S2	Comb <sup>1</sup>				P6	S2	Comb <sup>1</sup>	P6	S2	Comb <sup>1</sup>
32	% of pupils who can use the internet in their home	INCLUDED		96.3	98.1	97.3	97.9	97.7	97.8	97.7	97.5	97.6	98.0	98.2	98.1	98.8	98.2	98.5	▲	▼	▲	0.8	0.0	0.4	0.6	0.0	0.3
33	% of pupils who feel they belong in their class/school/community	INCLUDED	NEW 15/16										89.5	81.9	86.3	92.1	80.3	86.9	▲	▼	▲	2.6	-1.6	0.6			
34	% of pupils who help others in their school to make sure they feel included in play and learning	INCLUDED	NEW 15/16										95.4	86.8	91.7	96.1	89.3	93.0	▲	▲	▲	0.7	2.5	1.3			



**REPORT TO:** Education Committee

**MEETING DATE:** 13 June 2017

**BY:** Depute Chief Executive (Resources and People Services)

**SUBJECT:** 'Respect for All – Anti-Bullying Policy' for East Lothian Council  
Education and Early Learning and Childcare Settings.

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## **1 PURPOSE**

- 1.1 To ask the Committee to approve 'Respect for All – Anti-Bullying Policy' (Appendix 1) and to make the Committee aware of the actions proposed in the Policy to take forward anti-bullying approaches in East Lothian Council Schools and Early Learning and Childcare Settings.

## **2 RECOMMENDATIONS**

- 2.1 The Committee is asked to approve the content of the Policy (Appendix 1) and specifically the protocol for reporting, recording, investigating and resolving incidents of bullying behaviour.

## **3 BACKGROUND**

- 3.1 East Lothian Council is committed to creating and sustaining a safe, positive and inclusive environment in its Education and Early Learning and Childcare Settings, where respect is shown to and is given by all of its children, young people, staff and parents/carers.
- 3.2 The Equality Act 2010 sets out that it is unlawful to discriminate against a person because of personal characteristics. This policy seeks to ensure that bullying behaviour and prejudiced-based behaviour is effectively challenged and dealt with in Education and Early Learning and Childcare Settings.

### **The Policy**

- 3.3 This policy is designed to ensure a consistent approach across East Lothian Council in line with the Scottish Government's 'National Approach to Anti-Bullying for Scotland's Children and Young People (2010)'.

- 3.4 The Policy development was supported by 'respectme' Scotland's national anti-bullying service.
- 3.5 The Policy will be introduced within all Education and Early Learning and Childcare Settings. All partner agencies and colleagues will be informed of the Policy.
- 3.7 A rigorous process of consultation on this draft policy was undertaken between November 2016 and April 2017. This involved children and young people; staff; parents/carers; Parent Councils.
- 3.8 The Policy will be embedded through a series training presentations and cascaded within Education and Early Learning and Childcare Settings to staff, pupils, parents and parent councils. Partnership agencies will be informed of the implementation of the Policy.

### **Monitoring And Review**

- 3.9 School Senior Management Teams will produce reports from information collated on SEEMIS Vision on an annual basis. Reporting arrangements will be put in place for Early Learning and Childcare Settings.
- 3.10 The recording framework for Education and Early Learning and Childcare Settings, outlined in the policy, will provide valuable data on the effectiveness of the Policy. A report will be made annually to the Education Committee on the effectiveness of the Policy.

## **4 POLICY IMPLICATIONS**

- 4.1 The implementation of this Policy will ensure East Lothian Council complies with legislation and Scottish Government's 'National Approach' and supports relevant legislation.

## **5 INTEGRATED IMPACT ASSESSMENT**

- 5.1 The subject of this report has been through the Integrated Impact Assessment process and no negative impacts have been identified.

## **6 RESOURCE IMPLICATIONS**

- 6.1 Financial - none
- 6.2 Personnel - none

- 6.3 Other - Anti-bullying training was delivered by ‘**respectme**’ to consultation groups throughout the development of this Policy. There are no costs for this.

Training, to ensure a realignment of current processes, will be required within Early Learning and Childcare Settings. This will be met through existing budgets.

## 7 BACKGROUND PAPERS

- 7.1 Children and Young People (Scotland) Act 2014, United Nations Convention on the Rights of the Child (UNCRC), Scottish Government National Approaches to Anti-bullying, Guidance on developing policies to promote the safe and responsible use of mobile technology in school and Appendix 1 Respect for All – East Lothian Anti-bullying Policy March 2017.

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<b>DATE</b>	1 June 2017





East Lothian  
Council

Resources & People Services (Education)

# Respect for All

Anti-Bullying Policy

June 2017

getting  
it right  
*for every child*

## Contents

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## **Respect for All East Lothian Anti-Bullying Policy**

### **Introduction**

East Lothian Council is committed to creating and sustaining a safe, positive and inclusive environment where respect is shown to and is given by all of its children, young people, staff and parents/carers. Positive relationships are central to developing and maintaining inclusive environments.

Every child and young person in East Lothian has the right to grow up free from bullying behaviour and prejudice-based bullying and experience a learning environment which welcomes diversity and nurtures respect for all. East Lothian Council is therefore committed to protecting children and young people from all forms of bullying.

This commitment is consistent with the policy of the Scottish Government as outlined in the National Approach to Anti-bullying for Scotland's Children and Young People (2010) and is supported by the work of **respectme**, Scotland's national anti-bullying service. The context of this policy in relation to other national and local policies can be found in Appendix 1.

In addition to ensuring this policy is in line with the National Policy the views of children and young people, parents/carers and staff across East Lothian were sought through initial consultation with stakeholders in order to identify key issues and further consultation on the draft policy to ensure the policy meets local need.

## 1 Policy Statement

East Lothian Council aims to:

Reduce and wherever possible, prevent the instances of bullying behaviour and prejudice-based bullying in all our educational establishments.

Ensure that all those who play a role in the lives of children and young people are enabled to promote positive relationships and respond effectively to all forms of bullying behaviour.

Ensure systems are in place to care for and support all those involved in bullying behaviour, as well as ensuring children and young people can report incidents in the knowledge that they will be dealt with promptly and effectively.

Actively seek the involvement of children, young people, parents/carers and staff in the continuing development of social behaviour and emotional literacy which supports the growth of a positive ethos.

Ensure that there is an effective system of recording incidents of bullying behaviour and prejudice-based bullying within all educational establishments.

Use information concerning bullying incidents to monitor, evaluate and report on the effectiveness of this policy.

## 2 Policy in Practice

All key stakeholders have a role to play in ensuring the effectiveness of this policy. This is only possible if we have an agreed definition of bullying behaviour and clear guidelines regarding roles and responsibilities.

### 2.1 Definition of Bullying Behaviour

In line with the Scottish Government and **respectme**, we define bullying as ‘a mixture of behaviours which can impact on a person’s capacity to feel in control of themselves. Bullying behaviour takes place in the context of relationships; it is behaviour that can cause people to feel hurt, threatened, frightened and left out’.

For the purposes of this document bullying 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 on social media or electronic communication

- Behaviour which causes people to feel like they are not in control of themselves
- Being targeted because of who you are or who you are perceived to be

This behaviour can harm people physically and/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. Bullying is both behaviour and impact. (respectme 2015)

### **Prejudice-base bullying**

Prejudice-based bullying is when bullying behaviour is motivated by prejudice. Prejudice-based bullying can be based on any characteristic unique to a child or young person's identity or circumstance: **some of these characteristics are protected by law.** Research recommends that only by embedding all protected characteristics across learning will children, young people and the adults have the language, understanding and confidence to respond to prejudice-based bullying effectively.

The Equality Act 2010 sets out that it is unlawful to discriminate against a person because of the following personal characteristics –

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Marriage and civil partnership
- Race. This includes colour, ethnic / national origin or nationality.
- Sex
- Religion or belief. The Act covers any religion, religious or non-religious beliefs
- Sexual orientation

Please see Appendix 2 for more detail on these and other forms of prejudice-based bullying.

### **Online Bullying**

*'Online bullying shouldn't be treated differently. Online bullying, or 'cyberbullying' as it often referred to, is the same type of bullying behaviour but it takes place online, usually on social networking sites and online gaming platforms. A person can be called names, threatened or have rumours spread about them and this can (like other behaviours) happen in person and online. Online is where the bullying is happening, it is not what is happening. We address online bullying effectively when we address it as part of our whole anti-bullying approach, not as a separate area of work or policy.'* (respectme 2016)

East Lothian Council recognises that new digital technologies (such as smart phones, computers and tablets) and online applications (such as gaming and social networks) are constantly being developed. It, therefore, wants to see all policies and practice include advice on online bullying and is committed to:

- Supporting children and young people to use electronic technology and the internet, safely and responsibly.
- Help children and young people understand the implications and potential criminality of displaying bullying behaviour and or images via social media or electronic communication.
- Providing training and support to children and young people on what to do if they experience bullying behaviour online. This is carried out via programmes on the safe and positive use of digital technologies in schools. Similar programmes are also available to parents in East Lothian.
- Remaining up to date with latest changes and trends of how digital technology is being used by children and young people in order to be able to provide relevant support.

## **Responsibilities**

### **2.2 Local Authority Education Staff;**

Embed this policy through training and monitoring.

Consult with stakeholders about the effectiveness and further development of the policy.

Share good practice.

Ensure initial training for Head Teachers.

Provide advice to Head Teachers.

Work with partner agencies to support the prevention and reduction of bullying behaviour and prejudice-based bullying.

Provide clear guidelines on recording and reporting of incidents.

Regularly review the policy to take into account new developments in technology or legislation at a minimum of every 3 years.

### **2.3 School/Establishment Senior Management;**

Ensure the policy is implemented and is communicated to all staff, students, parents/carers and partners.

Ensure the policy is embedded and reviewed in the School Improvement Plan and is linked with targets for the school's Health and Wellbeing framework.

Ensure staff development activities are available.

Ensure staff are fully aware of the importance of the policy and create a climate of respect and positive relationships and a culture where bullying behaviour is not accepted.

Ensure bullying incidents are recorded and monitored in line with council policy.

Provide appropriate training and support on anti-bullying to all staff, students, parents/carers and partners.

Regularly review policy to take into account new developments in technology or legislation at a minimum of every 3 years.

#### **2.4 Individual staff;**

Contribute to a positive school ethos through modelling appropriate behaviour (online and offline) and actively supporting and celebrating diversity.

Be aware of the policy and understand the procedures for managing incidents and supporting and managing children and young people who have been involved in bullying incidents.

Keep relevant colleagues informed of significant information concerning individual pupils as appropriate

Deal promptly and effectively with all allegations of bullying.

Promote digital citizenship and the appropriate, responsible and positive use of digital technologies as an integral part of maintaining positive relationships.

Self-evaluate practice in relation to the anti-bullying policy within the Professional Review and Development process.

Communicate with parents/carers promptly where possible and appropriate.

Through the curriculum and related activities, build the capacity of children and young people to understand and challenge bullying behaviour.

#### **2.5 Children and Young People;**

Continue to learn about and develop positive relationships and attitudes and challenge bullying behaviour and prejudice-based bullying if they feel able to do so.

Tell a trusted person if they have any worries about bullying behaviour.

Keep themselves and others safe with the support of adults if needed.

Actively engage in learning about bullying behaviour and prejudice-based bullying and consider the role they can play in preventing it and supporting those who may be impacted by it.

Engage in safe, responsible use of social media and digital technologies such as smart phones, computers and tablets to build a clear understanding of how we should act online.

## **2.6 Parents and Carers will;**

Continue to promote and model positive social skills and emotional literacy for their children and young people.

Encourage and model safe and responsible use of social media and digital technologies such as smart phones, computers and tablets.

Communicate respectfully any concerns to relevant staff.

Work in partnership with other stakeholders to implement policy.

## **3 Managing Incidents**

The recording and monitoring of instances of bullying behaviour and prejudice-based bullying is essential to enable the local authority and schools/educational establishments to self-evaluate impact in relation to;

1. Monitor incident response and follow-up action.
2. Identify any reoccurrence of incidents and patterns of behaviour.
3. Monitor and evaluate the effectiveness of the policy.
4. Identify future training needs.

East Lothian Council aims to ensure that individual incidences of bullying behaviour will be dealt with consistently and in a constructive and fair manner.

It is the role of staff to:

- listen
- explore thoughts and feelings
- explore the impact and

- help the child or young person feel safer

All staff should be aware of this policy and its appendices which include a staff information booklet and links to **respectme** information for parents/carers, children and young people.

To ensure consistency across all East Lothian schools/educational establishments will record incidents on SEEMIS. (See Appendix VI for guidance notes).

It will be the responsibility of individual schools to decide who will input this data. A suggested protocol is outlined below.

## **Protocol**

### **Step 1**

When an alleged incident of bullying behaviour is reported it will be taken seriously.

The person making the allegation (child/young person experiencing the bullying, witness, parent/carer) will be reminded of the definition of bullying and supported through the procedure. Basic details should be recorded on SEEMIS.

### **Step 2**

If the alleged incident cannot be dealt with effectively 'there and then' and requires further investigation, the initial member of staff will liaise with colleagues to confirm who is best placed to undertake the investigation.

Where further investigation is required the incident must be referred to

Primary Sector:	Member of the Senior Management Team
Secondary Sector:	Guidance Teacher/Faculty Head/Senior Management Team/Duty Manager as appropriate.

### **Step 3**

Where a further investigation is being undertaken, parents/carers of those directly involved in an incident will be contacted and updated by the person undertaking the investigation

### **Step 4**

Any incident will be investigated promptly by a member of the Senior Management Team in both Primary and Secondary Schools (or a delegated member of staff) by the School Management Team. A decision will be made based on evidence as to whether bullying behaviour occurred or not. Where an incident of bullying behaviour is found to have occurred the outcome of the investigation will indicate one or more of the following.

## Bullying Behaviour/Prejudice-Based Behaviour

The outcome of the investigation will be reported to the appropriate member of the Senior Management Team in both Primary and Secondary Schools. The incident will be dealt with as such and recorded on the Bullying Behaviour/Prejudice-Based Bullying Incident Record either directly on to SEEMIS or using the paper format (Appendix VII) and then uploaded.

## Racial Incident

The outcome of the investigation will be reported to the appropriate member of the Senior Management Team in both Primary and Secondary Schools. The incident will be dealt with as such and recorded as a racial incident on SEEMIS

## Behaviour but no impact

Behaviour will be dealt with in line with the school /establishment positive behaviour policy and recorded accordingly.

## Perceived bullying behaviour where there is no evidence

Support will be offered to individual/s making the allegation and recorded in pastoral notes.

## **Step 5**

The appropriate member of the Senior Management Team in both Primary and Secondary Schools (or delegated member of staff) will ensure the Monitoring and Conclusion section of the Bullying/Equalities Incident Form is completed and uploaded on to SEEMIS.

## **Monitoring and Review**

The school Senior Management Team will be able to produce reports from the information collated on SEEMIS Vision (See Appendix VII for guidance notes). It is recommended this is done at least on an annual basis to help inform School Improvement Plans.

The local authority Lead Officer responsible for Inclusion and Equality will also use this information to assess the effectiveness of the current policy and update it accordingly.

## **Equality Impact Assessment**

This policy has been screened using the East Lothian Equality Impact Assessment Toolkit.



# **APPENDICES**

A number of policy documents are in place to support, protect and encourage children and young people to lead happy and successful lives. This policy operates within these and under the United Nations Convention on the Rights of the Child (UNCRC):

- Education (Additional Support for Learning) (Scotland) Act 2004 and 2009
- Getting It Right For Every Child (GIRFEC)
- Equalities Act 2010
- Children and Young People (Scotland) Act 2014: Part 1
- Curriculum for Excellence
- Early Years Framework
- National Care Standards
- Equally Well
- National Improvement Framework

The policy contributes to:

- The Scottish Government's National Outcome 4 – 'Our young people are successful learners, confident individuals, effective contributors and responsible citizens'.
- The Scottish Government's National Outcome 5 – 'Our Children have the best start in life and are ready to succeed'.
- The Scottish Government's National Outcome 9 - 'We live our lives safe from crime, danger and disorder'.
- The East Lothian Plan (SOA) 2013 – 23 Point 4 - "East Lothian's young people are successful learners, confident individuals, effective contributors, and responsible citizens".
- The East Lothian Plan (SOA) 2013 – 23 - Point 5 – "East Lothian's children have the best start in life and are ready to succeed".
- The East Lothian Plan (SOA) 2013 – 23 - Point 6 – "In East Lothian we live healthier, more active lives".
- The East Lothian Plan (SOA) 2013 – 23 - Point 7 – "East Lothian is an even safer place".

**Additional Support Needs:** An additional support need can arise for any reason and be of short or long term duration. Additional support may be required to overcome needs arising from learning environment; health or disability; family circumstances or social and emotional factors. A child or young person may be bullied because they have an additional support need and crucially being bullied can also lead to an additional support need.

**Age:** When unwanted conduct related to age has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual

**Asylum Seekers and Refugees:** Children and young people who are asylum seekers or refugees may be at greater risk of bullying behaviour directly and indirectly. Stigma, due to lack of knowledge and understanding of asylum seekers and refugees, and reluctance to burden parents with extra worries can allow bullying behaviour to go undetected and be ongoing.

**Body Image and Physical appearance:** This can be hugely important to children and young people as it has the potential to negatively impact on their wellbeing.

**Disablist Bullying:** People who display bullying behaviour towards others may see children and young people with disabilities as being less able to defend themselves and less able to tell an adult about the bullying behaviour. The bullying behaviour is likely to be focused upon their specific disability or disabilities, whether they are in mainstream schooling or in specialist provision.

**Gypsy/Travellers:** This group of children and young people are a particularly discriminated against and marginalised group and concerns about bullying behaviour are especially acute for secondary school pupils. Perceived risks about bullying behaviour and parents' own experiences of discriminatory behaviour may lead to low levels of enrolment and poor attendance for Gypsy/Traveller children and young people as well as early exit from formal education. Other Traveller families, such as Roma, may have similar concerns.

**Gender Identity and Transphobic Bullying:** The term 'transgender' is an umbrella term for those whose 'gender identity' or expression differs in some way from the gender that was assigned to them at birth. Gender identity reflects an individual's internal sense of self as being male, female, or an identity between or outside the two.

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

**Intersectionality:** Understanding the different and unequal social and economic outcomes for particular groups, based on interactions between race, class, gender, sexual orientation, disability, age and ethnicity. In the context of anti-bullying, it is important to understand the connection between the experience of belonging to one or more of these groups and people's prejudice towards them, can lead to inequality in attainment and wellbeing.

**Looked After Children and Young People:** Children and young people who are looked after at home or looked after and accommodated are vulnerable to bullying behaviour for a number of reasons. It may be due to regular changes in schools or where they are placed, which can make forming friendships difficult. Forming relationships with peers and adults can be more difficult due to their early childhood adversity.

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

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

**Religion and Belief:** Lack of knowledge and understanding about the traditions, beliefs and etiquette of different faiths can lead to religious intolerance. Lack of awareness about the differences in practices of religions such as prayer times, dietary requirements, fasting and the wearing of religious clothing or articles of faith can result in misunderstandings and stereotyping, which may lead to bullying behaviour. People who have no religion or belief are also protected under the Equality Act.

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

**Sexism and Gender:** Bullying behaviour in the form of derogatory language and the spreading of malicious rumours can be used to regulate both girls' and boys' behaviour - suggesting that they are not being a real man or a real woman. These terms can be of an explicit sexual nature and it is worth noting that many can involve using terms for people who are gay and lesbian as a negative towards a person's masculinity or

femininity. Sexism and gender stereotypes feed into homophobia, biphobia and transphobia. Gender stereotyping, based on the notion of acceptable and unacceptable male and female behaviour, can leave children and young people who are not perceived to conform to these notions vulnerable to indirect and direct bullying behaviour.

Personality traits that do not fit into the unwritten rules of 'appropriate' male and female behaviour can lead to bullying behaviour because of the prejudice towards their perceived difference.

**Sexual Orientation & Homophobic Bullying:** Bullying behaviour based on sexual orientation is motivated by a prejudice against lesbian, gay or bisexual (LGB) people. It is also commonly referred to as 'homophobic bullying' but can also be expanded to recognise the specific experiences of bisexual young people using the term 'biphobic bullying'.

Children and young people do not necessarily have to be gay, lesbian or bisexual themselves to experience 'homophobic bullying'. This type of bullying behaviour may be directed towards young people perceived to be lesbian, gay or bisexual young people; those that do not conform to gender norms and/or expectations; and those who have gay friends or family. Children with LGB parents may also experience homophobic bullying behaviour. Although homophobic bullying behaviour is distinct from sexist and transphobic bullying behaviour, it is related to these forms of bullying behaviour through underlying sexist attitudes.

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

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

Source: *respectme* Training Toolkit

A culture that encourages respect, values opinions, celebrates differences and promotes positive relationships will make it all the more difficult for bullying behaviour to flourish or be tolerated. Openly discussing bullying behaviour within ELC educational establishments will dispel myths that bullying behaviour is inevitable or an acceptable part of growing up. Bullying behaviour is never acceptable.

All educational establishments in East Lothian should seek to prevent bullying behaviour by implementing effective strategies which support the principles of this policy; in particular strategies that engage learners, parents and staff in their design, development, implementation and review.

### DEFINITION

In line with the Scottish Governments and respectme, Scotland's Anti- Bullying Service we define bullying as 'a mixture of behaviours and impacts which can impact on a person's capacity to feel in control of themselves. Bullying behaviour takes place in the context of relationships; it is behaviour that can cause people feel hurt, threatened, frightened and left out'

Prejudice-based bullying is when bullying behaviour is motivated by prejudice.

Full definitions are provided in the East Lothian Councils "Respect for All" Anti-bullying Policy.

### PREVENTION AND AWARENESS RAISING

The following suggestions offer educational establishments a range of activities and approaches which may be developed and implemented to raise awareness and prevention of bullying behaviours as well as highlighting respectful relationships throughout the school community.

- Curricular activities
- Poster campaigns
- Specific information regarding prejudice-based bullying and equalities
- Policy information in school handbooks
- Policy information in pupil planners
- Diversity Week/Equalities campaign
- National Anti-Bullying Week
- Guest Speakers
- Themed Assemblies
- Buddying/Mentoring Programmes
- Parent Information Events
- UNICEF Rights Respecting Schools accreditation

- Prominently displaying and referring to the school's core values
- Displaying clearly classroom rules
- Using behaviour contracts where required
- Writing stories or poems or drawing pictures about bullying behaviours and positive behaviours
- Reading stories about bullying behaviour and positive behaviour or having them read to a class or at assembly
- Role-play
- Having discussions about bullying behaviour and positive behaviour
- Working with young people and adults involved in anti-bullying services and campaigns
- Increased supervision by staff in areas where bullying behaviour is identified: hotspots identified by the young people e.g. corridors, specific social areas, playgrounds

### **CREATING A CULTURE OF RESPECT AND OPENNESS**

Identifying a child or young person who is experiencing bullying behaviour can be one of the biggest challenges. There is a need to create an atmosphere of openness and reporting. This can be done by:

- Publicising the reporting procedures for children, young people, staff, parents/carers and partners.
- Staff raising the issue regularly in class/group work discussion.
- Staff raising the issues in school house meetings.
- Staff ensuring that Child's Planning meetings consider bullying behaviour fully if it is an aspect of a child or young person's life experience.
- Creating opportunities for confidential / anonymous communications by children and young people e.g. questionnaires, 'bully behaviour post box' 'worry bags/sacks'.
- Challenging the notion that there can be innocent, neutral bystanders in this issue.
- Using national examples to channel children and young people's natural sympathy for those at the receiving end of bullying behaviour.

### **POSSIBLE EVIDENCE OF BULLYING BEHAVIOUR AND INTERVENTION**

A young person may indicate by signs or behaviour that he or she is at the receiving end of bullying behaviour. Adults should be aware of these possible signs and that they should investigate/report if a young person presents the following behaviour however it is important to note that presentation of such behaviour may be for many other reasons:

- is frightened of walking to or from school / club / activity / youth group
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine

- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacks confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money
- has dinner or other monies continually "lost"
- has unexplained cuts, scratches or bruises
- comes home hungry (money / lunch has been stolen)
- becomes aggressive, disruptive, ill-tempered or unreasonable
- is displaying bullying behaviour towards other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- has started bedwetting
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but being at the receiving end of bullying behaviour should be considered a possibility and should be investigated / reported.

### **IMPACT OF BULLYING BEHAVIOUR ON THE INDIVIDUAL – Respectme Toolkit**

Being at the receiving end of bullying behaviour can have both long-term and short-term effects on an individual's physical, emotional or mental health and well-being. This can be traumatic for the individual and therefore lead to a range of coping mechanisms and other reactive behaviours.

- **Anticipation of bullying behaviour:**  
For those who have been at the receiving end of bullying behaviour, the fear and anticipation of further incidents can affect a person's ability to be themselves and interact with others in a healthy fashion
- **School attendance:**  
Missing school or truanting regularly can impact on levels of attainment
- **Eating disorders:**  
Problems with food begin when it is used to cope in times of difficulty. Interpersonal factors or those that involve other individuals and society at



large, seem to play a role in influencing the development of, and the recovery from, eating disorders such as anorexia, bulimia and binge eating disorder

- **Low aspirations:**  
A constant stream of negative, destructive comments can and do drive people down and they effectively lower or change their aspirations to fit in, or start to see themselves as people with low worth – nothing meaningful to contribute and zero confidence. This contributes significantly to social exclusion and can result in the inability to foster and maintain healthy relationships
- **Depression:**  
Bullying behaviour can make it hard to go to school, to go to work, to go to clubs, to get out of bed in the morning, to talk to parents, to tell friends, so the individual turns inwards to deal with it and this becomes a mental health issue
- **Violence towards others:**  
It can lead to the recipient having an explosive outburst which in turn can lead to acts of violence with severe consequences
- **Self Harm:**  
Bullying behaviour can cause negative thoughts which can affect mental health which, in the most extreme cases, can result in thoughts of self harm and suicide
- **Displaying bullying behaviours:**  
This could be learned behaviour from the individual either having been at the receiving end of bullying behaviour previously or having witnessed it. This is why role-modelling is so important – young people who grow up hearing how parents, aunts or uncles acted towards others can impact on how young people behave towards others

Source: *respectme* Training Toolkit

## **SUPPORTING THE CHILDREN /YOUNG PEOPLE DIRECTLY INVOLVED**

### **How to support a child/young person reporting an incident**

- Remain calm and keep an open mind, your response is vitally important
- Listen – give the child/young person your full attention, if this is not immediately possible, arrange a time and place that will suit you both, letting the child/young person know that this is important to you and you want to be able to give it your full attention
- Meet in a comfortable place with no distractions

- Assure the child/young person that bullying behaviour is never acceptable; they deserve to feel safe in their environment and that it has taken great courage from them to come forward and talk about this
- Show the child/young person that you believe them and that you are taking them seriously
- Gently encourage them to talk, finding out what happened, who was involved, where and when – write it down if that helps
- Let the child/young person speak without interruption as far as possible but do not be afraid to ask questions when they have finished
- Listen – what does the child/young person want you to do?
- Keep the child/young person involved and up-to-date on progress

### **How to support a child or young person displaying bullying behaviour**

- Listen and take time to help the child/young person explore/consider any underlying reason for the bullying behaviour.
- Do not label the individual or group as a ‘bully’ or ‘bullies’. Name the behaviour
- Challenge the behaviour in the same way as you would with any type of challenging behaviour
- Be prepared to address prejudicial attitudes that may be behind the bullying behaviour
- Address what’s happening behind the behaviour, even when the bullying behaviour has stopped

Source: Adapted from *respectme* Training Toolkit

### **OTHER STRATEGIES AND APPROACHES TO HELP**

A variety of strategies/activities that can be applied as appropriate:

- Restorative Practice
- Circle Time
- Personal Dolls
- Peer Mediation
- Buddy System
- Nurture groups
- Anger Management groups
- Mentoring
- Citizenship group
- Health and Well Being Education programmes
- Assemblies
- After-school clubs
- Holiday Clubs

## RECOMMENDED RESOURCES

- Toolkit for Teachers: Dealing with Homophobia and Homophobic Bullying Behaviour in Scottish Schools  
<https://www.lgbtyouth.org.uk/files/documents/Toolkitforteachers.pdf>
- Respectme: Scotland's Anti-bullying Service offers information and advice to children and young people, professionals and parent/carers.  
<http://respectme.org.uk/>
- Scottish Government National Approach to Anti-bullying  
<http://www.gov.scot/Publications/2010/11/12120420/0>
- Guidance on developing policies to promote the safe and responsible use of mobile technology in school  
<http://www.gov.scot/Resource/0043/00438214.pdf>
- Advice on keeping children and young people safe online  
<https://www.internetmatters.org>
- Digital Parenting Magazine  
<https://parentzone.org.uk/Digital-Parenting-Magazine-order-here>
- Guide to internet safety for children and young people  
<https://www.thinkuknow.co.uk>

## USEFUL ORGANISATIONS

ABEL  
[abel@eastlothian.gov.uk](mailto:abel@eastlothian.gov.uk)  
01316535234

Respectme  
<http://respectme.org.uk/>

0844 800 8600

Childline  
[Htps://childline.org.uk](https://childline.org.uk)  
0800 1111

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

## **Appendix IV**

## **respectme guide for parents and carers**

Please use this link to view a pdf version of the guide. Paper copies can be ordered from *respectme*.

<http://respectme.org.uk/wp-content/uploads/2016/10/Bullying-a-guide-for-parents-and-carers-2016.pdf>

## **Appendix V**

## **respectme guide for children**

Please use this link to view a pdf version of the guide. Paper copies can be ordered from *respectme*.

<http://respectme.org.uk/wp-content/uploads/2016/10/03611-Bullying...-What-can-I-do-revised-leaflet.pdf>

**Please note: all screen shots detailed below originate from a training database of fictional names.**

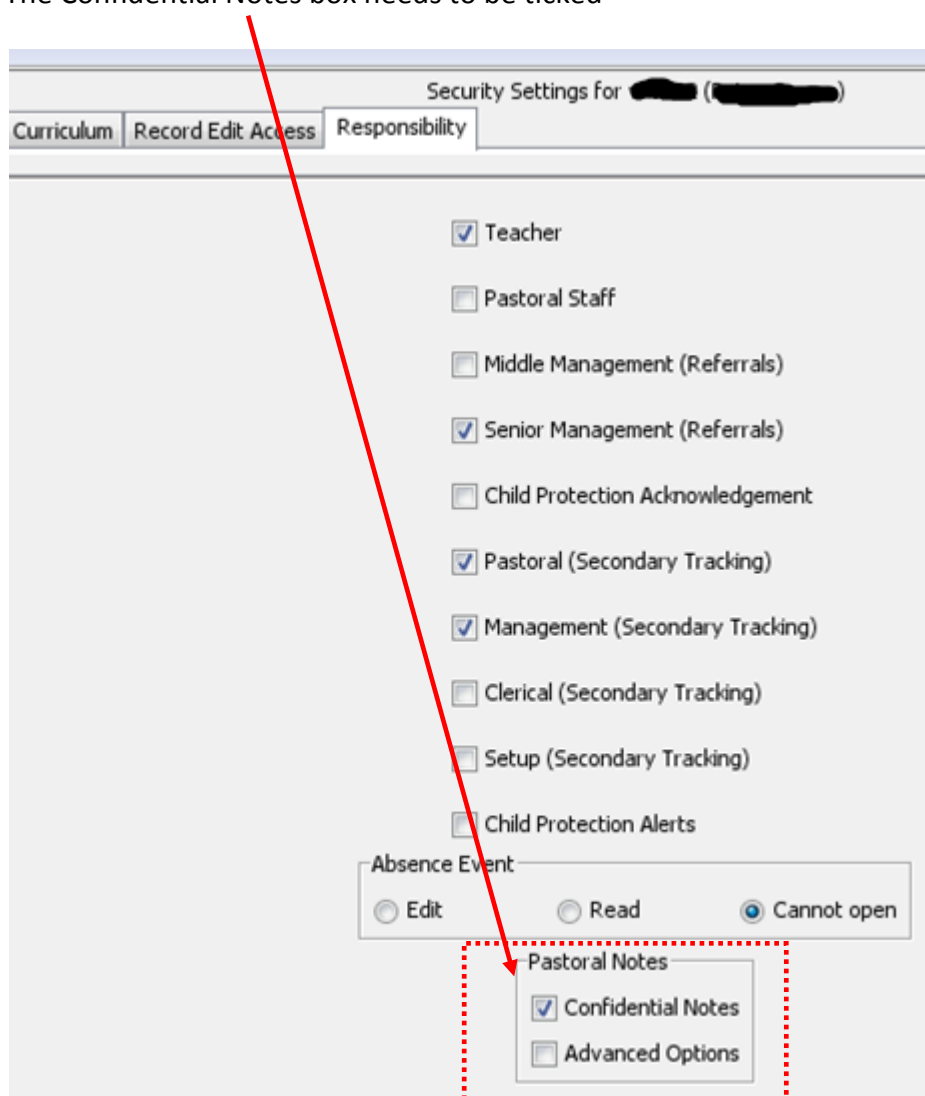
## APPENDIX VI

### Recording Bullying Behaviour Incidents on SEEMIS Click & Go

Note: Staff who are involved with the bullying incident/investigation can only have their details entered in the bullying recording area if they have the “Confidential Notes” box ticked in:

Application > Data Utilities > Access Control {Responsibility Tab}

The Confidential Notes box needs to be ticked

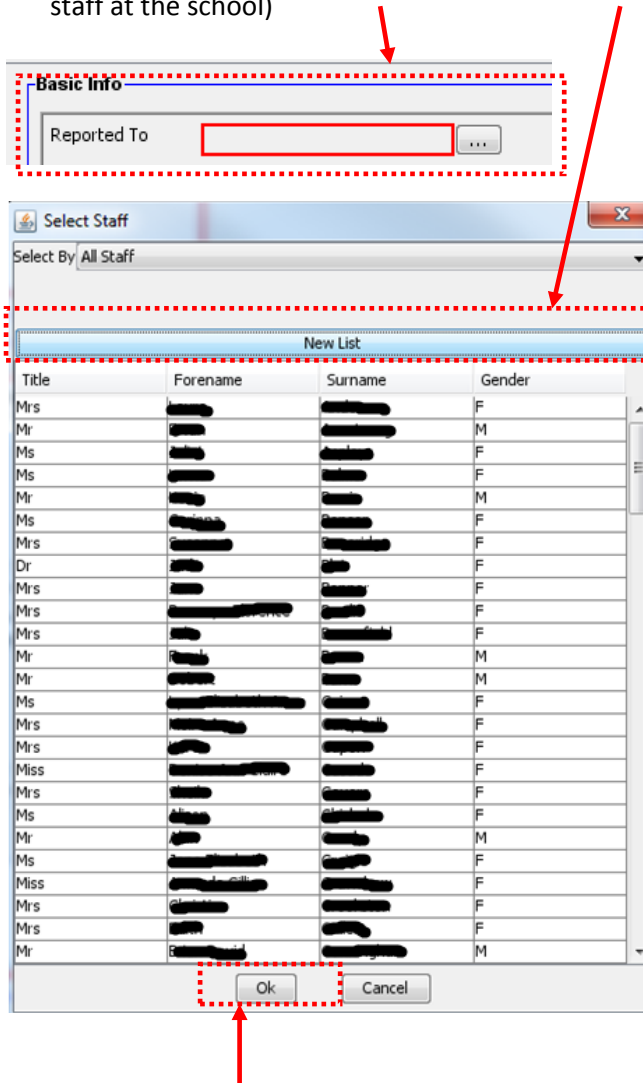


To enter an incident go to Application > Management > Bullying & Equalities > Maintain Incident

Complete each section as follows:

- 1) "Reported To": This is the staff member which the incident was first reported to (or witnessed)

Click the selector button , and then New List from the pop up menu (which lists all the staff at the school)



- 2) Select the staff member, then click OK

3) Repeat this process for the fields “Addressed By” and “Incident Owner”, in exactly the same way. This will usually be the same person, and is identified in the East Lothian Anti Bullying Policy Reporting Incidents Section Step 2. This will usually be a member of the SMT or Guidance Teacher.

The screenshot shows a 'Basic Info' form with several fields. Red boxes and arrows highlight the following fields: 'Reported To', 'Addressed By', 'Incident Owner', and 'Incident Location'. The 'Incident Date' is set to 30/01/2015 and 'Incident Time' is set to <No Time>. The 'Reported By' field is empty.

4) Select Incident Location to choose where the incident happened

5) You have the following options to choose from:

- Cyber / Virtual
- In Class
- In School
- In the Community
- School Grounds
- School Transport
- Various locations

6) Select the incident date (and time if necessary), and who reported the incident

The screenshot shows the 'Basic Info' form with red boxes and arrows highlighting the 'Incident Date', 'Incident Time', and 'Reported By' fields. The 'Incident Date' is set to 30/01/2015 and 'Incident Time' is set to <No Time>. The 'Reported By' field is empty.

7) Enter who reported the incident – this can be anyone (pupil, staff, parent, member of public etc).

8) You have to free type their name(s) in this field.

9) The next section is for recording information about the incident:

The screenshot displays a web form for recording an incident, divided into two main sections: 'Alleged Incident' and 'Nature of Incident'.

**Alleged Incident**

This section is divided into two columns: 'Person(s) Experiencing' and 'Person(s) Displaying'.

**Person(s) Experiencing**

This column contains two tables. The first table has columns for Forename, Surname, Age, and Stage. Below it are 'Add Pupil' and 'Remove Pupil' buttons. The second table has columns for Title, Forename, and Surname. Below it are 'Add Staff' and 'Remove Staff' buttons. At the bottom is a text area labeled 'Other Person(s) Experiencing:' with a help icon.

**Person(s) Displaying**

This column contains two tables. The first table has columns for Forename, Surname, Age, and Stage. Below it are 'Add Pupil' and 'Remove Pupil' buttons. The second table has columns for Title, Forename, and Surname. Below it are 'Add Staff' and 'Remove Staff' buttons. At the bottom is a text area labeled 'Other Person(s) Displaying:' with a help icon.

**Nature of Incident**

This section contains a 'Select' dropdown menu with an 'Add' button. Below it is a large empty text area with a 'Remove' button. To the right is a large empty text area labeled 'Incident Detail:'. Below the 'Select' dropdown is a 'Characteristics' section with another 'Select' dropdown menu and an 'Add' button. Below it is another large empty text area with a 'Remove' button. A help icon is located at the bottom right of the 'Incident Detail' area.

10) Enter the person(s) experiencing the bullying behaviour (which could be pupils, staff or anyone else)



11) To enter pupils experiencing the bullying behaviour click on Add Pupil and select as appropriate (more than 1 can be selected if necessary)

The screenshot shows a form titled "Alleged Incident". Inside, there is a section titled "Person(s) Experiencing". This section contains two tables. The first table has columns for "Forename", "Surname", "Age", and "Stage". Below this table are two buttons: "Add Pupil" and "Remove Pupil". The "Add Pupil" button is highlighted with a red dashed box, and a red arrow points to it from the text above. The second table has columns for "Title", "Forename", and "Surname". Below this table are two buttons: "Add Staff" and "Remove Staff". The "Add Staff" button is highlighted with a red dashed box, and a red arrow points to it from the text to the right. Below these tables is a text area labeled "Other Person(s) Experiencing:" with a small blue icon in the bottom right corner.

12) To add any staff who experienced the bullying behaviour click on Add Staff and select as appropriate (more than 1 can be selected if necessary)

13) If any person other than pupil or staff experienced the bullying behaviour, click in this box and enter their names

14) Follow the above process in the same way for the section “Person(s) Displaying” [Bullying Behaviour]:

**Person(s) Displaying**

Forename	Surname	Age	Stage

Add Pupil Remove Pupil

Title	Forename	Surname

Add Staff Remove Staff

Other Person(s) Displaying:

15) Select the “Nature of Incident” from the drop down selector. This is the way in which the behaviour manifested. Once a Nature has been selected, click on Add. More than one can be added.

**Nature of Incident**

Select [dropdown] Add Inc

- Damage to Property
- Emotional
- Extortion
- Incitement
- Isolation
- Other(Please Specify)
- Physical
- Text(SMS) or IT related

Remove

16) Select the “Characteristics”. This is the motivation or subject/theme of the bullying behaviour. Once a characteristic has been selected, click on Add. More than one can be added.

**Characteristics**

Select [dropdown] Add

- Homophobia / Sexual Orientation
- Marital Status
- Pregnancy / Maternity
- Racial
- Religion or Belief
- Sectarian
- Substance Misuse - Alcohol
- Substance Misuse - Not Alcohol

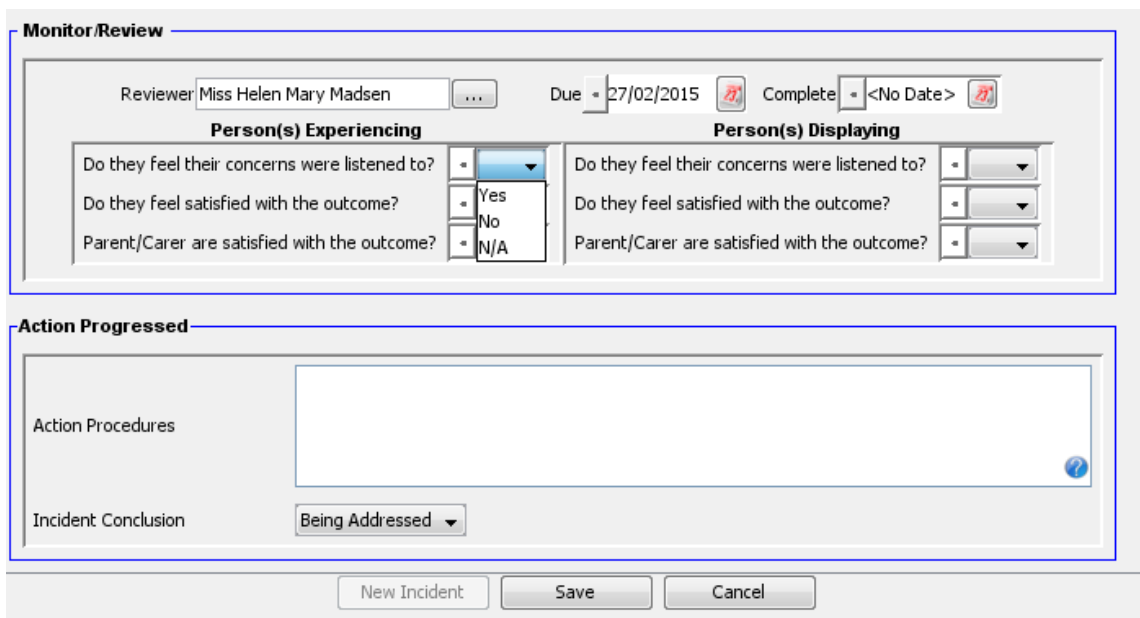
Remove

17) Write a description of the incident in the "Incident Detail" box



There is a maximum amount of text that can be written in this box. There is a green "progress" bar at the box edge to indicate how much text has been entered in relation to the limit.

18) Enter any relevant details of the investigation and ongoing monitoring after the incident in the following areas:



19) Enter any relevant review details as necessary and the member of staff conducting any review (this will most likely be a member of the SMT or Guidance Teacher)

20) After the conclusion of the incident investigation and action, enter any known responses/opinions of the person(s) experiencing and displaying the bullying behaviour.

21) Record any action taken after investigation in the "Action Procedures" field. Again, the green indicator shows the amount of available text space in the box

22) Record the conclusion after investigation

23) Click save

## Appendix VII

### East Lothian Council Bullying/Equalities Incident Form

Reported to..... Reported by.....

Referred on to.....

Date..... Time..... Location.....

Person/s Experiencing Bullying/Prejudice based Behaviour

.....  
.....

Person/s Displaying Bullying/Prejudice based Behaviour

.....  
.....

Witnesses

.....  
.....

**Nature of Incident (Tick all applicable)**

Damage to Property

Emotional

Extortion

Incitement

Isolation

Physical

IT related

Verbal

Written

Other .....

**Characteristics (Tick all applicable)**

Age

Disability/Medical Condition

Body Image

Care Circumstances

Economic Circumstances

Gender

Gender Reassignment

Homophobic/Sexual Orientation

Pregnancy/Maternity

Family Circumstance

Race (record as racial incident)

**Incident Details**

.....  
.....  
.....  
.....  
.....

**Monitoring Review**

Reviewer.....

Due Date..... Completion Date.....

**Person Experiencing**

Do they feel concerns were listened to?

Do they feel satisfaction with outcome?

Parents/Carers Satisfied with outcome?

(continued)

**Person Displaying**

Do they feel concerns were listened to?  
Do they feel satisfaction with outcome?  
Parents/Carers Satisfied with outcome?

**Further Action**

.....  
.....

**Incident Conclusion**

Being Addressed	Not resolved
Resolved	Unfounded

**Date added to SEEMIS.....**

## APPENDIX VIII

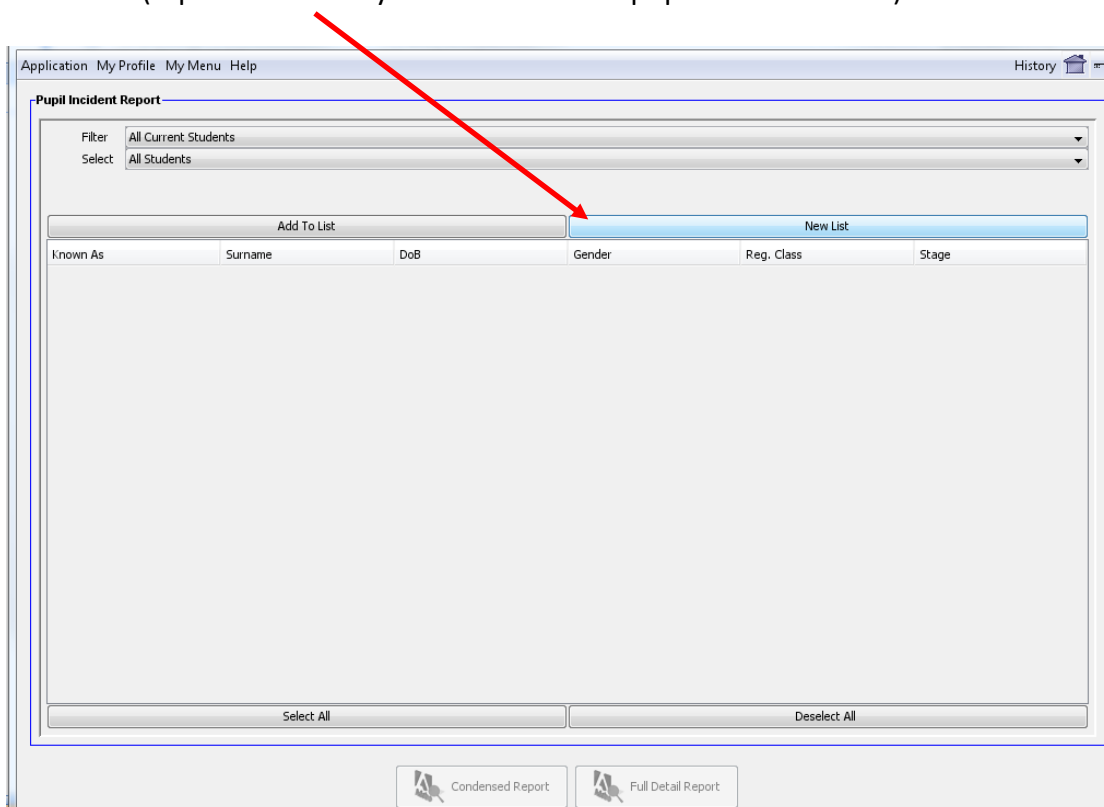
### Creating Bullying Behaviour Incident Reports in SEEMIS Click & Go

Section A) below shows how to use SEEMIS Click & Go to report on the details of incidents regarding pupils who are currently on the roll of the school.

Section B) below details how to access information on incidents for pupils who have moved to your school.

#### A) Using Click & Go for Incident Details for Current Pupils

- 1) Got to Application > Management > Bullying & Equalities > Pupil Incident Reports
- 2) Click New List to display all pupil incidents relating to pupils who are currently at the school (report details may not include those pupils who have left)



- 3) Select incident(s), then select either “Condensed Report” or “Full Detail Report”. The difference in the 2 reports are

Condensed Report:

Emma Boyd DoB: 10/10/02 Reg. Class: 1.1					
	Date	Owner	Conclusion	Incident Types	Characteristics
Person Experiencing	15/10/14	Mrs H Hastie	Resolved	Verbal - Incident Detail: [Additional Detail here related to the incident]	Economic Circumstances, Family circumstances

Graeme Coyle DoB: 02/03/02 Reg. Class: 1.1					
	Date	Owner	Conclusion	Incident Types	Characteristics
Person Displaying	15/10/14	Mrs H Hastie	Resolved	Verbal - Incident Detail: [Additional Detail here related to the incident]	Economic Circumstances, Family circumstances

Full Detail Report:

Full Pupil Incident Report				13:33 Wed 15/Oct/14	
<b>Emma Boyd</b> DoB: 10/10/02 Reg. Class: 1.1					
<b>Person Experiencing</b>	<b>Incident Date: 15/10/14 Owner: Mrs H Hastie</b>				
	Incident Types	Verbal - Incident Detail: [Additional Detail here related to the incident]			
	Characteristics	Economic Circumstances, Family circumstances			
	Others Involved in the Incident		<b>Name</b>	<b>DoB</b>	<b>Stage</b>
		Person Displaying	Graeme Coyle	02/03/02	S1
		Person Displaying	Kieran Gallagher	22/12/02	S1
	Person Displaying	Scott Keenan	26/05/02	S1	
	Reported To	Mr R Barlow			
	Reported By	Sarah Smith			
	Addressed By	Mr R Barlow			
	Incident Location	In Class			
	Review	Mrs Heather Hastie (review date: 31/10/14)			
Actions Taken	Letter				
Conclusion	Resolved				
Action Procedures	Actions taken after investigation and discussion with parents				

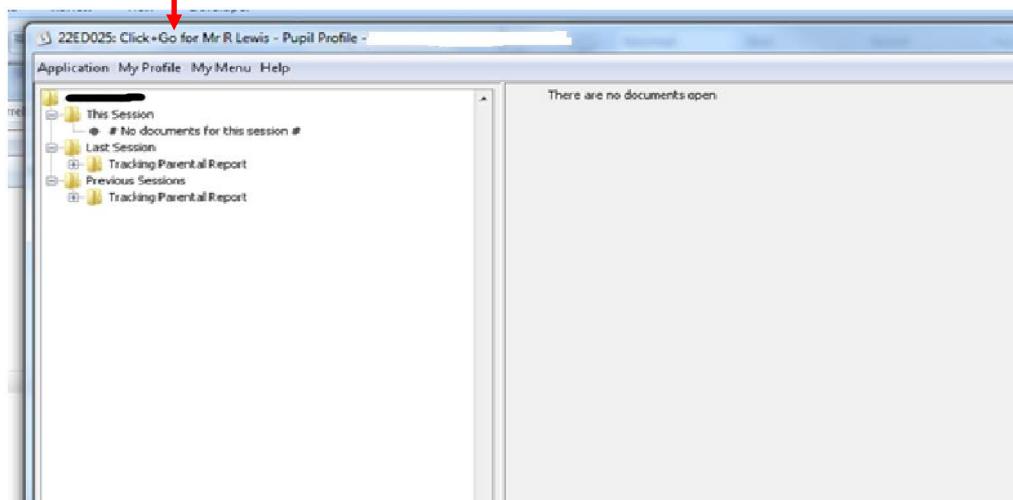


## B) Viewing incidents involving pupils from their previous schools

- 1) Incident details transfer with a pupil's SEEMIS record when they move school. You can view incidents from a pupil's previous school(s) by going into their record in Application > Records > Pupil Profile, and click on the "Pupil Documents" button



- 2) The following screen (or similar) will open. Navigate on the left hand side for pupil incident reports involving this pupil:





**REPORT TO:** Education Committee

**MEETING DATE:** 13 June 2017

**BY:** Depute Chief Executive (Resources and People Services)

**SUBJECT:** The Draft Play Policy 2017-2020

**4**

---

## **1 PURPOSE**

- 1.1 To ask the Committee to approve and adopt the Draft Play Policy 2017–2020 and to share the outcome of East Lothian Play Policy Development: Consultation and Engagement 2016.

## **2. RECOMMENDATIONS**

- 2.1 The Committee is asked to:-

- i. Approve the Play Policy 2017-2020 (Appendix 1).
- ii. Support and agree the priority statements set out under the three principles in the Draft Play Policy 2017- 2020.
- iii. Ask the Department to prepare an Action Plan to implement the Draft Play Policy 2017-2020.
- iv. Note the implications for cross departmental working within the Council.
- v. Note the contents of the Have Your Say on Play Draft Summary Report: East Lothian Play Policy Development: Consultation and Engagement 2016 (Appendix 2).

## **3. BACKGROUND**

- 3.1 In June 2013 the Scottish Government published the National Play Strategy For Scotland: Our Vision to compliment proposals in the Children and Young People (Scotland) Act 2014. The Play Strategy for Scotland: Our Action Plan was published in October 2013. Fundamental to both documents is the United Nation’s Convention on the Rights of the Child, in particular, article 31: *“The right of every child to engage in play and recreational activities and, the responsibility of adults to respect and promote article 31 and to encourage provision of appropriate and equal opportunities for all children”*.

- 3.2 The Play Strategy for Scotland: Our Action Plan sets out actions to be carried out by Local Authorities in conjunction with other agencies. This included setting up working groups in each Local Authority to support the development of Play Policies referencing Single Outcome Agreements.
- 3.3 Other actions focus on training opportunities for staff, parents and carers; ensuring information is widely available on play resources/activities and family support opportunities; increasing community use of school grounds; developing school grounds in existing and new-built schools; auditing, planning, designing and managing play spaces; and, most importantly, listening to and engaging with the views of children and young people.
- 3.4 Three consultations/surveys were carried out with children, young people and adults in East Lothian. Around 900 responses were received which were used, along with the National Play Strategy and Action Plan, as the foundation of East Lothian's Draft Play Policy 2017-2020. A short life working group liaised with key stakeholders during the development of the draft Play Policy.
- 3.5 The implementation of the Draft Play Policy 2017-2020 will require cross departmental working within the Local Authority and partnership working with outside agencies and the communities of East Lothian. The identification of a Play Champion and high-level strategic group is proposed to monitor progress and to reference the Single Outcome Agreement.
- 3.6 The Early Years team is currently working with Queen Margaret University to produce a short film promoting East Lothian's Play Policy which will be shown at the autumn launch. The film has been funded by a grant from Play Scotland.
- 3.7 Dr. David Whitebread (Centre for Research on Play in Education, Development and Learning, Faculty of Education, University of Cambridge) is setting up a database of research and policy on Play and has requested copies of both documents as soon as they are approved.

## **4 POLICY IMPLICATIONS**

- 4.1 The National Play Strategy for Scotland: Our Vision (2013), The Play Strategy For Scotland: Our Action Plan, Getting It Right for Every Child (GIRFEC) United Nations Convention on the Rights of the Child.

## **5 EQUALITIES IMPACT ASSESSMENT**

- 5.1 The subject of this report does not affect the wellbeing of the community or have significant impact on equality, the environment or economy.

## 6 RESOURCE IMPLICATIONS

6.1 Financial - None

6.2 Personnel - None

6.3 Other - All resource implications will be considered as part of the Action Plan.

## 7 BACKGROUND PAPERS

7.1 Draft East Lothian Play Policy 2017-2020 (Appendix 1) and Have Your Say on Play draft summary report (Appendix 2)

<b>AUTHOR'S NAME</b>	Liz Humphrys
<b>DESIGNATION</b>	Childcare Development Officer
<b>CONTACT INFO</b>	Tel - 01620 827141 E-mail - <a href="mailto:lhumphrys@eastlothian.gov.uk">lhumphrys@eastlothian.gov.uk</a>
<b>DATE</b>	1 May 2017



**DRAFT**

## **East Lothian Play Policy 2017 – 2020**



***“East Lothian’s children have the best start in life  
and are ready to succeed”***

## **East Lothian Play Policy 2017 – 2020**

## **CONTENTS**

### **1. Background**

- Context
- Why support children's play?
- What is play?
- Balancing risk and benefits in play

### **2. East Lothian Play Policy**

- East Lothian's vision for play
- Aim
- Play policy principles
- What do people in East Lothian say about playing?
- Play and East Lothian partnership plan – single outcome agreement 2013 -2023
- Principle 1: All children and young people have a right to play
- Principle 2: Children and young people will be listened to and their views about play taken into account
- Principle 3: Adults have a responsibility to promote and support children's right to play
- Implementation of the play policy
- References

### **3. Appendices**

- A. East Lothian Profile
- B. Scotland's Play Charter

## **Accompanying document:**

Have Your Say on Play - Summary Report East Lothian Play Policy Development: Consultation and Engagement, 2016

Cover picture: Support from the Start Haddington, Pop-Up Play Neilson Park

## **1. BACKGROUND**

**The United Nations Convention of the Rights of the Child: Article 31**



Article 31 of the United Nations Convention of the Rights of the Child sets out:

- \* the right of every child to engage in play and recreational activities,
- \* the responsibility of adults to respect and promote Article 31 and to encourage the provision of appropriate and equal opportunities for all children.<sup>1</sup>

**Play and the Scottish Government**

**The Scottish Government Vision**

We want Scotland to be the best place to grow up. A nation which values play as a life-enhancing daily experience for all our children and young people; in their homes, nurseries, schools and communities.

**Getting It Right For Every Child (GIRFEC)**

GIRFEC is the national approach in Scotland to improving outcomes and supporting the wellbeing of our children and young people. It places their wellbeing at the centre of services by using eight indicators: Safe \* Healthy \* Achieving \* Nurtured \* Active \* Respected \* Responsible \* Included \*. Play supports, and is integral to, all eight indicators.

**The National Play Strategy for Scotland: Our Vision (2013)<sup>2</sup>**

Play is essential to healthy development from birth to adulthood contributing to capacity for learning, resilience and the development of physical, cognitive, social and emotional skills. With improved health and educational outcomes comes clear economic benefit.

**Play Strategy for Scotland Our Action Plan<sup>3</sup>: actions to be carried out by Local Authorities**

<p>Support the development of a Play Policy in every Local Authority including references to the six priorities of Single Outcome Agreements.</p>	<p>Promote the implementation of Play Strategy Action Plans by engaging with existing networks.</p>	<p>Audit current levels of community access to school grounds. Consider options for increasing community access to school playgrounds out of school hours, pilot evaluate and share good practice.</p>
<p>Work to achieve high quality school grounds in new-build schools which are consistent with the Good School Playground Guide<sup>4</sup>.</p>	<p>Investigate and review good practice in reaching all parents and carers with clear messages and guidance on cost effective resources and suggestions for play suitable for children of all ages, stages and abilities.</p>	
<p>Develop a joint plan in order to embed training on current universal resources – play@home and Bookbug – in initial and career long professional learning, to widen the reach of those resources.</p>	<p>Identify and showcase case studies in which positive engagement with children and young people, parents and carers and community-based play providers has been used to good effect in the planning, design and management of play spaces and opportunities.</p>	

**WHY SUPPORT CHILDREN’S PLAY?**

<sup>1</sup> <http://ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>

<sup>2</sup> <http://www.gov.scot/Publications/2013/06/5675>

<sup>3</sup> <http://www.gov.scot/Publications/2013/10/9424>

<sup>4</sup> <http://www.ltl.org.uk/pdf/LTL-Scottish-Good-Playground1386257083.pdf>

Play is vital to children's emotional and physical **health and well-being**. Playing is critical in the here and now, is part of a happy childhood and forms the foundation for a healthy life in the future.

Play contributes to all aspects of **learning**: through play children learn by doing; they explore and engage with the world around them; they experiment with new ideas, roles and experiences and develop problem solving skills. High quality play experiences are the basis of young children's learning and are key to closing the attainment gap between children.



Play gives children a greater chance of **equality**. Playing, especially outdoors, supports brain development and enables children to access fundamental concepts of maths, communication, relationships and in managing their emotions.

Playing is crucial to the development of **physical literacy** and lays the foundations for active lifestyles.



**Play is interwoven with all the environments in which children and families spend time** and the services with which they have contact.

When children play they naturally seek out elements of **risk, challenge and adventure**. Encountering risk and challenge through play helps children to build resilience, exercise judgement and develop confidence.

Humans are born to play: playing together supports **attachment, strengthens family bonds and builds a sense of connection** to the natural environment and community.



Photos this page © Theresa Casey

## WHAT IS PLAY?

Children’s play is any behaviour, activity or process initiated, controlled and structured by children themselves; it takes place whenever and wherever opportunities arise... play is undertaken for its own sake, rather than as a means to an end.

*Committee on the Rights of the Child, 2013*<sup>5</sup>



Photos © Theresa Casey and Haddington and Lammermuir Area Partnership

## Balancing risk and benefits in play

Many organisations including the Care Inspectorate and the Health and Safety Executive have produced statements in support of balancing the benefits of play opportunities with the possible risks. They highlight the benefits of allowing children and young people experiencing and learning to manage controlled risk and challenge within play opportunities. East Lothian will support play providers to do this.

***“When planning and providing play opportunities, the goal is not to eliminate risk, but to weigh up the risks and benefits” (HSE<sup>6</sup>)***

### **The Care Inspectorate’s position statement**

“The Care Inspectorate supports care service providers taking a positive approach to risk in order to achieve the best outcomes for children. This means moving away from a traditional deficit model that takes a risk-averse approach, which can unnecessarily restrict children’s experiences attending registered services, to a more holistic risk-benefit model. For example, we encourage services to use risk assessment to support children to enjoy potentially hazardous activities such as woodwork using real tools, exploring nature and playing in the mud and rain. We do not expect written risk assessments to be carried out for daily play activities.”<sup>7</sup>

# East Lothian Play Policy 2017 – 2020

<sup>5</sup>[http://tbinternet.ohchr.org/\\_layouts/treatybodyexternal/Download.aspx?symbolno=CRC%2fC%2fGC%2f17&Lang=en](http://tbinternet.ohchr.org/_layouts/treatybodyexternal/Download.aspx?symbolno=CRC%2fC%2fGC%2f17&Lang=en)

<sup>6</sup><http://www.hse.gov.uk/entertainment/childs-play-statement.htm>

<sup>7</sup><http://www.careinspectorate.com/index.php/guidance/9-professional/2961-positive-approach-to-risk-in-play#sthash.sjmM7P2x.dpuf>

## EAST LoTHIAN'S VISION FOR PLAY

All children and young people in East Lothian will have opportunities to play every day, with an emphasis on being outdoors, throughout their childhood.

We recognise that sufficient space, time and opportunities to play are part of a happy childhood and are essential to children's health, well-being, learning and development, helping them to achieve their full potential.

<b>AIM</b>	All children and young people will have access to a range of opportunities to play in East Lothian's built and natural environment and their right to play will be recognised and supported by adults.
------------	--

### PLAY POLICY PRINCIPLES

<b>PRINCIPLE 1</b>	All children and young people have a right to play.
<b>PRINCIPLE 2</b>	Children and young people will be listened to and their views on playing and free time taken into account.
<b>PRINCIPLE 3</b>	Adults should positively promote and support children and young people's right to play.

### What do people in East Lothian say about playing?

**Playing is part of a happy childhood.** It is an important way for children to learn and develop and when they play, children have a chance to learn how to judge risks and meet challenges for themselves. Free time is important to young people because they need **time to switch off, relax and to socialise**. They told us it's important to them because it's **their own time to do what they want with**, not to be told what to do by adults.

There are **fantastic and valued spaces to play in East Lothian** but **the range may not meet everyone's needs** and it can be hard to get to them. We need **to increase and improve access to outdoor spaces** including **natural and wild spaces**.

Ensuring children and young people with additional support needs have access to **high quality, accessible and inclusive play and free time opportunities is a high priority** across all the consultation activities.

*(See accompanying document: summary of consultation and engagement activities)*

## PLAY and the EAST LoTHIAN PARTNERSHIP PLAN – Single Outcome Agreement 2013 -2023

East Lothian Partnership’s overarching priority is: To reduce inequalities both within and between our communities by supporting: sustainable economy; resilient people; safe and vibrant communities.

Play has a positive contribution to make in relation to each outcome as well as being impacted by it.

Play has a crucial role in contributing to tackling inequalities in the areas of health and wellbeing, learning, employment and the economy. It is central to many areas of current policy and legislation.

<b>Sustainable Economy</b>		
<p><b>1. We have a growing sustainable economy</b></p> <p>Child-friendly environments (including visitor attractions, play areas, natural spaces, town centres etc.) make East Lothian an attractive place for families, carers, visitors and tourists.</p> <p>Play is an opportunity for economic development. It requires well trained, knowledgeable and skilled staff in the voluntary, statutory and private sectors.</p> <p>Local Development Plan. Economic Development Strategy Early Learning and Childcare Strategy</p>	<p><b>2. The cycle of poverty is broken</b></p> <p>Play strengthens bonds in relationships in a way that impacts positively on the effects of poverty. Playing enhances the ability to learn, resilience, confidence and sense of optimism.</p> <p>While it is important that children have equal access to leisure opportunities, many of the most important resources for play are free or inexpensive, for example simple play materials, outdoor environments, support and positive attitudes from adults.</p> <p>East Lothian Poverty Commission: Poverty – It’s not a lifestyle choice Musselburgh Total Place Area Partnerships Early Learning and Childcare Strategy Support from the Start</p>	<p><b>3. We are able to adapt to climate change and reduced finite natural resources</b></p> <p>Children can come to understand, appreciate and care for the natural world while playing in and with it. Playing in natural environments can inspire a sense of wonder and encourage stewardship of the earth.</p> <p>Play provision (in schools, homes, communities) provides a context for understanding our role in caring and protecting for our environment and many activities lend themselves to using sustainable resources.</p> <p>A well-looked after natural environment is important to the health and well-being of East Lothian’s communities.</p> <p>East Lothian Environment Strategy</p>

<b>Resilient People</b>		
<p><b>4. East Lothian’s young people are successful learners, confident individuals, effective contributors and responsible citizens</b></p>	<p><b>5. East Lothian’s children have the best start in life and are ready to succeed</b></p>	<p><b>6. In East Lothian we live healthier, more active and independent lives</b></p> <p>Playing, especially outdoors, is associated</p>

<p>Play provides a context for real life learning and opportunities to discover and understand fundamental scientific and mathematical principles, foundations for literacy and numeracy, social and environmental learning and physical literacy. Playing fosters curiosity, motivation and a disposition towards learning.</p> <p>Well-designed physical environments support good quality play experiences that improve physical literacy and the quality of learning (informal and formal settings and facilities).</p> <p><i>Curriculum for Excellence My World Outdoors Good Playground Guide National Improvement Framework for Scottish Education Delivering Excellence and Equity in Scottish Education</i></p>	<p>Early play promotes secure attachment, the key to ongoing child development and wellbeing. Playing is a crucial mode of communication between children and between children and carers. Through play young children make their early explorations of the world they live in, finding meaning, connections and relationships. Playing shapes children’s brains and lays the foundations for the ability to learn. Playing children are happier children.</p> <p><i>Accessibility Plan Support from the Start Early Learning and Childcare Strategy</i></p>	<p>with reduced risk of myopia, reductions in obesity and helps children to maintain a sense of emotional equilibrium.</p> <p>Playing results in children being physically active for sustained periods of time which uses calories, raises heart rates, develops physical literacy and forms habits of lifelong physical activity and psychological benefits in young people.</p> <p><i>East Lothian Physical Activity Action Plan Good School Playground Guide</i></p>
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### **Safe and Vibrant Communities**

<p><b>7. East Lothian is an even safer place</b> Addressing barriers to children’s play often leads to neighbourhoods becoming more attractive and convivial places for everyone. Welcoming play through street play, play space and events etc. helps to build community cohesion.</p> <p><i>Good Places Better Health for Scotland’s Children</i></p>	<p><b>8. East Lothian has high-quality natural environments</b> Children’s play is dependent on the quality of spaces and places available. East Lothian has an abundance of the highest quality environments, which reflect our cultural, natural and industrial heritage. We need to ensure all our children and young people can access these.</p> <p><i>Open Space Strategy</i></p>	<p><b>9. Everyone in East Lothian has access to quality, sustainable housing</b> Wherever they live, children and young people should be able to play in a variety of ways, in high quality spaces, within sight of their homes or within easy walking distance, where they feel safe whether or not they are accompanied by adults.</p> <p><i>Housing Strategy Good Places Better Health for Scotland’s Children</i></p>	<p><b>10. We have stronger, more resilient, supportive, influential and inclusive communities</b> Challenging, good quality play experiences and spaces foster resilience and are valued assets in communities. Children and young people should have meaningful participation in decisions effecting their play opportunities and play spaces.</p> <p><i>Area Partnerships</i></p>
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## PRINCIPLE 1: All children and young people have a right to play

### Priority statements

Children and young people should be able to play in a variety of ways, in high quality spaces, within sight of their homes or within easy walking distance, where they feel safe whether or not they are accompanied by adults.

Play areas with fixed play equipment should include inclusive play elements and design features, with an equitable distribution of accessible and inclusive play areas across East Lothian.

Children and young people's access to outdoor spaces should include natural and wild spaces with particular attention to actions to promote inclusive access.

The use of community resources for play, including school playgrounds should be promoted, particularly during school holidays and out-with school hours.

Play must be an integral part of every child's day in school and early learning and childcare settings and must not be used as a reward or withheld as a punishment or sanction.

Opportunities for creative play experiences (such as free play indoors and out, Loose Parts Play and Nature Nurture) should be increased in schools and early learning and childcare settings. Staff will receive training and support in good practice.

Opportunities for learning through practical and active, play-based activities will continue to be promoted and provided, both indoors and out, as an integral part of children's early learning and childcare experience. Guidance and support will be provided to staff, parents and carers and to the wider community.

Information on East Lothian's Play Policy, play opportunities, training and provision will be available through the Council website, in clear, accessible and attractive formats. It will include information on the right to play, the importance of play, play's role in closing the attainment gap and current universal services such as Bookbug, play@home and PlayTalkRead.



## PRINCIPLE 2: Children and young people will be listened to and their views about play taken into account

### Priority statements

Children and young people, including those with additional support needs, will be consulted on the development of, and plans for, the design of parks and other local facilities and environments. Good practice case studies will be showcased.

Children and young people will be encouraged and supported to engage with the development of plans for play, during the school day, at early learning and childcare settings, school grounds and outdoor areas.

In order to increase inclusive play opportunities, children and young people with additional support needs will be consulted about their experience of playing in East Lothian and their views taken into account.

A Play Champion for East Lothian will be identified to positively promote the views of children and young people and pursue progress on these. (See Appendix B)

## PRINCIPLE 3: Adults have a responsibility to promote and support children's right to play

### Priority statements

In order to ensure progress on the Play Policy, a cross-departmental strategic group will be established, meeting twice annually, under a high-level chair, receiving reports from housing, transport, health and well-being, education, early learning and childcare and others whose work has an impact on play. Reference should be made to the Single Outcome Agreement / East Lothian Plan.

A communication plan will be created to ensure awareness of the Play Policy amongst professionals whose work impacts on play and the wider community.

Guidance, training and support will be provided on adventurous play, risk and challenge, for all children and young people's settings throughout East Lothian. (*See Care Inspectorate and Health and Safety Executive Statements*)

Inclusion of children and young people with additional support needs must be integral to the policy and practice of groups or organisations providing play opportunities.

The Development Service (Planning) should protect and enhance physical spaces for play and decisions over the future of spaces must take into account the rights of children and young people enshrined in Article 31 (UNCRC).<sup>8</sup>

Current levels of community access to school grounds will be audited and should identify key influencing factors, including the wider school environment of streets and routes to school.

A plan will be developed showing the range of activities (including support and training) for staff and parents/carers, to increase understanding of children and young people's play, including an emphasis on inclusion and equality.

<sup>8</sup> **Municipal planning:** Local municipalities should assess provision of play and recreation facilities to guarantee equality of access by all groups of children, including through child-impact assessments. Consistent with the obligations under article 31, public planning must place a priority on the creation of environments which promote the well-being of the child. (Committee on the Right of the Child, 2013)



## IMPLEMENTATION OF THE PLAY POLICY

### Implementation of the policy should:

- be Council-wide, inclusive, positive, accessible
- take a cross-departmental approach
- involve children and young people, parents/carers, play-sector, partners, East Lothian Partnership
- be supported by the development of realistic plans for action with straightforward mechanisms to support progress

### To date we have:

**Consulted** with children and young people in accordance with UNCRC Article 12: Children have a right to express their views and have them taken seriously in accordance with their age and maturity. (See accompanying document: Have Your Say on Play DRAFT Summary Report East Lothian Play Policy Development: Consultation and Engagement, 2016)

**Written** a Play Policy to ensure that play threads through other policies within the Local Authority, thereby acknowledging the importance of play for children of all ages.

**Embedded** play in East Lothian Early Learning and Childcare Strategy 2016 – 2021 and the East Lothian Local Development Plan.

**Tasked** a working group to identify steps to support the development of a Play Policy in East Lothian including references to the six priorities of Single Outcome Agreements.

**Established** productive working relationships between key organisations for play including East Lothian Play Association, Support from the Start and East Lothian Council.



## References

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## Appendix A: East Lothian Profile

**The East Lothian Plan Single Outcome Agreement 2013-2023** has an overarching priority ...

**To reduce inequalities between our communities to ensure we have ...**

**A Sustainable Economy, Resilient People, Safe and Vibrant Communities**

### **Population**

In terms of population, East Lothian is ranked the 23<sup>rd</sup> largest Local Authority in Scotland. Although the population of East Lothian is relatively small it is forecast to grow at a faster rate than any of the other 31 local authorities over the next 20 years.

According to statistics provided by The National Records of Scotland annual population review 2015, the area of Scotland's fastest growing population over the last 10 years has been East Lothian, which has risen by 11%.

The highest growth in population is anticipated to be in the 0-15 age groups, which is predicted to rise by as much as 43% over the next 18 years.

### **Deprivation**

East Lothian Poverty Commission used the following definitions of poverty to inform and guide their work.

'People are said to be living in poverty if their income and resources are so inadequate as to preclude them from having a standard of living acceptable in the society in which they live. Because of their poverty they may experience multiple disadvantage through unemployment, low income, poor housing, inadequate health care and barriers to lifelong learning, culture, sport and recreation. They are often excluded and marginalised from participating in activities (economic, social and cultural) that are the norm for other people and their access to fundamental rights may be restricted' **European Commission, Joint Report on Social Inclusion 2004**

**The Scottish Index of Multiple Deprivation (SIMD)** is a measure of a number of indicators of poverty across small geographical areas:

In East Lothian, in 2016, there has been a reduction in the number of data-zones amongst the 15% most deprived in Scotland from three in 2012 to two in 2016. The two data-zones now falling in this category are Tranent High St/ Northfield and Elphinstone.

Of the six areas in the 20% most deprived in Scotland, three are in Preston Seton Gosford and three are in Fa'side.

Only 3.7% of East Lothian's residents live in the 20% most deprived in Scotland and 20.2% are in the

least deprived 20%.

Within East Lothian there has been an increase in population in the most deprived 40%.

### **How many children are living in poverty in East Lothian?**

Levels of poverty vary across East Lothian. Concentrations of poverty and deprivation can be found in the west of the county particularly in the Musselburgh East & Carberry and Fa'side Ward areas have the highest concentrations of multiple deprivation.

Overall 20.32% of children (1 in 5 children) in East Lothian are living in poverty after the cost of their housing is taken into account:

Musselburgh East and Carberry (28.33%);  
Fa'side (25.12%); Preston/Seton/Gosford (20.93%); Haddington and Lammermuir (18.45%);  
Musselburgh West (15.03%); Dunbar and East Linton (14.81%); North Berwick Coastal (12.18%).

<http://www.gov.scot/Topics/Statistics/SIMD>

### **Data**

As a part of an ongoing commitment to improve the well-being of children across Scotland, East Lothian Local Authority has participated in the collection of data on children entering primary school.

A developmental questionnaire; the Early Development Instrument (EDI), was completed by all P1 teachers in East Lothian in January 2012 and again in January 2016.

The EDI study is a tool, used internationally, for assessing children's readiness to learn on entry to Primary 1. It asks questions on five areas of child development: Physical Health and Wellbeing; Social Knowledge and Competence; Emotional Health and Maturity; Language and Cognitive Development; and Communication Skills and General Knowledge.

Preliminary conclusions from the 2016 survey data indicated similar developmental patterns to those observed and reported on in 2012.

Greater percentages of children were vulnerable in Physical Health and Wellbeing, Emotional Maturity and overall across the five domains in 2016 compared to 2012. This pattern, however, has been observed in other international EDI studies.

A slightly smaller number of children were vulnerable for Social Competence, Language and Cognitive Development and Communication Skills and General Knowledge in 2016 compared to 2012.

The percentage of children that attended an early learning programme (early learning and childcare settings) prior to school entry remained high at 99.15% in 2016 compared to 98.6% in 2012.

The number of children who have a special need (additional learning needs) categorisation rose from 3.6% in 2012 to 8.3% in 2016; however, further analysis is required to explore the nature and reasons for this increase.

Girls are less likely to be vulnerable compared to boys. Overall boys scored less well than girls on all the developmental domains with the greatest differences seen in their Social Knowledge and Competence, Emotional Health and Maturity and their Communication Skills and General Knowledge.

There remains a clear socio-economic gradient to 'vulnerability' across the county with 38% for SIMD Quintile Group 2 compared to 23% for SIMD Quintile Group 5 considered to be vulnerable in their readiness for learning. The largest increase in vulnerability was children in SMID Quintile Group 1 but given the small sample size the results should be interpreted with caution.

Some improvement is noted in specific developmental domains for children in the The Scottish Index of Multiple Deprivation (SIMD) Quintile Groups 2 and 3, which may be attributable to school and community campaigns to improve communication, language and social skills.

Information resulting from the 27 to 30 month health visitor checks provided by our Public Health colleagues, together with data from EDI and SIMD and population statistics will serve as drivers for change.

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## Appendix B: Scotland's Play Charter

### Scotland's Play Charter Pledge

Play Scotland is promoting Scotland's first inclusive **Play Charter**. This describes a collective **commitment to play** for **all babies, children and young people** in Scotland.

It builds on the Scottish Government's National Play Strategy and the Getting It Right for Every Child (GIRFEC) approach to supporting children, young people and their families.

The Charter is for parents, play providers, play champions and **everyone** with an interest and/or responsibility for play in Scotland.

Children and young people have the need and the right to play indoors and outdoors in welcoming and stimulating environments. Through **play** children have fun; develop and learn; assess and manage risk; use their imaginations and create new experiences that contribute to their health; wellbeing and a happy childhood.

The aim of **Scotland's Play Charter** is to:

**Highlight that every child has the right to play in line with Article 31 of the UNCRC and raise awareness of the importance of play for all babies, children and young people**

**Ensure a commitment to play is more strongly embedded within policies, strategies, key qualifications and CPD training**

**Ensure that children and young people are supported in their right to play and that play spaces are valued within communities**

**Inspire individuals, play providers and organisations to promote a range of inclusive play opportunities**

**Bring back the sight and sound of children playing in our communities**



<http://www.playscotland.org/who-we-are/scotlands-play-charter/>

### Play Champions

A Play Champion can be:

- **Anyone who works with or for children and young people**
- **Anyone who is interested in the child's right to play!**

*Planner, Health Improvement Officer, playworker, teacher, childminder, outreach or detached worker, Playground supervisor, Play Development Officer, Childcare Partnership Officer, Active Schools Manager or Coordinator, Out of School Care Manager or worker, Early Years or Sure Start Officer, Youth leader, Classroom/Learning Assistant, Playwork/Early Years/Childcare student, Health Visitor, parent, playground designer, health and safety officer, builder and inspector...*

<http://www.playscotland.org/who-we-are/scotlands-play-charter/what-is-a-play-champion/>

*Play is a fundamental and vital dimension of the pleasure of childhood, as well as an essential component of physical, social, cognitive, emotional and spiritual development.*

UN Committee on the Rights of the Child, 2013



© Janet Brent

This Policy was developed by a short-life working group for the East Lothian Play Policy. The group would like to thank the following organisations for their assistance with the development of this policy:



theresacaseyconsultancy



For more information please contact: [play@eastlothian.gov.uk](mailto:play@eastlothian.gov.uk)

# Have Your Say on Play

DRAFT Summary Report

Appendix 2

East Lothian Play Policy Development: Consultation and Engagement, 2016

**Have Your Say on Play** consultation activities were carried out between August and October 2016 to inform the development of the Play Policy for East Lothian. A short-life working group made up from East Lothian Council and partners from across the county with an interest in children's play opportunities and environments provided guidance and oversight for the consultations.

Three types of consultations activity were carried out:

**1. ONLINE SURVEY** through the East Lothian Council Consultation Hub. This survey focussed on three key questions:

- What is most important about playing?
- What gets in the way of playing in East Lothian?
- Which actions would be important to supporting play opportunities?

**2. CHILDREN'S 'SCRIBBLE SHEET'** activities were supported through East Lothian libraries, schools and out-of-school settings. The key questions were the same as the online survey but were translated into a very child-friendly format.

**3. A SNAP ONLINE SURVEY for 12- 18 year olds** to fill a gap in responses from this age group. This survey took the same three questions but translated the word 'play' into wording around free time and leisure opportunities.

## Summary of respondents

1. Online survey - Have Your Say on Play	313 responses	Aug. and Sept. 2016
2. Children's consultation 'Scribble Sheets'	453 responses	Aug. and Sept. 2016
3. Snap survey for 12- 18 year olds	130 responses	October 2016

## Summary of key points across all three activities

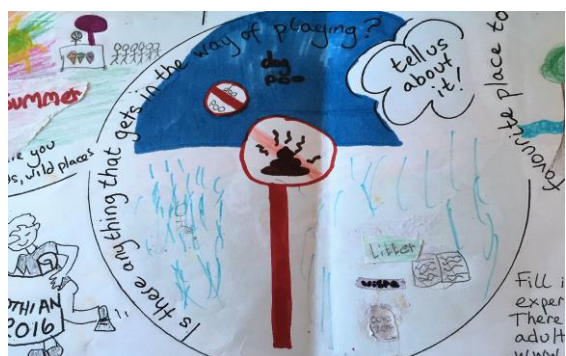
**Playing is part of a happy childhood.** It is an important way for children to learn and develop, and when they play, children have a chance to learn how to judge risks and challenges for themselves.

Free time is important to young people because they need **time to switch off, relax and to socialise**. They told us it's important to them because it's **their own time to do what they want with**, not to be told what to do by adults.

There are **fantastic and valued spaces to play in East Lothian** but **the range may not meet everyone's needs and it can be hard to get to them**.

We need to **increase and improve access to outdoor spaces** including **natural and wild spaces**.

Ensuring children and young people with additional support needs have access to **high quality, accessible and inclusive play and free time opportunities is a high priority** across all the consultation activities.





## Online Have Your Say on Play survey

### delivered through East Lothian Council Consultation Hub

Respondents	
A child aged: under 8 years / 9 – 12 years / 13 – 18 years	44 / 22 / 8
A parent/carer/grandparent	233
Someone who works directly with children & young people or whose work has an impact on play	79
Other/not answered	14
<b>Total number of respondents</b>	<b>313</b>

### SURVEY headlines

#### Q3. The top three importance of play messages

- Playing is an important way for children to learn and develop
- Playing is part of a happy childhood
- When they play, children have a chance to learn how to judge risks for themselves.

#### Q4. What do you think gets in the way of playing in East Lothian? *For further analysis, see below*

Top tier rated as a barrier or significant barrier at 56%, 43% and 34% respectively:

- There aren't enough good places to play
- It's difficult to get to the good places to play
- There isn't enough time for play because of time spent on computers, watching television etc.

#### Q5. How important are these actions in terms of supporting play opportunities?

Top tier rated as important or very important at 85%, 88% and 85% respectively.

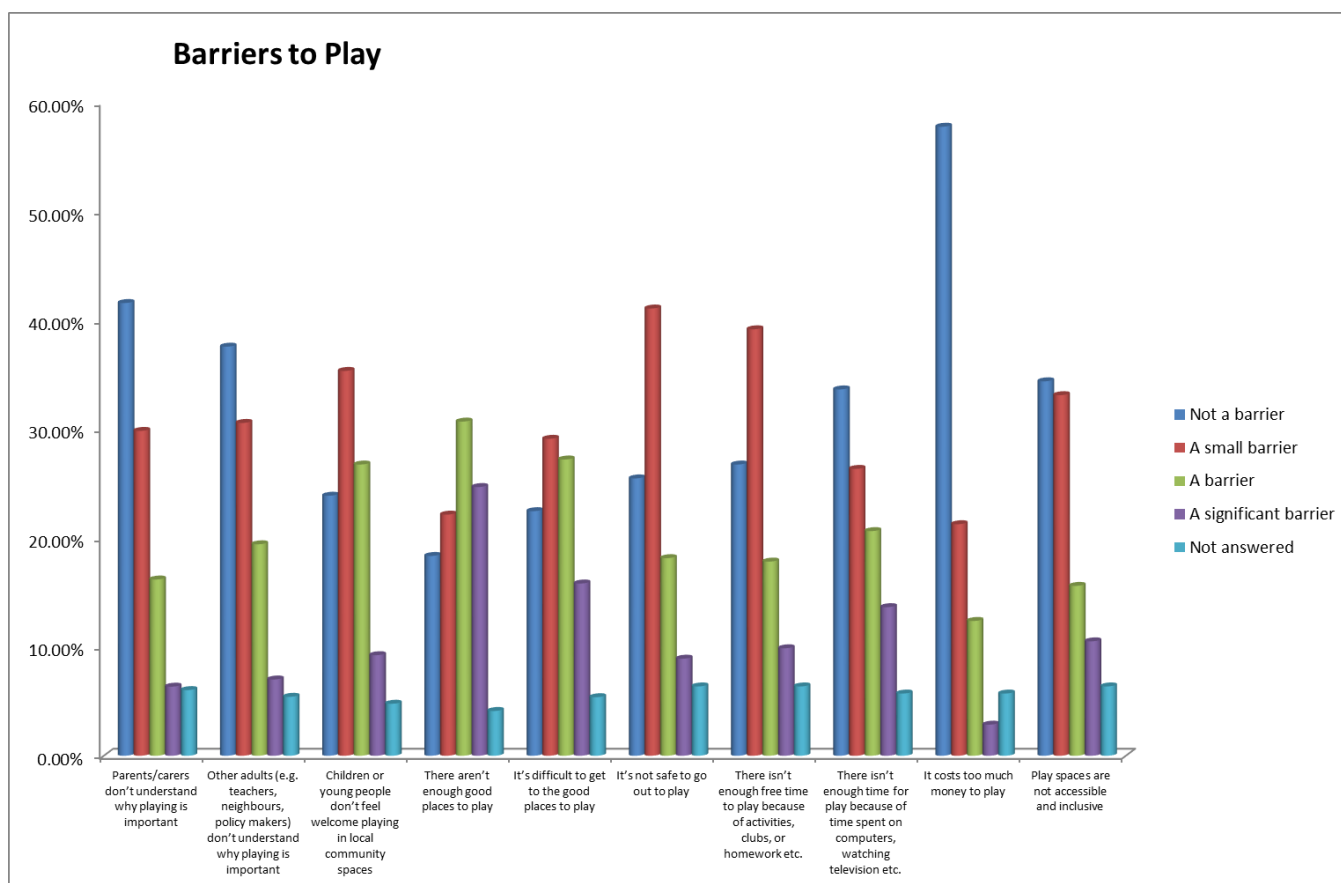
- Ensure children and young people with Additional Support Needs have access to quality play opportunities
- Improve access to outdoor spaces including natural and wild spaces
- Ensure that other Council Policies, Strategies and Community Planning support play opportunities.

The next tier in the range of 63% - 67%:

- Promote the importance of play
- Offer training to people working with children
- Provide guidance on adventurous play, and risk and challenge in play
- Always talk to children and young people about issues related to playing and play spaces

Create a local play network or play forum lagged behind at 36% but this may be a mechanism for delivering some of the above.

**We were interested in looking more closely at barriers to play highlighted in the survey see page 3**



**Table 1: What do you think gets in the way of playing in East Lothian?**

Table 2 shows the number of respondents rating at least one of the following three options as a 'barrier or significant barrier'. The place name refers to the location of the respondent, not the location of a play area.

- There aren't enough good places to play
- It's difficult to get to the good places to play
- Play spaces are not accessible and inclusive

Aberlady	1	Gullane	1	Port Seton	14 (5)
Athelstaneford	3 (2)	Haddington	21 (6)	Prestonpans	15
Ballencrieff	1	Humbie	2 (1)	Tranent	16 (8)
Belhaven	1 (1)	Longniddry	1 (1)	Wallyford	4 (2)
Cockenzie	5 (2)	Macmerry	2 (1)	West Fenton	1
Dirleton	4	Musselburgh	18 (4)	Whitecraig	2
Dunbar	7 (3)	North Berwick	29 (8)	Whittinghame	1 (1)
East Linton	7 (3)	Oldhamstocks	1 (1)	Edinburgh	1
Garvald	3	Ormiston	4	No response	19 (12)
Gifford	2 (1)	Pencaitland	9 (6)		

- 197 of the 313 respondents to the survey
- (In brackets) No. of those respondents including 'Play spaces are not accessible and inclusive' as a barrier or significant barrier
- NB: these are not percentages of the number of respondents from each location.

**Table 2. No. of respondents who rated at least one of the criteria below as a barrier or significant barrier**

40 of the 74 child and young person respondents to the survey who rated at least one of the above as a barrier or significant barrier

## CHILDREN'S 'SCRIBBLE SHEET' activities

453 responses from across East Lothian

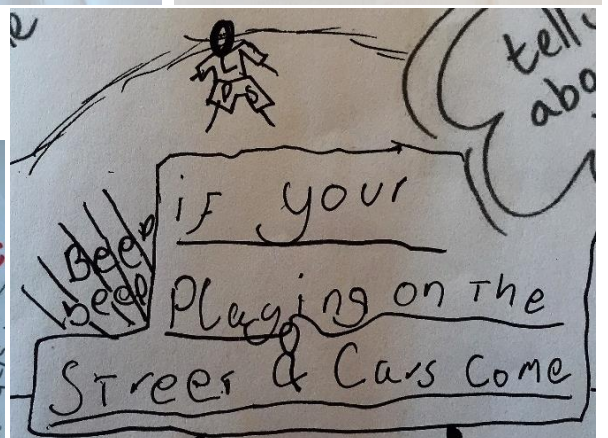
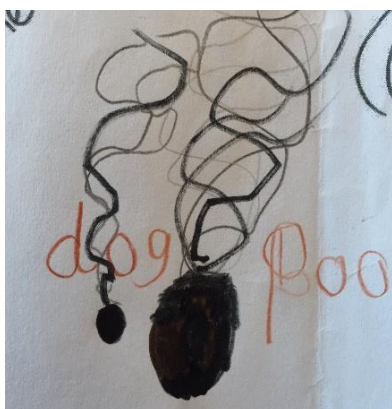
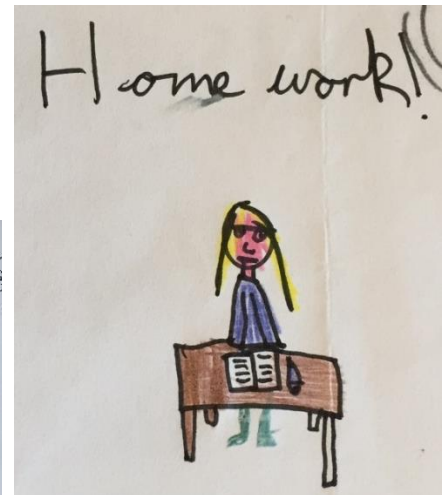
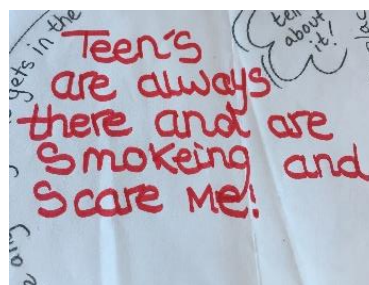
Children showed that East Lothian has some wonderful places to play; some of the most popular mentioned were our largest parks, swimming pools, skate parks, beaches, big hills and woods. Things that would make playing better or more fun included: equipment, safety, natural spaces and features, and getting to or places like our larger visitor destination and parks, beaches parks. Frequently mentioned wishes were for:

- More trees and forests
- Green spaces
- Shelter
- Skateparks
- Swimming pool
- Treehouses
- Warm water in pool
- Equipment



However, there were frequent mentions of things that get in the way of playing:

- dog poo (even schools may have lots of dog poo around them where children like to play)
- not enough litter bins, graffiti
- not getting much time to play, homework
- roads being too busy, and parked cars getting in the way of playing
- play spaces are not always suitable for children with additional support needs and can be too busy and noisy for some children; there is a need for more varied and inclusive options for all ages.



## SNAP SURVEY 12 – 18 YEAR OLDS

130 responses from across East Lothian

### SURVEY headlines

#### Q2. What do you think are the THREE most important about having free time to do what you want with?

Top tier rated as a barrier or significant barrier at 61%, 50% and 49% respectively:

- You need enough free time to switch off and relax
- Socialising and getting to know other people
- It's your own time to do what you want with, not to be told what to do by adults

#### Q3 What do you think gets in the way of having a good time in your free time in East Lothian?

Top tier rated as a barrier or significant barrier at 54%, 54%, 47% respectively:

- There aren't enough good places to spend your free time
- There isn't enough free time because of activities, clubs or homework etc.
- It's difficult to get to the good places

#### Q4 How important are these things for supporting free time opportunities for young people?

Top tier rated as important or very important at 70% and 60% (next three) respectively.

- Ensure young people with Additional Support Needs have access to quality free time opportunities
- Promote more positive attitudes about young people
- Improve access to outdoor spaces including natural and wild spaces
- When the Council make any plans make sure these support free time opportunities for young people

#### Where is your favourite place to play?

*"By the Tyne, especially by the beech tree by the white bridge. I like it because it's pretty and the kids like pottering about in the river. It's also close to where we live". (parent, online survey)*

This report was compiled by the report compiled by short-life working group for the East Lothian Play Policy. The group would like to thank the following organisation for their assistance with the activities:



**East Lothian Libraries**

**theresacaseyconsultancy**



These consultation and engagement activities were organised were in line with East Lothian Council's PV\_CEF Tool 3: Consultation Planning Checklist & PV\_CEF Tool 6: Inclusion Checklist.

For more information about any of the consultation and engagement activities including more detailed content please contact: [play@eastlothian.gov.uk](mailto:play@eastlothian.gov.uk)

**REPORT TO:** Education Committee

**MEETING DATE:** 13 June 2017

**BY:** Depute Chief Executive (Resources and People Services)

**SUBJECT:** Draft Parental Engagement Strategy 2017/2020

**5**

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**1 PURPOSE**

- 1.1 To ask the Committee to approve the Draft East Lothian Council Parental Engagement Strategy 2017/2020 together with the abbreviated document - Draft East Lothian Council Parental Engagement Strategy 2017/2020 Summary Document for Parents.

**2 RECOMMENDATIONS**

- 2.1 The Committee is asked to:-
- i. Approve and adopt the Draft East Lothian Council Parental Engagement Strategy 2017/2020 (Appendix 1). A copy of the Strategy will be provided to all Schools in East Lothian and to our Partner Providers – Early Learning and Childcare Settings. The Strategy will also be available on East Lothian Council's website.
  - ii. Approve and adopt the Draft East Lothian Council Parental Engagement Strategy 2017/2020 Summary Document for Parents (Appendix 2). A copy of the Summary Document will be provided to all parents/carers within East Lothian, and also to Schools, Partner Providers - Early Learning and Childcare Settings, Libraries, Health Centres and all Area Offices. The Strategy will also be available on East Lothian Council's website.

**3 BACKGROUND**

- 3.1 Each local authority is required to produce a Parental Engagement Strategy and thereafter report on this on an annual basis as part of the Parental Engagement Driver of the Scottish Government's National Improvement Framework and The Scottish Schools (Parental Involvement) Act 2006.
- 3.2 Our Strategy sets out how we will support our schools/partner providers to ensure all parents/carers are encouraged and supported to engage as

partners in their children’s learning and to become involved in the life and work of the school.

- 3.3. A Working Group was set up to consult with our stakeholders, and to gather their views in order to inform our Strategy. The Working Group comprised Parents, Head Teachers, Depute Head Teacher, Early Years Lead Officer, Private Partner representative (Early Years Setting), Parental Involvement Officer, Principal Officer (Inclusion), who all contributed to our East Lothian Council Parental Engagement Strategy 2017/2020. The abbreviated document East Lothian Council Parental Engagement Strategy 2017/2020 Summary Document for Parents was produced by our parent representatives.

#### **4 POLICY IMPLICATIONS**

- 4.1 None

#### **5 INTEGRATED IMPACT ASSESSMENT**

- 5.1 The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

#### **6. RESOURCE IMPLICATIONS**

- 6.1 Financial – None. The costs for producing the Parental Engagement Strategy 2017 and any costs associated with the formal launch will be met from our existing budget allocation.

- 6.2 Personnel – None

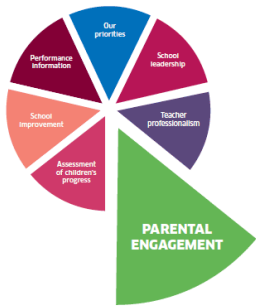
- 6.3 Other - None

#### **7. BACKGROUND PAPERS**

- 7.1 None

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<b>DATE</b>	22 May 2017

June 2017



**East Lothian Council**

**PARENTAL ENGAGEMENT STRATEGY**

**Getting It Right for Every Child**

**2017-2020**

## Introduction

In East Lothian Council we believe that fostering positive partnerships between parents and schools are key to securing the best outcomes for our children and young people. The Parental Engagement Strategy demonstrates the council's commitment to improve the quality and extent of parents' involvement in their child's learning and the important role they play in their child's education. Through this Strategy we can continue to build on existing good practice and create further opportunities for our parents and schools to work together. I would like to pass on my thanks to the Parents, Head Teachers and Council Officers who worked together to co-create this Strategy taking into account the views of the parental and school community.

**Fiona Robertson, Head of Education**

**This Strategy will be reviewed every 4 years in line with the Parental Involvement legislation.**

## Key

- ELC – East Lothian Council
- EL&C – Early Learning & Childcare
- S – Schools
- P – Parents
- PCs – Parent Councils

## Glossary

### Parent

- Parent refers to the mother or father of a child or young person, or to any foster carers, relative or friend who has been given responsibility for looking after or bringing up a child or young person. We will use the term parent or parents to refer to all parents and carers throughout this document.

### Schools

- Our Parental Engagement Strategy is for schools, partner provider early learning and childcare settings and for all other partners of East Lothian Council. The term school is used throughout this document to denote a range of settings.

### ASN (Additional Support Needs)

- Children and Young People who require additional support, in order to help them make the most of their school education and to be included fully in their learning.



What	Who					How	When	Impact
	ELC	EL&C	S	P	PCs			
<b>Welcome</b>								
Mutual respect and non-judgemental support underpin all staff/parent relationships.	✓	✓	✓	✓	✓	<p>School Management and Partner Provider Staff will create a welcoming environment for parents in their setting. Children and siblings will be welcomed at parent consultations.</p> <p>All school staff will welcome parents from the first point of contact at enrolment and throughout every contact.</p> <p>Training will be offered to all front of house staff to ensure that the needs of all parents are addressed in a professional manner when they arrive at the school.</p>	August 2017 onwards	All parents and families will feel welcomed and included in the life of the school and the care and education of their children.
Our engagement will take into account factors that may act as barriers for some families.	✓	✓	✓	✓	✓	<p>Parents will be given opportunities to discuss and agree with staff what may be put in place to support their individual needs.</p> <p>Non-resident parents will have their address/contact details included on their child's Enrolment Form and schools will ensure they will be provided with the same information as the resident parent as appropriate.</p>	August 2017 onwards	<p>Parent's needs are recognised and supported.</p> <p>Families feel welcome in our schools and can report their experience in the annual parental engagement consultation.</p>
<b>Measure</b>	<ul style="list-style-type: none"> <li>• East Lothian Council Annual Parental Engagement Consultation</li> <li>• Local Authority Self Evaluation Reports</li> <li>• Level of Complaints</li> <li>• Education Officer visits</li> <li>• School Inspection Pre-Questionnaires</li> </ul>							

What	Who					How	When	Impact
	ELC	EL&C	S	P	PCs			
<b>Communication &amp; Involvement</b>								
<p>Schools will communicate information to parents in a variety of ways in consultation with parents.</p> <p>Schools will make clear to parents how they can contact the school</p>		✓	✓	✓	✓	<p>Schools will communicate in a variety of ways which may include online Learning Journals and Learning stories face to face meetings. Schools will use newsletters, websites, noticeboards, a text/email service, phone calls and social media to give information to parents. All communication will be clear, giving parents good notice of events. Ways for parents to respond will be clearly explained.</p> <p>At enrolment, parents will be given clear information on who is the main contact person for their children and how they can contact that person to discuss matters relating to their children. They will also be given information on how to raise a concern. Schools will develop and put in place a well understood system and process to record and respond to parental concerns.</p>	August 2017 onwards	Parents will know how to raise concerns.
<p>Websites will contain key information for parents from Early Years Partnership settings through to Secondary school.</p>	✓	✓	✓			<p>School websites will make key documents available to read, link to or download including the School Handbook, Standards and Quality Report and School Improvement Plan. The website will also include links to local and national guidance and useful websites e.g. Parentzone, Read/Write/Count, school lunch menus and local consultations etc.</p>	August 2017 onwards	Parents are making regular use of school websites.
<p>Schools will make the involvement of parents a priority.</p>		✓	✓			<p>Schools will consult with parents and find a variety of ways, times and places to involve all parents in the life of the school at a level that families find comfortable, is supportive and inclusive. This will vary depending on family circumstances, children's stage of schooling and the school's location. It does not necessarily involve the parent coming in to school.</p>	August 2017 onwards	The ethos and culture of the school reflects parents as partners in their children's learning through their involvement with the school.

What	Who					How	When	Impact
	ELC	EL&C	S	P	PCs			
East Lothian Council and schools will communicate the ways in which parents are meaningfully involved in decision making.	✓	✓	✓	✓	✓	<p>The ways parents can be involved in decision making will be communicated through the School and Parent Councils newsletters, Parent Council meetings, Parents Evenings, Questionnaires, East Lothian Council Evaluation visits and Care Inspectorate and Education Scotland inspections.</p> <p>The School Handbook must be produced in consultation with the Parent Council.</p>	August 2017 onwards	Parents know how they can be involved in decision making in schools.
East Lothian Council will consult parents annually on their school involvement and engagement.	✓	✓	✓	✓	✓	An annual consultation will gather the views of all parents. The results will inform the School Improvement Plan, which will be produced in consultation with the Parent Council, and analysed at school/cluster/local authority levels.	Annually, commencing in May 2018	The annual consultation will effectively involve parents in both the school and local authority improvement planning process.
Schools will ensure that parents are meaningfully involved with the creation of the School Improvement Plan.	✓	✓	✓	✓	✓	<p>Schools will report on parental involvement and engagement within the context of their annual Standards and Quality Reports. Parents will be invited to give their opinions on the School Improvement Plan and to be involved in choosing improvement priorities for the year ahead.</p> <p>All parents will be informed of the key priorities contained within the School Improvement Plans. Plans will be placed on the school website, with hard copies available to parents on request.</p>	August 2017 onwards	Parents will know where to find information about the key aspects of the school's improvement work.

What	Who					How	When	Impact
	ELC	EL&C	S	P	PCs			
Schools will consult parents about the ways they report on pupil progress in learning.	✓	✓	✓	✓	✓	<p>Schools will develop bespoke approaches to reporting on pupil progress within the parameters of East Lothian Council and National guidance. Parents will be consulted with regard to these approaches. Schools should regularly review these approaches to ensure that parents have the information they need about the progress of their child.</p> <p>Schools will produce reports in Plain English that can be clearly understood by parents.</p> <p>The report should give clear feedback to parents that demonstrates that the teachers know their children well, and pays attention to their children's emotional and social development and their progress in learning.</p> <p>Learners will be meaningfully engaged in this process.</p>	August 2017 onwards	<p>Parents will feel valued and be meaningfully involved in developing approaches to reporting that meets their needs. Parents will understand the progress their children are making and the information/support they require to be able to support their children's learning.</p> <p>Pupils will have a clear understanding of their strengths and next steps in learning.</p> <p>Pupils will have a clear understanding of the support in place to help them succeed.</p>
Parent volunteers will be welcomed to support school activities.		✓	✓	✓		Parents who wish to come into school to help with a wide range of activities will be welcomed and supported by a designated member of staff. Protocols will be developed by schools to support parents working with children as a volunteer.	August 2017 onwards	Children's learning and school activities will be enhanced by the contributions of parent volunteers.
<b>Measure</b>	<ul style="list-style-type: none"> <li>• <b>East Lothian Council Annual Parental Engagement Consultation</b></li> <li>• <b>Websites and other social media</b></li> <li>• <b>Education Service Improvement Plan</b></li> <li>• <b>Parents Evenings</b></li> <li>• <b>Parent Council feedback</b></li> <li>• <b>Parent volunteers</b></li> <li>• <b>Level of parental engagement in the development of the School Improvement Plan</b></li> </ul>							

What	Who					How	When	Impact
	ELC	EL&C	S	P	PCs			
<b>Engagement in Child's Learning</b>								
Schools will support parental engagement in children's learning.	✓	✓	✓			East Lothian Council expects that all school staff will demonstrate and understand that parental engagement in children's learning is highly effective in improving a range of outcomes for children; better attendance, behaviour, home learning and overall learning progress. They will also understand that it is a duty of school staff to find meaningful, inclusive and accessible ways to involve and engage parents in their children's learning.	August 2017 onwards	Parents will be encouraged to be fully engaged in their children's learning at a level with which they are comfortable.
Schools will explain helpful ways that parents can support learning with clear information about what children are studying and how it can be supported at home.		✓	✓			Schools will help parents to understand that their interest in their children's learning can impact on children's progress. They will find ways to help parents understand what their children are learning and how they are being assessed.  Parents can be supported to engage with their children's learning, both in and out of school, through information leaflets, use of social media, sharing virtual learning environments, links to online learning materials and, information about outside educational experiences in the community.	August 2017 onwards	Parents report increased confidence in helping their children to develop and learn.
Schools and families will work together to plan successful transitions.		✓	✓	✓		Schools will involve parents and pupils in the transition programmes to ensure that the emotional and social needs of children and parents are met and that children's learning is continuous.	August 2017 onwards	Families feel supported through transitions to the next stage of schooling.
Schools will ensure that all parents are aware of transition arrangements.		✓	✓			Schools will communicate the details of transition programmes to all parents including enhanced transition for children with additional support needs.	August 2017 onwards	Parents of all children including those with additional support needs will feel more confident about their children's wellbeing and learning progress through transitions.

What	Who					How	When	Impact
	ELC	EL&C	S	P	PCs			
Schools will help and encourage parents to support their children through course selection.			✓	✓	✓	Staff will help and encourage parents to support their children through course selection at all stages. This will include opportunities to consider children’s wider interests in life and for both parents and children to have the information they need to make these important decisions. This may be through curriculum evenings, meetings with guidance support, careers evenings or other flexible ways, as requested by parents.	August 2017 onwards	Parents feel informed and enabled to support their young people in their decisions on courses.
Monitor levels of parental engagement with learning provision in all our schools.	✓	✓	✓		✓	<p>Information about strengths and development areas in relation to parental engagement in children’s learning will be gathered from East Lothian Council Evaluation visits, from Care Inspectorate, Education Scotland Inspections and the East Lothian Council annual parental consultation. Data will be gathered and analysed at school and council level to inform improvements in parental engagement in learning.</p> <p>East Lothian Council will share good practice of where parental engagement is working well, including with Head Teachers during their Evaluation Visits.</p>	August 2017 onwards	Parents will be meaningfully involved in East Lothian Council and school level monitoring and evaluation.
<b>Measure</b>	<ul style="list-style-type: none"> <li>• <b>East Lothian Council Annual Parental Engagement Consultation</b></li> <li>• <b>Feedback from the Parent Council</b></li> <li>• <b>Attendance and feedback from parents evenings, course choice and transition meetings</b></li> <li>• <b>Minutes from The East Lothian Association of Parent Council Members Meeting</b></li> </ul>							

What	Who					How	When	Impact
	ELC	EL&C	S	P	PCs			
<b>Family Learning</b>								
Families contribute to Family Learning opportunities.	✓	✓	✓	✓		All East Lothian Council groups including schools recognise that ‘a key component of family learning is the negotiated learning between staff and families, taking into account prior learning, family circumstances and aspirations.’ (Family Learning; Education Scotland 2016).  East Lothian Council recognises the importance of family learning and will promote this. This can be talking, playing and reading with your children at all stages or more formalised family learning opportunities which can be supported by school staff or Community Learning and Development who actively promote/support the curriculum.	August 2017 onwards	Families report having a say in shaping the Family Learning opportunities they have been involved in.
Schools will work with partners to both promote and provide Family Learning opportunities, taking into account the varied needs of parents.	✓	✓	✓			Intergenerational opportunities for families to learn together will be created and promoted by a range of partners in collaboration with schools and parents. These partners may include Outdoor Learning, Support from the Start, 3 <sup>rd</sup> sector groups, voluntary groups e.g. First Step, Dad’s work, Home Start. Schools will also consider how they can share resources creatively to increase family learning opportunities in their cluster.	August 2017 onwards	Families see an improvement in family literacy, numeracy and health and wellbeing.
Schools will encourage the uptake of Adult Literacy and Numeracy classes.	✓	✓	✓	✓		Schools will aim to build relationships with parents that overcome barriers to parental engagement and raise awareness of provision of support by East Lothian Council for Adult Numeracy and Literacy classes. These relationships will enable parents to feel confident about seeking support to help address any barriers to learning. Schools will enable staff to support each family who “volunteers”, into a well matched programme or initiative for their family.	August 2017 onwards	Families are matched into the right programme which increases uptake and completion of the programme.
East Lothian Council will promote good practice in Family Learning.	✓		✓		✓	East Lothian Council and schools will identify and communicate best practice of local and national Family Learning initiatives through the East Lothian Association of Parent Council Members meetings, Cluster Head Teacher Meetings and Parent Council meetings.	August 2017 onwards	East Lothian Council and other national Family Learning programmes will be celebrated and publicised, which will increase uptake.

What	Who					How	When	Impact
	ELC	EL&C	S	P	PCs			
East Lothian Council and schools will build awareness of the factors causing poverty in our communities and how poverty impacts on family wellbeing and children's health and learning outcomes.	✓	✓	✓	✓	✓	<p>The East Lothian Poverty Commission report will be considered by all schools and settings working with parents. The 'Cost of the School Day' will be considered in each school by staff, parents and the Parent Council, supported by third sector and community groups.</p> <p>East Lothian Council will share good practice in schools that improve their understanding of poverty and its impact within East Lothian Council and wider.</p>	August 2017 onwards	Poverty, as a significant barrier to family and children's health and wellbeing will be understood. The barriers it causes will be tackled with positive impact on families and children.
<b>Measure</b>	<ul style="list-style-type: none"> <li>• <b>East Lothian Council Annual Parental Engagement Consultation</b></li> <li>• <b>Uptake of Family Learning programmes</b></li> <li>• <b>Evaluations from Family Learning programmes</b></li> </ul>							



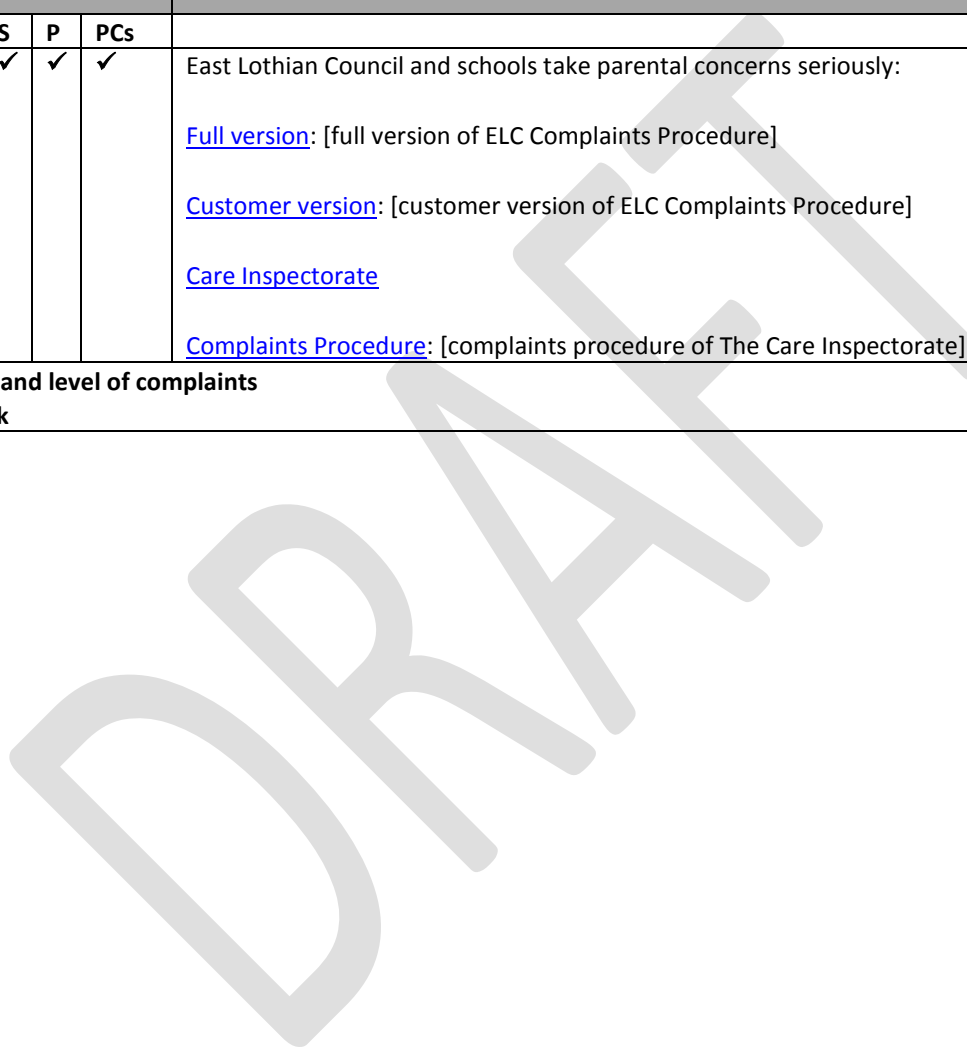
What		Who					How	When	Impact
	ELC	EL&C	S	P	PCs				
<b>Programmes for Parents</b>									
East Lothian Council will provide a range of programmes to support all parents.		✓	✓	✓	✓		The approved programmes can be found in the East Lothian Council Parenting Strategy. These include the Solihull approach, PEEP, the Incredible Years, Raising children with Confidence, Raising Teens with Confidence, Escape. Availability of these programmes will be advertised through the Parenting Courses quarterly update circulated by <u>Support from the Start</u> .	August 2017 onwards	Increasing numbers of parents taking up a course will indicate the courses are effectively publicised.  Parent evaluations of the courses show impact on their confidence in supporting their children.
<b>Measure</b>		<ul style="list-style-type: none"> <li>• East Lothian Council Annual Parental Engagement Consultation</li> <li>• Uptake of programmes for Parents</li> <li>• Evaluations from Parent Programmes</li> </ul>							

DRAFT

What	Who					How	When	Impact
	ELC	EL&C	S	P	PCs			
<b>Parent Councils</b>								
East Lothian Council will continue to support Parent Councils, and in particular the Chair of the Parent Council, as well as the Head Teacher in their role as Adviser to the Parent Council.	✓	✓	✓		✓	Through the Parental Involvement Officer by: <ul style="list-style-type: none"> <li>• delivering training to support new office bearers to carry out their role effectively</li> <li>• attending Parent Council meetings, on request, to brief new members on the role and remit of the Parent Council.</li> <li>• offering an annual training programme to support all members of the Parent Council to carry out their role effectively and ensure all training materials are available digitally to support parents who are unable to attend training sessions.</li> <li>• meeting with the full Parent Council when there is a Head Teacher vacancy to outline the recruitment and selection process and in particular focus on the parental involvement aspect of this campaign.</li> <li>• providing Recruitment and Selection Training for parents specifically for Head Teacher and Depute Head Teacher appointments.</li> <li>• providing a venue for Parent Councils to hold their meetings.</li> <li>• paying for the services of a Clerk to support the Parent Council.</li> <li>• providing an annual budget allocation to support the work of the Parent Council.</li> <li>• paying for a group membership to the Scottish Parent Teacher Council which includes public liability insurance.</li> <li>• distributing key information at both a local and national level from the Scottish Government; Education Scotland; National Parent Forum of Scotland, and Scottish Parent Teacher Council.</li> <li>• consulting with Parent Councils through the establishment of the East Lothian Association of Parent Council Members Meetings.</li> </ul>	August 2017 onwards	Positive partnership working with increased parental engagement.

What	Who					How	When	Impact
	ELC	EL&C	S	P	PCs			
Parents are trained to recruit Senior School Managers.	✓		✓	✓	✓	<p>East Lothian Council will continue to ensure that parents play a crucial role in the recruitment of Head Teacher and Depute Head Teacher posts.</p> <p>Parents and Parent Councils will be fully briefed and understand their role in the appointment of Head Teachers and Depute Head Teachers.</p>	August 2017 onwards	Parents are directly involved in the decision making process for choosing the leaders in their children's school.
Training is provided for parents to participate fully in school inspections.	✓			✓		<p>East Lothian Council will offer training for parents who may be involved in school self-evaluation and school improvement processes. East Lothian Council will offer training for parents who may be involved in school inspections.</p>	August 2017 onwards	Parents will feel more confident to play a key role in the inspection process.
<b>Measure</b>	<ul style="list-style-type: none"> <li>• <b>East Lothian Council Annual Parental Engagement Consultation</b></li> <li>• <b>Effective participation in the Recruitment and Selection process</b></li> <li>• <b>Effective participation in the School Inspection process</b></li> <li>• <b>Evaluation from Parent Council training sessions</b></li> <li>• <b>Attendance and participation at The East Lothian Association of Parent Council Members Meetings</b></li> </ul>							

What		Who					How	When	Impact
	ELC	EL&C	S	P	PCs				
<b>Complaints Procedure</b>	✓	✓	✓	✓	✓	East Lothian Council and schools take parental concerns seriously:  <a href="#">Full version</a> : [full version of ELC Complaints Procedure]  <a href="#">Customer version</a> : [customer version of ELC Complaints Procedure]  <a href="#">Care Inspectorate</a>  <a href="#">Complaints Procedure</a> : [complaints procedure of The Care Inspectorate]	August 2017 onwards	Parents will feel confident that their concerns/complaints are being dealt with effectively.	
<b>Measure</b>	<ul style="list-style-type: none"> <li>• <b>Analysis and level of complaints</b></li> <li>• <b>Feedback</b></li> </ul>								



**REPORT TO:** Education Committee

**MEETING DATE:** 13 June 2017

**BY:** Depute Chief Executive (Resources and People Services)

**SUBJECT:** Head Teacher Appointment

**6**

## **1 PURPOSE**

- 1.1 To inform the Committee of the Head Teacher appointment made by the Appointments Sub-Committee.

## **2 RECOMMENDATIONS**

- 2.1 The Committee is asked to note the undernoted Head Teacher appointment.

## **3 BACKGROUND**

- 3.1 The following Head Teacher appointment is intimated: -

<b>School</b>	<b>Appointee</b>	<b>Commencement Date</b>	<b>Previous Post and School</b>
Humbie/Saltoun Primary Schools	Mrs Karla Pearce	28 June 2017	Depute Head Teacher Lasswade Primary School

## **4 POLICY IMPLICATIONS**

- 4.1 None

## **5 INTEGRATED IMPACT ASSESSMENT**

- 5.1 The subject of this report does not affect the wellbeing of the community or have a significant impact on equality, the environment or economy.

## **6. RESOURCE IMPLICATIONS**

- 6.1 Financial – None

6.2 Personnel – None

6.3 Other - None

## 7. BACKGROUND PAPERS

7.1 None

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<b>DATE</b>	4 May 2017