

Public Document Pack



EDUCATION SUB-COMMITTEE WEDNESDAY, 24 MAY 2023

A MEETING of the EDUCATION SUB-COMMITTEE will be held in the COUNCIL CHAMBER, COUNCIL HEADQUARTERS, NEWTOWN ST BOSWELLS AS A BLENDED MEETING on WEDNESDAY, 24 MAY 2023 at 10.00 am.

All Attendees, including members of the public, should note that the public business in this meeting will be livestreamed and video recorded and that recording will be available thereafter for public view for 180 days .

J. J. WILKINSON,
Clerk to the Council,

14 May 2023

BUSINESS		
1.	Welcome and Introductions	
2.	Apologies for Absence	
3.	Order of Business	
4.	Declarations of Interest	
5.	Minute (Pages 3 - 12) Minute of Meeting held on 2 March 2023 (Copy attached.)	5 mins
6.	Performance and Improvement - Quintile 1 Review (Pages 13 - 48) Report by Director of Education & Lifelong Learning (Copy attached.)	30 mins
7.	Respectful Relationships and Anti-Bullying Policy (Pages 49 - 122) Report by Director of Education and Lifelong Learning. (Copy attached.)	20 mins
8.	Digital Citizenship - Mobile Technology (Pages 123 - 148) Report by Director of Education and Lifelong Learning (Copy attached.)	10 mins
9.	Any Other Items Previously Circulated	

10.	Any Other Items Which the Chair Decides are Urgent	
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NOTES

- 1. Timings given above are only indicative and not intended to inhibit Members' discussions.**
- 2. Members are reminded that, if they have a pecuniary or non-pecuniary interest in any item of business coming before the meeting, that interest should be declared prior to commencement of discussion on that item. Such declaration will be recorded in the Minute of the meeting.**

Membership of Committee:- Councillors L. Douglas (Chair), J. Greenwell, C. Hamilton, A. Orr, N. Richards, E. Robson, S. Scott, F. Sinclair and A. Smart.

Religious Representatives:- A. Hood and M. Docherty

Teacher Representatives:- N. York and C. Clements

Parent Representatives :- Vacant

Pupil Representatives:- Lewis Campbell and Georgia Scott.

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SCOTTISH BORDERS COUNCIL
EDUCATION SUB-COMMITTEE

MINUTE of MEETING of the EDUCATION SUB-COMMITTEE held in Council Chamber and via Microsoft Teams on Thursday, 2 March 2023 at 10:00am

Present: - Councillors L. Douglas (Chair), J. Greenwell, C. Hamilton, A. Orr, N. Richards, E. Robson, S. Scott, F. Sinclair; A. Hood, M. Docherty (Religious Representatives); N. York, C. Clements, (Teacher Representatives); B. Birchall, G. Scott (Pupil Representatives),

Apologies:- Councillor A. Smart.

In Attendance: - Director of Education and Lifelong Learning, Chief Education Officer, Senior Lead Officer – Education (C. Robertson), Democratic Services Officer (F. Henderson).

1. **WELCOME**

The Chair welcomed everyone to the meeting, which included members of the Sub-Committee and those watching via the Live Stream, and outlined how the meeting would be conducted.

2. **MINUTE**

BERWICKSHIRE HIGH SCHOOL

In Attendance:- Mr Bruce Robertson (Headteacher), Christian Robertson (Quality Improvement Officer) and Councillor Moffat.

3.0 The Chairman welcomed the representatives from Berwickshire High School.

3.1 **HMIE report**

With reference to paragraph 2 of the Minute of 3 March 2022, there had been circulated copies of a report on His Majesty's Inspector of Education (HMIE) Reports for Berwickshire High School and the continuous scrutiny and support provided by the Quality Improvement Team within Scottish Borders Council. The report explained that Initial inspection of Berwickshire High School by His Majesty's Inspectorate of Education (HMIE) in March 2019 noted significant concerns in a number of areas, including leadership, safeguarding, learning and teaching, wellbeing and attainment with areas noted for immediate action. A Follow-up visit by HMIE in November 2021 reported significant improvement under the leadership and direction of the new Headteacher and confirmed that HMIE would not undertake a further visit, but would ask the Local Authority to review and Report on continued progress. After a period of monitoring and support by the Quality Improvement Team, a review took place in November 2022 to validate progress made and to report back to HMIE and Education Scotland. The Team recognised significant additional progress and improvement made by the Headteacher and staff over the previous 12 months, whilst monitored the progress of Berwickshire High School following the visit by Her Majesty's Inspectors of Education (HMI) in November 2021. This had included regular visits to the school by members of the Quality Improvement team, an in-depth Attainment Analysis meeting following the publication of 2022 attainment data, and a formal Review Visit in November 2022. During that visit, the team talked to children and young people, members of the middle and senior leadership teams, teaching and support staff, parents and observed children and young people in their learning.

- 3.2 Mr Robertson explained that in terms of leadership, there had been a continued focus over the past 12 months, to develop leadership at all levels. This had included establishing a new mission statement of the school – ‘Aim for Best’ – in consultation with key stakeholders and this was helping to create a shared sense of community, purpose and ambition. There was a coherent approach to school improvement with a clear improvement cycle to evaluate progress. A strategic focus on leadership capacity development, with a particular focus on the middle leadership team, was having a very positive impact across the school. For example, middle leaders were now leading programmes of professional learning workshops for teachers, and were playing an enhanced role in the planning of a newly introduced Supported Self-Evaluation Programme, with follow-up coaching. There was clear alignment between the school and faculty improvement plans. Communication at all levels had improved significantly, with a regular pattern of leadership team meetings, and systems to share key messages with staff, which was having a positive impact on staff, who felt valued and supported to participate in collaborative improvement. As well as meeting on a weekly one-to-one basis with middle leaders, members of the Senior Leadership Team (SLT) meet weekly with focus groups of young people, on a rotation, to ensure the voice of all young people was heard. These ensure pupil voice was at the heart of school improvement. The student Head Team attend weekly SLT strategic meetings and the Student Council was also playing an important role. Further opportunities had been created to promote leadership at all levels and included three newly established Assistant Head of Year positions with a pastoral focus, a digital learning lead, and a support staff member co-leading Beekeeping in senior phase curriculum. Individual staff members had volunteered to take on additional leadership responsibilities, including leading the Student Council, the Equity and Diversity Group, and mentoring Newly Qualified Teachers (NQTs).
- 3.3 In terms of creating a calm, safe and purposeful learning environment conducive to high quality learning, the learning environment within Berwickshire High School was calm and safe. The updated vision, values and aims set clear expectations and identify respect and safety explicitly. There were clear procedures in place for moving around the school, which were adhered to consistently across the school. There were also clear systems and procedures in place to help ensure high standards of behaviour across the school. Young people demonstrate polite behaviours in corridors and are well behaved and courteous in classes. Professional learning initiatives, such as weekly reading and discussion groups focusing on teaching positive behaviour, were having a tangible impact across the school. Most young people report they feel safe in school and feel their views are listened to. A renewed assemblies programme, focusing on school values, was having a positive impact on culture. Staff report that they feel valued as members of the school community and that Berwickshire High School was a rewarding place to work.
- 3.4 In terms of all staff developing an agreed shared understanding of what high quality learning looked like, Improving learning and teaching across the whole school was now the core business of all teachers. This was evidenced in the high quality professional learning, which was on offer for all staff, the rich professional dialogue around pedagogy and the significantly improved experiences in the classroom for young people. There was a shared understanding of ‘what excellent looked like’ and all staff were encouraged and supported to deliver their best for the young people. The Principal Teacher of Pedagogy maintained a high profile and there was clear evidence of his impact across the school. A plethora of opportunities were available for all teachers to improve their pedagogy, including: professional reading groups, YouTube bite size tutorials, staff-led workshops, peer review programmes, and coaching sessions. Digital Technology had a very high and growing profile in all aspects of the school and its work. Young People were able to articulate how they learned and used the language of learning with confidence. A shared understanding of lesson structure had been developed through the use of a Lesson Evaluation Toolkit, which was used consistently by almost all teachers. An inaugural Pedagogy Conference was held in November 2022, showcasing the school’s journey of improvement in learning, teaching and assessment.
- 3.5 In terms of staff developing curriculum pathways, as already agreed, at all stages, including with partners, to promote challenge, provide more flexibility for learners and meet their needs and aspirations. The curriculum was now providing a wider range of pathways and

experiences for young people. The addition of NPAs and new National courses was better meeting the needs of the learners and included Drama, Citizenship, Beekeeping, Criminology, Politics and Classics. Plans were well underway to introduce additional courses, including: Dance (level 5), Media (level 5), Exercise & Fitness (level 6), Applications of Maths (level 6) and Refereeing (level 7). The S3 curriculum had been revised and improved, with a renewed focus on clear learning pathways and relevance to both the senior phase, and skills for life and work. There had been implementation of improved 1 + 2 languages model, in collaboration with Education Scotland. In consultation with key stakeholders, there had been a redesign of options in senior phase to support personalisation and choice (this included the flexibility to choose from a suite of 'long' and 'short' short level 4 and 5 courses). The development of broader range of level 5 courses supported the drive for higher levels of attainment for all students, allowed students to engage in new learning pathways, and to develop vocational skills. Expanded partnership working was supporting the newly designed curriculum and included a new partnership with Marchmont House and new curriculum enhancement opportunities, such as the Duke of Edinburgh Award and Youth Philanthropy Initiative (YPI). The work of the Developing the Young Workforce (DYW) lead was having a very positive impact on the use of employability partners to support the delivery of the curriculum and included strengthened links with college and local businesses and tracking positive destinations. As a result, the contribution of local partners, including Community Learning and Development, in curriculum delivery was much stronger. There was also improved collaborative curriculum design across the cluster, with a particular focus on literacy, numeracy, languages and sciences. While this work was in an early phase, it had the potential to significantly improve the learning experience for all young people.

- 3.6 In terms of Wellbeing, the school continued to make strong progress in this area and had worked in partnership with Education Scotland to develop and implement a strategic plan, focusing on wellbeing and inclusion. As a result, the school now offered a calm, safe learning environment. Standards of behaviour across the school were high, with a strong focus on student leadership and student voice which was having a very positive impact on ethos. Success was widely celebrated, included through assemblies, House competitions and Praise Postcards. There was improved tracking and communication of this, including with staff and parents. The improved health and wellbeing curriculum was having a positive impact on student's understanding of wellbeing indicators, including how they can take responsibility for their own wellbeing. Wellbeing indicators were tracked using MS Forms, with data analysed and presented at weekly Berwickshire Intervention Group (BIG) meetings. This allowed pastoral staff to review, plan and intervene, to support students in a timely manner. Communication with wider staff had also improved significantly.
- 3.7 In terms of all Staff working to raise standards of attainment and provide wider opportunities for achievement to improve outcomes for young people, there had been considerable improvement in this area, with particular gains in S4 and S6. These had come about as a result of senior leaders taking a rigorous, strategic approach to planning for improvement in the attainment and achievement for all young people. Approaches to data gathering and interventions planning had been reviewed and provided robust and reliable evidence for improvement. There was annual Insight training for all staff and there had been development of an improved whole-school tracking system. Young people were attaining more qualifications at SCQF levels 4-6 and were attaining well in literacy and numeracy. Analysis and discussion of tracking data with class teachers and faculty leaders was much stronger. Every faculty had a clear plan for raising attainment at faculty level and plans were discussed and reviewed with the Senior Leadership Team each term and there was improved sharing of attainment data with pastoral staff. A newly appointed Principal Teacher of Raising Attainment and Curriculum Enhancement was focusing on raising attainment for the lowest attainment students in S4-6. The school continued to develop its positive relationship with Borders College, which were allowing students to attain more widely. There was improved summative and formative assessment across all year groups and systems to track and celebrate wider achievement were having a positive impact.
- 3.8 In Summary, Mr Robertson stated that the School would continue to consolidate and inbed

improvement initiatives and work closely with the Local Authority who was supporting them.

Neil Bennett, Chair of Berwickshire High School, although unable to attend had submitted a short statement in which he expressed what a privilege it had been to be part of the School's Journey in the past few years – the achievements were particularly tangible and there had been a culture change and the solid foundations were leading to improvements in attainment – he was particularly excited about the growing curriculum being offered. He extended his congratulation to Senior Managers, Staff, Pupils and the wider community on achieving this during a global pandemic.

- 3.9 Christian Robertson, Senior Lead Officer highlighted how immensely proud she was of the journey undertaken by Berwickshire High School and the significant progress made – there had been a relentless focus on attainment, which was clear, controlled and continuous. The investment in all staff had improved morale and the quality of teaching.

DECISION

AGREED to approve the Local Authority and Education Scotland's recommendation that Berwickshire High School be fully signed off following an intensive period of improvement.

4.0 HAWICK HGH SCHOOL

In Attendance:- Ms Lisa Scott (Acting Headteacher), Catherine Thomson (Quality Improvement Officer) and Councillors Ramage and Richards.

WELCOME

- 4.1 The Chairman welcomed the representatives from Hawick High School.

4.2 HMIE Report

With reference to paragraph 3 of the Minute of the Education Performance Sub- Committee held on 3 March 2022, there had been circulated copies of a report which explained that Hawick High School had initially been inspected in January 2020, a follow up support visit in January 2022 to report on the progress made had resulted in sign off to the local authority in 2022. The visit by HMIE to Hawick High school noted significant improvements in all areas, with the second Report being published on 8 February 2022. Scottish Borders Council had monitored progress and a formal review visit was held in January 2023. A team of Officers from Scottish Borders Council visited the school to validate the improvements made and to quality assure the progress made over the past 12 months. The team met with staff, business partners and young people, observed lessons and reviewed all aspects of the schools progress with the initial recommendations of the HMIE Report in 2020. In February 2023, the Chief Officer, the Quality Improvement Manager and the Headteacher met with the Head of Scrutiny for HMIE to give their report. Following a lengthy professional discussion, HMIE endorsed the Local Authority's report and agreed to a final sign off from HMIE. The areas of improvement had been identified as a) A clear strategic overview was now needed of the range of work taking forward improvements. Staff should continue to work collaboratively to progress a more joined-up approach with clear timescales for activities and an appropriate pace of change; b) Building on existing effective practice and enthusiasm of staff to continue to improve the quality of learning, teaching and assessment across the school; c) All staff need to recognise their role in providing support for all young people. Staff should continue to develop approaches to supporting all young people, including those who are facing significant challenges in their lives, to attain and achieve. This should lead to all young people feeling welcome, valued and included in the life of the school and d) Further work is needed to improve the curriculum so that young people can make better progress in their learning; e) Improve the attainment of young people. Work is needed to ensure that more young people leave Hawick High School with appropriate qualifications.

- 4.3 Miss Scott explained that over the past 12 months there had been a continued focus on the development of leadership at all levels and a coherent approach to school improvement. There was a clear measurable planning cycle, alignment of the SIP/FIP and the work of Improvement Teams. Middle Leaders were more strategic in their approach to school

improvement and pupil voice was at the heart of the school improvement and the Student Forum beginning to play an important role. Extended leadership opportunities to promote leadership at all levels continued with the appointment of a new Posts and Development Officer role. In terms of building on existing effective practice and enthusiasm of staff to continue to improve the quality of learning, teaching and assessment across the school, there continued to be considerable improvements in this area with high quality professional learning offered for all staff. Professional dialogue around pedagogy and improved experiences in the classroom for young people and a Shared understanding of 'what excellent looks like' and all staff were developing their pedagogy using a clear cycle for learning based on the redefined Lesson Evaluation Framework. The LEF gave a structured approach to lessons and sets out the school expectations. Formative assessment strategies were a more prominent feature of lessons and this was supporting learners to understand where they were in their learning and what they needed to do to improve. The use of IEP (student passport) with regular planned reviews of extracted students with staff/parents and agencies ensured that young people were receiving the appropriate support. Weekly House meetings were strategically structured and robust procedures for attendance and lateness. Pastoral Support ANAs had daily focus and identified patterns of concern and initiated supports as required. The focus on the student voice through the Student Forum continued to be developed. HWB/Nurture surveys completed with action points identified and addressed by the Nurture Improvement team and feedback shared with student forum.

- 4.4 In terms of improving the curriculum so that young people can make better progress in their learning, the curriculum continued to provide a growing range of pathways and experiences for young people through the addition of NPAs and new National courses. The DYW Improvement Team had been working to embed the employability skills and establish sustainable employer links with the local community and the Employer partnerships continued to support and develop curriculum innovation. Vocational pathways offered in most subject areas had strengthened the curriculum offer, and young people leave to a sustained and positive destination. There was a relentless focus on Post 16 destinations with partners to ensure that every young person was supported into a positive destination. A Strategic group established to move beyond the 14+ Group, identifying emerging trends and provide a service for young people in Hawick that was tailored specifically to the young people in the school and supporting the most vulnerable Quintile1 learners. This included CLD, SDS and DYW Borders in its membership. The creation of a temporary Curriculum and Partnerships Development Officer post would ensure that a vocational program was in place for session 2023/24 so every young person had experienced work based learning including a textile based vocational programme that would offer students the ability to work with local employers on a regular basis and gain certification. This pathway followed on from the continuing Textile based Projects in collaboration with Johnstone's of Elgin to deliver in the BGE. Attainment of young people in the senior phase had significantly improved and Young people were achieving more qualifications at Scottish Credit and Qualifications Framework (SCQF) level 4 – SCQF level 6. Young people in the senior phase were also attaining well in literacy and numeracy. The performance of young people living in Quintile 1 continued to improve across all indicators and a High number of young people leave HHS into a positive destination. The Headteacher highlighted and acknowledged the hard work and dedication of the staff, young people and parents of Hawick High School which had led to the significant improvements in attainment. The outstanding achievement for the school was testament to the leadership of the now retired head teacher Vicky Porteous. The school continued to strive to be the best it can be on its journey to excellence.
- 4.5 Jonathan Short, Chair of Hawick High School, although unable to attend had submitted a short statement in which he congratulated the pupils and staff at Hawick High School for their commitment to improvement over the past 4 years and expressed his delight that this had been recognised in the report. Young people felt welcomed into the school and felt safe and supported and enjoyed more positive relationships with Teachers. The re-introduction of an Evening of Celebration had been welcomed and it had also been noted that the Senior Phase was achieving more qualifications and leavers with positive destinations was at its highest in five years.

- 4.6 Mrs Thomson, QIO explained that she had been involved with the school for a number of years and had witnessed first hand the progress made by the school. The School remained ambitious and there was collaboration with the wider community to take full advantage of working with Local Employers.
- 4.7 In response to a question about discipline within the school and why some pupils were still reporting that they felt unsafe, Ms Scott explained that those pupils reporting that they did not feel safe had been followed up on an individual basis to explore what needed to change and this was an ongoing process. Mrs Munro explained that across Scotland and the Scottish Borders there had been a knock on effect on behaviour from COVID and some young people were experiencing higher levels of anxiety, although very confident in the actions being taken to mitigate these trends. Elected Members congratulated Ms Scott on her presentation given she had been Acting Headteacher for such a short period of time and expressed the wish to attend Hawick High School and work with the School and Ms Scott extended an invitation to all Elected Members to come along to the School and see what they were working on.

DECISION

AGREED to approve the Local Authority and Education Scotland's recommendation that Hawick High School be fully signed off following an intensive period of improvement.

5.0 GLENDINNING TERRACE PRIMARY SCHOOL

In Attendance:- Ms Nicki McCall (Headteacher), Gillian McKenzie (Quality Improvement Officer), and Councillors Jardine and MacKinnon

WELCOME

- 5.1 The Chairman welcomed the representatives from Glendinning Terrace Primary School.

5.2 HMIE Report

There had been circulated copies of a report which explained that Glendinning Terrace Primary School and Nursey was inspected in October 2022, using a 'short' inspection model, which meant that only two quality indicators were inspected in both the Early Learning and Childcare setting and the Primary School over a three day period. The HMIE Report evaluated the Early Years setting and the Primary provision as satisfactory across all quality indicators. The evaluation gradings ranged from unsatisfactory to excellent, so a grading of satisfactory indicated a basic level of provision. As a result, the school had been asked to prepare a focussed plan for improvement with a particular emphasis on addressing areas highlighted for improvement. The inspection team found the following strengths in the school's work: a) Relationships between nursery practitioners, school staff, children, and those in the school community; b) Children's broader achievements and successes in various events, which enables them to develop various skills and become responsible and caring individuals who make a significant contribution in their community; c) The approaches Teachers and staff are taking to improve children's attainment in reading, which are making a difference to children's progress at the primary stages and d) The Headteacher's and Early Years Officer's impact on leadership of and direction of school and nursery improvement.

- 5.3 The following areas for improvement were identified a) continue to build on current approaches for improving how children's progress was assessed, planned and tracked in the nursery to help ensure they achieve; b) ensure that all children's needs were met through experiences and activities which provide appropriate pace and challenge and further their learning; c) improve further children's attainment, particularly in numeracy and mathematics and d) Take forward plans to involve children more in making decisions about school life and involve parents more in their children's learning.

- 5.4 The Headteacher explained that the short inspection had been in expected for sometime as they had initially been notified in in 2020. The inspection had been a very positive process and had validated where the School thought they were and identified next steps for improvement. The School had been very pleased that the relationships between nursery practitioners, school staff, children, and those in the school community had been acknowledged as well as the children's broader achievements and successes celebrated at

various events. The School had been particularly pleased to receive recognition of the approaches Teachers and staff were taking to improve children's attainment in reading, which were making a difference to children's progress at the primary stages as this had been on the development plan for 2 years and had been identified as a COVID gap and the Headteacher's and Early Years Officer's impact on leadership of and direction of school and nursery improvement. The Headteacher went on to explain the four key aspects for improvement which had been identified and validated for moving forward. The current improvement plan encapsulated the first key point in terms of assessing and tracking progress in the Nursery and the School and were specifically looking at developing a quality environment and looking at planning for progression and taking part in a series of literacy and numeracy and environmental audits to ensure that the School were consistently offering an enriched learning environment at the point of entry. All practitioners were engaged in looking at assessment tools more robustly and informing professional judgements on Nursery pupil progress. It had been acknowledged that the main challenge in the Nursery had been the constant change of staff over the previous three years. All staff had been engaged since the Inspection on building knowledge around key documentation work, which had been reviewed, changed and already trialled in the nursery – moderating of standards to build consistency. It was further explained that there was cluster work around numeracy and the school were working with 'Complete Maths' on diagnostic and individual improvement pathways. Planning and lesson delivery would be reviewed across composite classes. Methods of delivery and barriers to learning would be examined and there would be a measured approach until June. Decisions about involving Parents in their children's learning were underway i.e. introduction of Stay and Play to help strengthen the partnership between Home and School, Learning workshops with Parents and 'Show Me' an online learning journal, there would also be opportunities to listen to children and tracking their skills. The Parent Council was very strong and always supportive and work would be undertaken to review and align it with a pupil equivalent.

- 5.5 The Quality Improvement Officer highlighted that the Headteacher had carried out an in-depth analyse and pulled together all conversations during the inspection and this was an example of how a positive inspection worked. There would be worked undertaken to link all the points highlighted in the improvement. The school had demonstrated that they knew exactly where they were and had identified their short term, medium term and long term goals.

DECISION

AGREED that:-

- (a) School Improvement Plan for Glendinning Terrace Primary School which addressed areas for improvement as outlined in the HMIE Inspection Report (January 2023); and**
- (b) Quality Improvement Team's plan for support and showcasing of the work of Glendinning Terrace Primary School following a strong inspection.**

MEMBERS

Councillors Greenwell and Hamilton and Ms N York left the meeting prior to consideration of the following item.

6.0 FOUNTAINHALL PRIMARY SCHOOL

In Attendance:- Ms S. Anderson (Headteacher), Kathleen Lofthouse (Parent Council Representative), Gillian McKenzie (Quality Improvement Officer) and Councillor N. MacKinnon.

- 6.1 The Chairman welcomed the representatives from Fountainhall Primary School.

6.2 HMIE Report

There had been circulated copies of a report which explained that Fountainhall Primary School was inspected in November 2022 using a 'full' inspection model, which meant that 4 key quality indicators were inspected in both the Early Learning and Childcare setting and the Primary School - over a 5 day period. The HMIE Report evaluated the Early Years setting and

the Primary provision as good across almost all quality indicators, with evaluations of very good in the Nursery for ensuring wellbeing, equality and inclusion and very good in the Primary stages for learning, teaching and assessment. The evaluation gradings range given by HMIE on school inspections can range from unsatisfactory to excellent, so a grading of very good indicated there were major strengths in this aspect of the school's work. The inspection team had found the following strengths in the school's work - a) The leadership of the Headteacher and Principal Teacher in ensuring that the wellbeing of children was central to the work of all and as a result of their shared vision for the nursery class and school, all staff had a clear focus on supporting all children to achieve their full potential and the strong sense of teamwork resulted in an inclusive, family ethos; b) the very successful approaches to meeting the learning needs of all children in the multi-stage composite class. The skilled Senior Leaders, Teachers and support staff worked together closely to provide a nurturing and highly motivating learning environment for children; c) Happy, articulate and confident children who were very proud of their nursery class and school and had increasing ownership of their learning and showed respect, empathy and kindness to each other; d) High standards in the teaching of literacy across the Nursery Class and School and Children at all stages were making very good progress in this area of learning.

6.3 The following areas for improvement had been identified and discussed with the Headteacher and representative from Scottish Borders Council a) continue to take forward plans to refresh the unique curriculum offer for learners at Fountainhall, with a focus on developing children's skills for learning, life and work; b) continue to raise attainment in numeracy and mathematics, ensuring that all children were supported and challenged to make the best possible progress and c) the inspection team were confident that the school had capacity to continue to improve and that no further visits in connection with this inspection were required. The Quality Improvement Team and Early Years Team would continue to work alongside the Headteacher to ensure continued progress towards excellence.

6.4 The Headteacher explained that there had been three Inspectors over 5 days and was based on the scoping document sent to the Inspectors prior to the visit and acknowledged the support from the Quality Improvement Officer keeping them on track and helping to collate the evidence electronically rather than in folders. Two pupils had been tasked with taking the Inspectors round the school and had spent an hour showing off their school and all the work undertaken, which had allowed the Inspectors to see everything contained in the scoping document and highlighted that the pupils were enthusiastic learners who could speak confidently about their learning and be proud of their school and each other. It had been demonstrated that there was a positive relationship between Staff, Families and the wider Community – invitations to school events being distributed by the children to everyone in the vicinity. There was a shared vision and a sound understanding of the strengths of the School and the pupils had composed a chant around this vision. All Staff take on leadership roles especially when the Headteacher was not in school and the children were also developing their leadership skills. There was a High expectation from staff around literacy and a particularly positive approach to lessons from primary 1 – 7. There was effective use of digital technology and continual development. Assessment used to enhance the planning within the school which included the children having a say. All children were supportive of each other and welcomed new pupils. There was good progress in numeracy and literacy and writing was of a consistently high quality, although numeracy required additional work, which the School was aware of. The areas of improvement were no surprise to the Headteacher and were already in the Action Plan prior to the Inspection and included re-engagement with the Community Partnership which had slipped during COVID, better use of data for numeracy and maths in action plan and more development of the outdoor learning opportunities.

6.5 Kathleen Lofthouse explained that she had been in role of Chair of the Parent Council for 4 years and the meeting with Inspectors had been relaxed and the questions had been as expected. Parents had been delighted with the result of the inspection and saw the strengths on a daily basis – a very friendly school at the heart of the Community and the Parent Council would support the Headteacher to make the improvement. Christian Robertson, Senior Lead Officer spoke on behalf of James Bewsey and explained that Ms Anderson was the

Headteacher of three Schools, namely Heriot, Stow and Fountainhall and there had been four pupils with one week until inspection, when a further five had enrolled and the Inspectors had commented that they could not tell the pupils apart.

- 6.6 In response to a questions regarding how the addition of Stow to Heriot and Fountainhall had impacted on the School when there was not a nursery class at Heriot and in terms of P7 transitions. The Headteacher had explained that there were opportunities for the schools to hold joint events i.e. Easter, Netball tournaments, Sports Days and joint pupil visits to the Academy. There were plans to further develop these opportunities in the coming year. In terms of the Nursery into primary one – there were transition mornings in the last term so that they can go to their P1 class and then have lunch. The Parent Council representative explained that £300 had been granted by the Community Council to host 3hr play afternoons based at Fountainhall for families from Stow, Heriot and Fountainhall to come along and play games. There would also be a joint Residential for P6 and P7.

DECISION

AGREED that:-

- (a) School Improvement Plan for Fountainhall Primary School which addressed areas for improvement as outlined in the HMIE Inspection Report (January 2023).; and**
- (b) Quality Improvement Team’s plan for support and showcasing of the work of Fountainhall Primary School following a strong inspection.**

Meeting Concluded 1.30 p.m.

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PERFORMANCE AND IMPROVEMENT – QUINTILE 1 REVIEW

Director – Education & Lifelong Learning

Education Sub-Committee

24 May 2023

1 PURPOSE AND SUMMARY

- 1.1 This report provides details of the approach taken by the Quality Improvement Team within Scottish Borders Council to provide support and challenge to 10 key schools to ensure a relentless focus on closing the poverty related attainment gap and seeks approval for the plan of action for session 2023/24.**
- 1.2 The Scottish Attainment Challenge and Scottish Borders Quality Improvement Framework underpin the approach to raising attainment and closing the poverty related attainment gap.
- 1.3 Data highlighted 10 schools for inclusion in a customised review programme, which involves a focused visit from a Quality Improvement Team to identify and share strengths and good practice, while identifying areas for improvement which are agreed with the school and captured in an action plan.
- 1.4 Across the reviews, a number of common areas for improvement were identified and these will be included in ongoing quality improvement plans.

2 RECOMMENDATIONS

2.1 I recommend that the Education Sub-Committee:

- a) Notes the approach taken by the Quality Improvement Team to provide support and challenge to 10 key schools to ensure a relentless focus on closing the poverty related attainment gap; and**
- b) Approves the following actions for the next school session:**
 - i. To review school progress with individual recommendations within 12 months of the review date;**
 - ii. Hold 'Sharing Effective Practice' sessions for all schools;**
 - iii. Agree bespoke support plans for each of the 10 schools to ensure the poverty related attainment gap continues to narrow and close; and**

- iv. Consider how we can make best use of the Strategic Equity Fund to further reduce the impact of poverty on the outcomes of children and young people.**

3 BACKGROUND

3.1 Background

- a) The Scottish Attainment Challenge aims to raise the attainment of children and young people living in deprived areas in order to close the equity gap. It was launched in February 2015 to bring a greater sense of urgency and priority to this issue. It is underpinned by **The National Improvement Framework**, Curriculum for Excellence and Getting it Right for Every Child (GIRFEC).
- b) In March 2022, Scottish Government produced a revised Framework for Recovery and Accelerating progress. This was designed to support Local Authorities and school leaders to refocus their efforts post Covid on closing the poverty related attainment gap in Scotland.
- c) In the Scottish Borders there was a significant gap between the attainment of those living in areas of high deprivation (Quintile 1) and those in areas of low deprivation (Quintile 5).
- d) The Quality Improvement Team identified 10 schools in the Scottish Borders (3 High Schools and 7 Primary Schools) who contributed to the lower level of attainment in Quintile 1.
- e) The Team worked closely with Education Scotland Attainment Advisor and Headteachers to prepare a programme of school review to provide support and challenge for each of the 10 schools.

3.2 Framework for Recovery and Accelerating Progress (The Scottish Attainment Challenge)

The renewed framework has been developed to support the next phase of the Scottish Attainment Challenge. It highlights a renewed commitment to mitigate the impact of poverty on children's outcomes and to tackle the poverty related attainment gap. It sets out high expectations, including annual ambitious locally identified stretch aims, to ensure that significant progress is being made post Covid 19 pandemic to achieve the mission of the Scottish Attainment Challenge.

3.3 Scottish Borders Council Quality Improvement Framework

The Education (Scotland) Act 2016, The Standard's in Scotland's Schools Act 2000 (amended to include the National Improvement Framework) place direct responsibility on Local Authorities to endeavour to secure improvement in the quality of school education which is provided by the schools managed by it. The Quality Improvement Team has a relentless focus on supporting and challenging continuous improvement in schools and settings to ensure the best outcomes for our children and young people. Through our existing quality assurances process we designed a bespoke approach to drive improved outcomes for children affected by poverty in our Local Authority. Part of this approach was to devise a customised review programme for our schools who had children and young people in the most deprived areas of our Local Authority.

4 REPORT FROM LOCAL AUTHORITY QUINTILE 1 REVIEW PROCESS

4.1 Identification of schools and approach

- a) Using available data the following schools were identified to be involved in this targeted process:
 - Galashiels Academy
 - Hawick High School
 - Selkirk High School
 - Burnfoot Community School
 - Langlee Primary School
 - Philiphaugh Primary School
 - Trinity Primary School
 - Wilton Primary School
 - Stirches Primary School
 - Drumlanrig Primary School
- b) The framework for the process was based on guidance which articulated high quality self-evaluation for equity. The features of highly effective practice are based on the following measures being in place to support improved outcomes:
 - i. Strong Leadership
 - ii. High Quality Learning and Teaching
 - iii. Engagement with families and communities
- c) The review process involved a whole day engagement at each school, observing lessons, scrutinising data, engaging with pupils, parents/carers and staff, examining impact interventions and of budget allocation and spend to close the gap and reviewing approaches with the community to improve outcomes. The review teams were comprised of Chief Education Officer, Quality Improvement Manager and Officers, Attainment Advisers, Inclusion and Equity Lead, Educational Psychologists, colleague Headteachers (from within SBC and other Local Authorities) and members of the Early Years Improvement Team. This approach allowed the development of a strong sense of empowerment and also provided a platform for sharing effective practice across a number of sectors and schools.
- d) The briefing paper which is shared at the outset of a review is included at Appendix 1.
- e) Each review followed the same general principles, however, the Lead Officer worked in close collaboration with each Senior Leadership Team to ensure that the approach aligned to our #OneTeam core principles and was not an imposed process on schools and Headteachers by Local Authority Officers.
- f) Following the review, a report was written by the Lead Officer outlining strengths identified and suggested areas for improvement for each school, this report was shared with the Headteacher and then with the wider review team.
- g) The review process was evaluated at the half way stage, taking on board feedback from schools and review team members and minor adjustments were made to improve the processes.
- h) General strengths highlighted across all schools have included:
 - i. Leaders have set out a strong and purposeful plan to promote equity and close the poverty related attainment gap.
 - ii. Early Years Centres provide an exceptional offering to families to address the socio-economic circumstances of the

- community and offers a wide range of universal and targeted support.
- iii. Data informed practice in EYC and ELC leading to more equitable and appropriately planned interventions.
 - iv. Strong strategic approach to building leadership capacity of practitioners by setting clear expectations for attainment meetings, which ensures staff accountability for knowing children as learners and progressing next steps in their learning and development (also recently introduced to ELC).
 - v. Good staff knowledge and understanding of the impact of barriers to learning and interventions used to improve health and wellbeing, literacy and numeracy.
- i) General areas for improvement identified were as follows:
- i. Enhance communication/engagement between school and parents/carers and families regarding how to support their children's learning and on progress of their learning.
 - ii. Meaningfully involve children and young people, families and communities in decision making regarding pupil equity funding planned spend, perhaps through participatory budgeting.
 - iii. Track wider achievement and identify Quintile 1 children who are not engaging in extra-curricular activities in order to identify any potential barriers and address these if appropriate.
 - iv. Refresh curriculum rationale at BGE to develop a 3 – 15 cluster approach
 - v. Develop consistency of practice across the learning community by ensuring all partners follow agreed intervention procedures, to identify intended outcomes, deliver on agreed outcomes and evaluate impact together.

5 IMPLICATIONS

5.1 Financial

There are no costs attached to any of the recommendations contained in this report.

5.2 Risk and Mitigations

There is a significant gap in the attainment levels achieved by those from the least deprived areas and those who live in the most deprived areas of the Borders. If this gap is not addressed the life chances of children and young people impacted by poverty will be reduced. The implementation of this programme of review identifies areas where areas for improvement can be addressed to mitigate this risk.

5.3 Integrated Impact Assessment

A full Integrated Impact Assessment has been completed and is included as Appendix 3

5.4 Sustainable Development Goals

Following completion of the Sustainable Development Goals, there are two goals which are supported:

1. *Goal 4* - Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all potential. This goal is supported as the Quintile 1 School reviews aim to support and challenge schools and settings with regards to reducing the poverty related attainment gap and promoting equity, ensuring barriers to school attendance and learning are identified and tackled.
2. *Goal 10* - Reduce inequalities within and among countries. This goal is supported as the Quintile 1 School reviews aim to support and challenge schools with regards to effective use of additional funding streams such as Attainment Scotland Funding, ensuring impactful and targeted use of resource in order to reduce the poverty related attainment gap.

5.5 **Climate Change**

There are no climate change implications resulting from the recommendations in this report.

5.6 **Rural Proofing**

Not applicable.

5.7 **Data Protection Impact Statement**

There are no personal data implications arising from the proposals contained in this report.

5.8 **Changes to Scheme of Administration or Scheme of Delegation**

There are no changes to be made to the Scheme of Delegation which need to be made following the recommendations of this report.

6 **CONSULTATION**

- 6.1 The Director (Finance & Corporate Governance), the Monitoring Officer/Chief Legal Officer, the Chief Officer Audit and Risk, the Director (People Performance & Change), the Clerk to the Council and Corporate Communications and any comments received will need to be incorporated into the final report.

Approved by

Lesley Munro

Director – Education & Lifelong Learning

Author(s)

Name	Designation and Contact Number
Christian Robertson	Quality Improvement Manager 01835 824000

Background Papers:

Guidance Note for Quintile 1 Reviews

Note – You can get this document on tape, in Braille, large print and various computer formats by contacting the address below. Christian Robertson can also give information on other language translations as well as providing additional copies.

Contact us at: Christian Robertson, Scottish Borders Council, Council Headquarters,
Newtown St Boswells, Melrose TD6 0SA, 01835 824000,
carobertson@scotborders.gov.uk.

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Appendix 1

Review of Quintile 1 Schools across SBC 2022/23

This paper has been prepared in response to our relentless focus on closing the poverty related attainment gap in Scottish Borders. Our aim this session is to work with all of our schools who contribute to our Quintile 1 attainment, to provide support and challenge and to help ensure significant progress is being made in recovering from the impact of COVID 19 and in achieving the mission of the Scottish Attainment Challenge.

Purpose of Review

- To evaluate the effectiveness of the strategic approach to closing the poverty related attainment gap and improve health and wellbeing in our quintile 1 schools.
- To identify highly effective practice which can be shared across schools
- To support and plan for maximum impact of resources available through Scottish Attainment Challenge Fund.

Model for Review

The key quality indicators which will focussed on are:

QI 1.5 – Management of resources to support equity

QI 2.3 – Learning, teaching and assessment

QI 3.2 – Raising attainment and achievement

Each of these indicators will be considered through the lens of the Scottish Attainment Challenge Self Evaluation documentation.

Key themes and questions to consider:

Leadership (QI 1.5)

Governance and management

- How well do staff at all levels clearly focus and commit to achieving equity?
- To what extent are staff at all levels clear and specific about the outcomes they are trying to achieve?

Data and closing the gap

- To what extent is our self-evaluation underpinned by a strong understanding of the data?
- How well are the school making progress at improving attendance and reducing rates of exclusion?
- How confident are the school that interventions and approaches whether universal or targeted are leading to improvement?
- To what extent re the school narrowing the attainment gap in literacy, numeracy and health and well-being?



Self-evaluation and research

- How focused are the school on closing the poverty related attainment gap?
- To what extent are the school providing clarity about which interventions are most successful in closing the gap?
- To what extent are partners, parents and children involved in self-evaluation?
- What range of resources are used to identify evidence based practice that may suit the school's context?

Pupil Equity Funding

- How effectively is progress monitored and tracked?
- How effectively are partners, parents and children involved in decision making about Pupil Equity Funding?
- To what extent are the school clear and specific about their interventions, approaches and targets?
- How confident are they about making timely informed changes to plans if they are not achieving the intended impact?

Learning and Teaching (QI 2.3)

Learning teaching and assessment

- How effectively do the school differentiate learning and teaching and use strategies to address the socio economic challenges and barriers faced by the children?
- To what extent are the school providing additional experiences and opportunities for children who have been identified as missing out?
- To what extent are they considering equity across the four contexts?

Professional learning and sharing practice

- How deep an understanding to staff have of how pedagogical approaches can improve outcomes of children living in deprived communities?
- To what extent is professional learning leading to improved outcomes for children?
- To what extent are the school sharing effective practice to achieve equity collegiately with in the school and across other schools?

Families and Communities (QIs 2.3 and 3.2)

Parental Engagement

- To what extent are the school engaging with parents of children living in the most deprived communities and circumstances?
- In what ways is the learning environment welcoming and helpful to parents?
- How well does the school help parents with supporting their children's learning



- How well is the schools engagement with families leading to improved outcomes and equity for learners?

Collaborating with partners

- How well does the school understand and engage with the local community to support their approaches to achieving equity?

Cost of the school day

- How well has the school reviewed their policies and procedures to ensure they mitigate against barriers which may prevent children from participating in aspects of their education?

Review Team

The review team will be matched to the size of the school. It will comprise of Quality Improvement officers, Early Years officers, Inclusion and Equity Lead, Attainment Adviser and SEIC associates.

Practical Arrangements

Each review will last no more than 2 days. A timetable for evaluation activity will be agreed in advance with the HT.

Arrangements for reporting

The headteacher will be responsible for collating strengths and areas for development based on feedback from the review team.

Follow Up Reviews

It may be necessary to follow up with a further visit to the school. This will be agreed in discussions with the HT.

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Integrated Impact Assessment (IIA)

Stage 1 Scoping and Assessing for Relevance

Section 1 Details of the Proposal

A. Title of Proposal:	Quintile 1 School Reviews
B. What is it?	A new Policy/Strategy/Practice <input type="checkbox"/> A revised Policy/Strategy/Practice <input checked="" type="checkbox"/>
C. Description of the proposal: (Set out a clear understanding of the purpose of the proposal being developed or reviewed (what are the aims, objectives and intended outcomes, including the context within which it will operate)	<p>In Scottish Borders, there was a significant gap between the attainment of those living in areas of high deprivation (Quintile 1) and those in areas of low deprivation (Quintile 5). Following the refreshed Scottish Attainment Challenged and development of Local Authority Stretch Aims, a customised review process was devised to support, challenge and share practice amongst SBC schools that contribute towards SIMD Quintile 1 attainment data. These reviews have taken place over the 2022/23 academic session with 3 secondary schools and 7 primary schools in the Hawick, Selkirk and Galashiels clusters. The proposal seeks to gain the approval of the Education Sub Committee to support the identified next steps set out by the Quality Improvement Team for next school session of:</p> <ul style="list-style-type: none"> a) Review school progress with individual recommendations within 12 months of review date b) Hold Sharing Effective Practice sessions for all schools

	<p>c) Agree bespoke support plans for each of the 10 schools to ensure the poverty related attainment gap continues to narrow and close</p> <p>d) Consider how we can make best use of the Strategic Equity Fund (SEF) to further reduce the impact of poverty on the outcomes of children and young people in our local authority.</p>
D. Service Area: Department:	People Education and Lifelong Learning
E. Lead Officer: (Name and job title)	Christian Robertson, Quality Improvement Manager
F. Other Officers/Partners involved: (List names, job titles and organisations)	Justin Sinclair, Chief Education Officer Scott Watson, Equity and Inclusion Lead Officer Quality Improvement Officers SBC Headteachers SEIC Associates Attainment Advisors, Education Scotland Educational Psychologists Early Years Improvement Team
G. Date(s) IIA completed:	3 May 2023

Section 2 Will there be any impacts as a result of the relationship between this proposal and other policies?

Yes / No (please delete as applicable)

If yes, - please state here:

Section 3 Legislative Requirements

3.1 Relevance to the Equality Duty:

Do you believe your proposal has any relevance under the Equality Act 2010?

(If you believe that your proposal may have some relevance – however small please indicate yes. If there is no effect, please enter “No” and go to Section 3.2.)

Equality Duty

Reasoning:

A. Elimination of discrimination (both direct & indirect), victimisation and harassment. *(Will the proposal discriminate? Or help eliminate discrimination?)*

Positive impact on children and young people by focussing on closing the poverty related attainment gap.

B. Promotion of equality of opportunity?
(Will your proposal help or hinder the Council with this)

No

C. Foster good relations?
(Will your proposal help to foster or encourage good relations between those who have different equality characteristics?)

No

**3.2 Which groups of people do you think will be or potentially could be, impacted by the implementation of this proposal?
(You should consider employees, clients, customers / service users, and any other relevant groups)**

Please tick below as appropriate, outlining any potential impacts on the undernoted equality groups this proposal may have and how you know this.

	Impact			Please explain the potential impacts and how you know this
	No Impact	Positive Impact	Negative Impact	
Age Older or younger people or a specific age grouping		<input checked="" type="checkbox"/>		Positive impact on children and young people by focussing on closing the poverty related attainment gap
Disability e.g. Effects on people with mental, physical, sensory impairment, learning disability, visible/invisible, progressive or recurring	<input checked="" type="checkbox"/>			
Gender Reassignment/ Gender Identity anybody whose gender identity or gender expression is different to the sex assigned to them at birth	<input checked="" type="checkbox"/>			
Marriage or Civil Partnership people who are married or in a civil partnership	<input checked="" type="checkbox"/>			
Pregnancy and Maternity (refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth),	<input checked="" type="checkbox"/>			
Race Groups: including colour, nationality, ethnic origins, including minorities (e.g. gypsy travellers, refugees, migrants and asylum seekers)	<input checked="" type="checkbox"/>			

Religion or Belief: different beliefs, customs (including atheists and those with no aligned belief)	<input checked="" type="checkbox"/>			
Sex women and men (girls and boys)	<input checked="" type="checkbox"/>			
Sexual Orientation , e.g. Lesbian, Gay, Bisexual, Heterosexual	<input checked="" type="checkbox"/>			
<p>3.3 Fairer Scotland Duty</p> <p>This duty places a legal responsibility on Scottish Borders Council (SBC) to actively consider (give due regard) to how we can reduce inequalities of outcome caused by socioeconomic disadvantage when making <u>strategic</u> decisions.</p> <p>The duty is set at a strategic level - these are the key, high level decisions that SBC will take. This would normally include strategy documents, decisions about setting priorities, allocating resources and commissioning services.</p>				
<p>Is the proposal strategic? Yes / No <i>(please delete as applicable)</i> If No go to Section 4</p>				
<p>If yes, please indicate any potential impact on the undernoted groups this proposal may have and how you know this:</p>				
	Impact			State here how you know this
	No Impact	Positive Impact	Negative Impact	
Low and/or No Wealth – enough money to meet basic living costs and pay bills but have no		<input checked="" type="checkbox"/>		Ensuring the use of attainment Scotland funding is appropriate and impactful is part of the review process.

savings to deal with any unexpected spends and no provision for the future.				Schools may use this to go towards cost of the school day.
Material Deprivation – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure and hobbies		<input checked="" type="checkbox"/>		Ensuring the use of attainment Scotland funding is appropriate and impactful is part of the review process. Schools may use this to go towards cost of the school day.
Area Deprivation – where you live (e.g. rural areas), where you work (e.g. accessibility of transport)		<input checked="" type="checkbox"/>		A focus in the reviews on working effectively with families and communities impacted by poverty/in Quintile 1 areas. Impactful use of funding to support schools and excellent professional learning are central to this
Socio-economic Background – social class i.e. parents' education, employment and income		<input checked="" type="checkbox"/>		Ensuring the use of attainment Scotland funding is appropriate and impactful is part of the review process.
Looked after and accommodated children and young people		<input checked="" type="checkbox"/>		Tracking and monitoring procedures of equity groups, including care experienced children and young people is included in the reviews
Carers paid and unpaid including family members		<input checked="" type="checkbox"/>		Tracking and monitoring procedures of equity groups, including young carers is included in the reviews
Homelessness	<input checked="" type="checkbox"/>			
Addictions and substance use	<input checked="" type="checkbox"/>			
Those involved within the criminal justice system	<input checked="" type="checkbox"/>			

3.4 Armed Forces Covenant Duty (*Education and Housing/ Homelessness proposals only*)

This duty places a legal responsibility on Scottish Borders Council (SBC) to actively consider (give due regard) to the three matters listed below in Education and Housing/ Homelessness matters.
This relates to current and former armed forces personnel (regular or reserve) and their families.

Is the Armed Forces Covenant Duty applicable?

Yes/ No

If “Yes”, please complete below

Covenant Duty	How this has been considered and any specific provision made:
The unique obligations of, and sacrifices made by, the armed forces;	
The principle that it is desirable to remove disadvantages arising for Service people from membership, or former membership, of the armed forces;	Tracking the attainment and wellbeing of children from armed forces families is included in the reviews.
The principle that special provision for Service people may be justified by the effects on such people of membership, or former membership, of the armed forces.	

Section 4 Full Integrated Impact Assessment Required

Select No if you have answered “No” to all of Sections 3.1 – 3.3.

Yes / No *(please delete as applicable)*

If yes, please proceed to Stage 2 and complete a full Integrated Impact Assessment

If a full impact assessment is not required briefly explain why there are no effects and provide justification for the decision.

--

Signed by Lead Officer:	
Designation:	
Date:	
Counter Signature Director:	
Date:	

Stage 2 Evidence Gathering and Consultation

A. Title of Proposal:	Quintile 1 School Review
B. Service Area: Department:	People Education and Lifelong Learning
C. Lead Officer: (Name and job title)	Christian Robertson, Quality Improvement Manager
D. Other Officers/Partners involved: (List names, job titles and organisations)	Justin Sinclair, Chief Education Officer Scott Watson, Equity and Inclusion Lead Officer Quality Improvement Officers SBC Headteachers SEIC Associates Attainment Advisors, Education Scotland Educational Psychologists Early Years Improvement Team
E. Date(s) IIA completed:	3 May 2023

Section 1 Data and Information

A. What evidence has been used to inform this proposal?

(Information can include, for example, surveys, databases, focus groups, in-depth interviews, pilot projects, reviews of complaints made, user feedback, academic publications and consultants' reports).

Please state your answer here

Attainment data: Achievement of a Curriculum for Excellence Level, SQA/SCQF (From Insight/Solar)

Attendance/Exclusions data

National Improvement Framework Evidence Report

Scottish Index of Multiple Deprivation

Scottish Borders Child Poverty Index

Multiple Education Scotland guidelines and documentation

Quality improvement review evidence

Views of parents/carers, young people, staff and partners

B. Describe any gaps in the available evidence,-then record this within the improvement plan together with all of the actions you are taking in relation to this (e.g. new research, further analysis, and when this is planned)

Please state your answer here

None

Section 2 Consultation and Involvement

A. Which groups are involved in this process and describe their involvement

Please state your answer here

Children and Young People – focus groups held during reviews

Parents and Carers – focus groups held during the reviews.

B. Describe any planned involvement saying when this will take place and who is responsible for managing the process

Please state your answer here

NO planned involvement

C. Describe the results of any involvement and how you have taken this into account.

Please state your answer here

Views of parents/carers and children and young people are put together with other evidence and feedback to headteachers for any actions.

D. Describe any events held and views obtained (if applicable). Add or remove as needed.

Event 1

Date	Venue	Number of People in attendance	Protected Characteristics Represented

Views Expressed	Officer Response

--	--

Stage 3 Summary and Next Steps

Section 1 Summary

Summarise what you have learned then develop this further.

(Describe the conclusion(s) you have reached from the evidence, and state where the information can be found.)

Please consider the following:

What have you learned from the evidence you have and the involvement undertaken? Does the initial assessment remain valid?

What new (if any) impacts have become evident?

Is the proposal not to proceed because of a disproportionate impact on equality or Fairer Scotland characteristics?

Please state your answer here

General strengths highlighted across all schools have included:

- i. Leaders have set out a strong and purposeful plan to promote equity and close the poverty related attainment gap
- ii. Early Years Centres provide an exceptional offering to families to address the socio-economic circumstances of the community and offers a wide range of universal and targeted support
- iii. Data informed practice in EYC and ELC leading to more equitable and appropriately planned interventions
- iv. Strong strategic approach to building leadership capacity of practitioners by setting clear expectations for attainment meetings which ensures staff accountability for knowing children as learners and progressing next steps in their learning and development (also recently introduced to ELC).
- v. Good staff knowledge and understanding of the impact of barriers to learning and interventions used to improve health and wellbeing, literacy and numeracy.

General areas for Improvement identified were as follows:

- i. Enhance communication/engagement between school and parents/carers and families regarding how to support their children's learning and on progress of their learning
- ii. Meaningfully involve children and young people, families and communities in decision making regarding pupil equity funding planned spend, perhaps through participatory budgeting
- iii. Track wider achievement and identify Quintile 1 children who are not engaging in extra-curricular activities in order to identify any potential barriers and address these if appropriate.
- iv. Refresh curriculum rationale at BGE to develop a 3 – 15 cluster approach
- v. Develop consistency of practice across the learning community by ensuring all partners follow agreed intervention procedures, to identify intended outcomes, deliver on agreed outcomes and evaluate impact together.

Quintile 1 Schools Next Steps 2023/24

- a) Review school progress with individual recommendations within 12 months of review date
- b) Hold Sharing Effective Practice sessions for all schools
- c) Agree bespoke support plans for each of the 10 schools to ensure the poverty related attainment gap continues to narrow and close
- d) Consider how we can make best use of the Strategic Equity Fund (SEF) to further reduce the impact of poverty on the outcomes of children and young people in our local authority.

A. Please indicate if the proposal will proceed

- Yes, please see below section 3 for next steps
- No, the proposal will not proceed based on disproportionate impact on equality or Fairer Scotland characteristics

Section 2 Sign Off

Signed by Lead Officer:	S Watson
Designation:	Equity and Inclusion Lead Officer
Date:	3 May 2023
Counter Signature Director:	
Date:	

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COMMITTEE REPORT - UN SUSTAINABLE DEVELOPMENT GOALS CHECKLIST

Consider each of the UN Sustainable Development Goals below, and decide whether your project/action plan/recommendations will make a difference to any of these. If the answer is yes, then you need to comment on the specific goals and what the impact/difference is likely to be in the Sustainable Development Goals paragraph in your committee report.

	UN SD Goal	Potential SBC Impact examples	YES	NO
1	End poverty in all its forms everywhere	<ul style="list-style-type: none"> • Change to service provision • Encourage local action • Retain or improve local income • Encourage & support community enterprise 		<input checked="" type="checkbox"/>
2	End hunger, achieve food security and improved nutrition and promote sustainable agriculture	<ul style="list-style-type: none"> • Change to service provision • Encourage local action • Promote local food chains, including transport to market • Encourage & support community enterprise • Multi-agency approach to tackle child and adult malnutrition 		<input checked="" type="checkbox"/>
3	Ensure healthy lives and promote wellbeing for all at all ages	<ul style="list-style-type: none"> • Change to service provision • Encourage communitiy involvement • Work with partners • Use planning and public transport to reduce pollution • Manage natural resources and protect the environment • Encourage walking and cycling 		<input checked="" type="checkbox"/>
4	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all potential	<ul style="list-style-type: none"> • Identify and tackle the barriers to school attendance • Integrate technical and vocational training programmes into local economic development strategies • Reach out to vulnerable and marginalized individuals and communities to ensure access to education and training to meet their needs 	<input checked="" type="checkbox"/>	
5	Achieve gender equality and empower all women and girls	<ul style="list-style-type: none"> • Ensure non-discriminatory service provision to citizens • Tackle violence and harmful practices to women • Encourage women into elected office • Mainstream gender equality 		<input checked="" type="checkbox"/>
6	Ensure availability and sustainable management of water and sanitation for all	<ul style="list-style-type: none"> • Ensure natural resource management and urban planning • Ensure private water supplies are fit for purpose • Establish joined up approach to water resources management 		<input checked="" type="checkbox"/>

	UN SD Goal	Potential SBC Impact examples	YES	NO
7	Ensure access to affordable, reliable, sustainable and modern energy for all	<ul style="list-style-type: none"> • Identify gaps in access to affordable energy, particularly to vulnerable groups • Ensure Council buildings are energy efficient, making best use of renewable resources wherever possible • Identify areas for improvement for transport and carbon emissions • Generate energy from renewable resources or waste 		<input checked="" type="checkbox"/>
8	Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all	<ul style="list-style-type: none"> • Generate growth and employment through local economic development opportunities • Provide safe and secure working environments with equal pay for equal work • Work with local communities to develop strategic tourism plans 		<input checked="" type="checkbox"/>
9	Build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovation	<ul style="list-style-type: none"> • Promote small scale start ups in economic development strategies taking account of local resources, needs and markets • Identify gaps in access to IT and the internet in communities 		<input checked="" type="checkbox"/>
10	Reduce inequalities within and among countries	<ul style="list-style-type: none"> • Build capacity to identify and tackle poverty and exclusion • Promote the participation of minority or under represented groups in public consultations • Provide services in a non-discriminatory way • Align budgets to boost employment opportunities and income in the poorest communities 	<input checked="" type="checkbox"/>	
11	Make cities and human settlements inclusive, safe resilient and sustainable	<ul style="list-style-type: none"> • Work to make access to affordable housing attainable • Promote public transport • Provide citizens with safe, green public spaces • Promote re-use and recycling • Protect cultural heritage • Take action to mitigate the effects of climate change 		<input checked="" type="checkbox"/>
12	Ensure sustainable consumption and production patterns	<ul style="list-style-type: none"> • Support short supply chains to reduce transport and carbon emissions • Effect sustainable procurement policies and conditions • Raise awareness of the importance of sustainable production and consumption • Monitor the impact of tourism 		<input checked="" type="checkbox"/>
13	Take urgent action to combat climate change and its impacts	<ul style="list-style-type: none"> • Ensure sufficient capacity to deal with climate related hazards and natural disasters and protect communities • Raise awareness of climate change at local level 		<input checked="" type="checkbox"/>

	UN SD Goal	Potential SBC Impact examples	YES	NO
		<ul style="list-style-type: none"> Integrate climate change adaptation and mitigation into urban and regional planning 		
14	Conserve and sustainably use the oceans, seas and marine resources for sustainable development	<ul style="list-style-type: none"> Ensure coasts and rivers are protected from pollution and run off Develop planning and building regulations to allow construction in suitable areas 		<input checked="" type="checkbox"/>
15	Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss	<ul style="list-style-type: none"> Protect natural resources and habitats by raising awareness to gain behavioural change in communities Have biodiversity as an integral part of urban planning and development strategy Multi agency approach to the creation of biodiversity and wildlife corridors Encourage involvement of communities in halting biodiversity loss and prevent extinction 		<input checked="" type="checkbox"/>
16	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels	<ul style="list-style-type: none"> Tackle corruption and increase public access to information Expand efforts on participatory budgeting and planning Encourage local action & decision making Become more responsive to communities Reduce violence 		<input checked="" type="checkbox"/>
17	Strengthen the means of implementation and revitalise the global partnership for sustainable development	<ul style="list-style-type: none"> Direct budget to sustainable development Develop policies to address poverty reduction and sustainable development Encourage partnerships between public and private sector and communities Ensure local data is available to monitor progress 		<input checked="" type="checkbox"/>



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CLIMATE CHANGE IMPLICATIONS - CHECKLIST

Any proposal, plan or project must be assessed against the criteria set out below and you must clearly identify opportunities to mitigate and/or enhance the activity in terms of climate change impacts. These mitigations and/or enhancements should be set out in the table below and summarised in the 'Climate Change Implications' section in the report.

The assessment of climate change impact in this section goes beyond carbon management as previously assessed, and impacts include direct and indirect greenhouse gas emissions resulting from the entirety of the project/proposal, as well as the ability of the project/proposal to adapt to a changing climate.

Projects and proposals will range from changes to service delivery methods to large physical infrastructure developments, and initially assessments of the climate change impacts of some proposals may seem unclear.

However, all projects/proposals, no matter which scale and service area, will have some climate change impact, from use of resources and energy to their ability to evolve to meet the needs of changing circumstances, so it is no longer acceptable to state that the project/proposal has no impact across all of the criteria set out in the checklist.

This checklist is the first step in the development of a rigorous climate change assessment process for all Council policies and programmes.

It is intended that training resources will be developed to support officers in the scoping, planning and delivery of projects and proposals, and that analysis of reports will be undertaken initially on a sample basis, to ascertain the effectiveness of the checklist and assessment process going forward.

	Impact	Yes/No	Details of Proposed Mitigation/Enhancement
1	<u>Energy Use/Carbon Emissions from Buildings and other Infrastructure</u> Does the proposal:		
	Eliminate the use of fossil fuels	N	
	Ensure optimal efficiency of operation	N	
	Ensure minimum energy demand	N	
	Generate energy from renewable sources or waste	N	
2	<u>Transport</u> Does or could the proposal:		
	Adopt the sustainable transport hierarchy promoted by the	N	

	National Transport Strategy by encouraging/supporting walking and wheeling or cycling		
	Develop safe routes associated with the project	N	
	Promote/support use of accessible & shared transport	N	
	Support the use of ULEV/electric cars and electric bicycles	N	
	Reduce the need for unnecessary car journeys (pursue options for 20 minute neighbourhoods)	N	
3	<u>Waste & Resource Use</u>		
	Does or could the proposal:		
	Ensure circular economy principles are embedded to minimise/eliminate waste and support materials reuse and repurposing. (A circular economy is an alternative to a traditional linear economy (make, use, dispose) in which we keep resources in use for as long as possible, extract the maximum value from them while in use, then recover and regenerate products and materials at the end of each service life.)	N	
	Ensure minimisation of water use	N	
	Support accessible and local waste management initiatives	N	
4	<u>Infrastructure & Land Use</u>		
	Does or could the proposal:		
	Provide/enhance local amenities/services	N	
	Reuse/conservate buildings and local assets	N	
	Make use of existing under/disused heritage assets	N	
	Provide local opportunities for food growing, recreation, education/skills development, health and wellbeing benefits	N	
5	<u>Biodiversity</u>		
	Does or could the proposal:		

	Ensure protection of species and habitats identified within the Local Biodiversity Action Plan	N	
	Enhance local plant and animal species and natural habitats identified in the LBAP	N	
6	<u>Adaptation</u>		
	Does or could the proposal:		
	Ensure that infrastructure/assets will be able to withstand likely changes in climate/weather events	N	
	Ensure that the geographical location of building or service will be able to adapt to a changing climate in terms of transport/access	N	
	Ensure that the resilience of the community/stakeholders will be enhanced	N	

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RESPECTFUL RELATIONSHIPS AND ANTI-BULLYING POLICY

Report by Director – Education & Lifelong Learning

EDUCATION SUB-COMMITTEE

24 May 2023

1 PURPOSE AND SUMMARY

- 1.1 This report seeks approval of the revised Respectful Relationships and Anti-Bullying Policy and the accompanying documents to support the Policy.**
- 1.2 The Respectful Relationships and Anti-Bullying Policy sits within a suite of policies and guidance documents within the Inclusion Policy and framework for Scottish Borders. The Policy supports with work for all learning establishments to have a positive ethos and environment, which is inclusive and reduces the number of incidents of bullying behaviour. However, if bullying behaviour does occur, the Policy aims to address it in a consistent way.
- 1.3 The Policy and supporting documents have been created through a 'community of practice' involving all stakeholders between November 2022 and March 2023.

2 RECOMMENDATIONS

- 2.1 **I recommend that the Sub Education Committee:-**
 - a) Approve the Respectful Relationships and Anti-Bullying Policy (Appendix 1).**
 - b) Support the implementation and communication plan for the Policy and supporting documents.**
 - c) Agrees to the Policy and supporting documents being reviewed and updated in 2026.**

3 BACKGROUND

- 3.1 The previous Respectful Relationships Policy was created in 2012 and required to be updated.
- 3.2 The Health and Wellbeing Census Reports of 2022 outlined the need for Scottish Borders to look at their definition of bullying and how this was dealt with consistently across all schools and settings.
- 3.3 Respectful Relationships and Bullying do not sit in isolation and are intertwined, therefore the Policy covers both aspects.
- 3.4 The Policy outlines respectful relationships are required in every situation every day, therefore it is important learning establishments all work to ensure this is the case. On the occasions when relationships are not respectful, and bullying behaviour occurs, it is important this is addressed in a consistent way with the necessary recording of the incidents in place. The Policy gives a clear process to follow when bullying behaviour occurs.
- 3.5 An implementation plan outlines how the Policy will be promoted and implemented across learning establishments within the Scottish Borders. Learning establishments, following the Policy's approval, will be expected to create their own statement in partnership with children and young people and parents/carers, with the support of the accompanying documents, to the Policy outlined in the following section of this report.
- 3.6 Within schools and settings, the recording of any bullying behaviour will be within the SEEMIS Bullying and Equalities Module. The tracking and monitoring of this data and any further actions required will be carried out by Senior Management Teams in each school or setting. Any trends which occur over time across the Scottish Borders will be considered and actioned by the Education Senior Leadership Team.
- 3.7 The Policy contributes to the Council Plan, under Fulfilling Our Potential.

4 POLICY AND SUPPORTING DOCUMENTS

- 4.1 The Respectful Relationships Policy and Anti-Bullying Policy is supported by a number of additional documents:
 1. Policy Summary document – key information from the policy.
 2. Respectful Relationships and Anti-Bullying Establishment Statement – all learning establishments are asked to complete the Statement to show they have agreed and endorse the Policy, as well as ensure children, young people and parents are also involved in the discussions.
 3. Poster – outlining the Policy and the key messages.
 4. Parents Leaflet – summary document with key messages for parents. This was a direct request from a number of the parents who were involved in the development.

5. Power point with key messages – this can be used by all learning establishments with staff, children and young people and parents. Amendments can be made, depending on the audience.
6. Implementation/Communication Plan – this will ensure all stakeholders are informed of the new Policy.

5 IMPLICATIONS

5.1 Financial

There are no costs attached to any of the recommendations contained in this report, apart from time for children and young people, staff and parents/carers to work together to complete the Respectful Relationships and Anti-Bullying Statement. Any resources which learning establishments wish to use from 'Respect me' (national anti-bullying organisation) are free and downloadable from their website.

5.2 Risk and Mitigations

- a) The existing 2012 Policy is a risk because it is out of date and does not reflect current practice across learning settings. The new Policy will ensure a consistency of approach across Scottish Borders.
- b) The Health and Wellbeing Census Report highlighted bullying happening across Scottish Borders schools. The risk of not having a consistent approach needed to be addressed. The Policy brings a consistency of approach to dealing with and recording bullying.

5.3 Integrated Impact Assessment

A full Integrated Impact Assessment has been completed for this Policy and is attached.

5.4 Sustainable Development Goals

- a) *Ensure healthy lives and promote wellbeing for all at all ages:* The Respectful Relationship and Anti-Bullying Policy will provide a consistency of approach across all learning settings, ensuring respectful relationships are embraced at all time and bullying is addressed quickly and effectively if it arises.
- b) *Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all potential:* The Respectful Relationship and Anti-Bullying Policy links directly to the Inclusion Policy and Framework. The Policy outlines the necessity of positive relationships, however, when relationships do break down, and if bullying takes place, then a consistency of approach is taken to deal with the situation.
- c) *Achieve gender equality and empower all women and girls:* The Respectful Relationship and Anti-Bullying Policy ensures there is equality of approach across all genders.

5.5 Climate Change

There are no significant effects on rural proofing arising from the proposals contained in this report.

5.6 Rural Proofing

There are no significant effects on rural proofing arising from the proposals contained in this report.

5.7 Data Protection Impact Statement

There are no personal data implications arising from the proposals contained in this report.

5.8 Changes to Scheme of Administration or Scheme of Delegation

There are no changes to be made to either the Scheme of Administration or the Scheme of Delegation as a result of the proposals contained in this report.

6 CONSULTATION

- 6.1 The Director (Finance & Corporate Governance), the Monitoring Officer/Chief Legal Officer, the Chief Officer Audit and Risk, the Director (People Performance & Change), the Clerk to the Council and Corporate Communications have been consulted and any comments received will be reported at the Sub Education Committee Meeting.

Approved by

Lesley Munro

Director – Education & Lifelong Learning

Author(s)

Name	Designation and Contact Number
Christine Brown	Quality Improvement Officer (01835 824000 Ext 8005)

Background Papers: Not applicable

Previous Minute Reference: Not applicable

Note – You can get this document on tape, in Braille, large print and various computer formats by contacting the address below. Christine Brown can also give information on other language translations as well as providing additional copies.

Contact us at Council Headquarters, Newtown St Boswells, Melrose TD6 0SA (Tel 01835 824000).

SBC Includes: Respectful Relationships and Anti-Bullying Policy

**Ensuring safe, respectful and nurturing environments for children
and young people in the Scottish Borders**

DRAFT

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****To be completed by all learning establishments****

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Acknowledgements

Foreword

Bullying of any kind is unacceptable and must be addressed quickly. Bullying should never be seen as a typical part of growing up. The Scottish Government's vision is:

- every child and young person in Scotland will grow up free from bullying and will develop respectful, responsible and confident relationships with other children, young people and adults;
- children and young people and their parent(s), will have the skills and resilience to prevent and/or respond to bullying appropriately;
- every child and young person who requires help will know who can help them and what support is available; and
- adults working with children and young people will follow a consistent and coherent approach in dealing with and preventing bullying from Early Learning and Childcare onwards

In Scottish Borders, our vision is that all learning establishments are safe, respectful and nurturing environments where bullying behaviour is never acceptable. It is therefore critical that those who play a role in the lives of children and young people in the Scottish Borders are equipped to prevent and respond effectively to incidents of bullying behaviour.

Getting it right for every child (GIRFEC) in the Scottish Borders ensures that the child and their family are at the centre of policy and practice and that the views of the child, young person and their parents/carers are sought, listened to and taken into account when decisions are being made.

Bullying can exist in any learning establishment and we recognise the detrimental impact it has on children and young people's lives. The GIRFEC wellbeing indicators state that in order to do well, now and in the future, children and young people need to be safe, included, responsible, respected, active, nurtured, achieving, and healthy. However, bullying behaviour can have a negative impact on all those indicators for both the child or young person displaying bullying behaviour and those experiencing it.

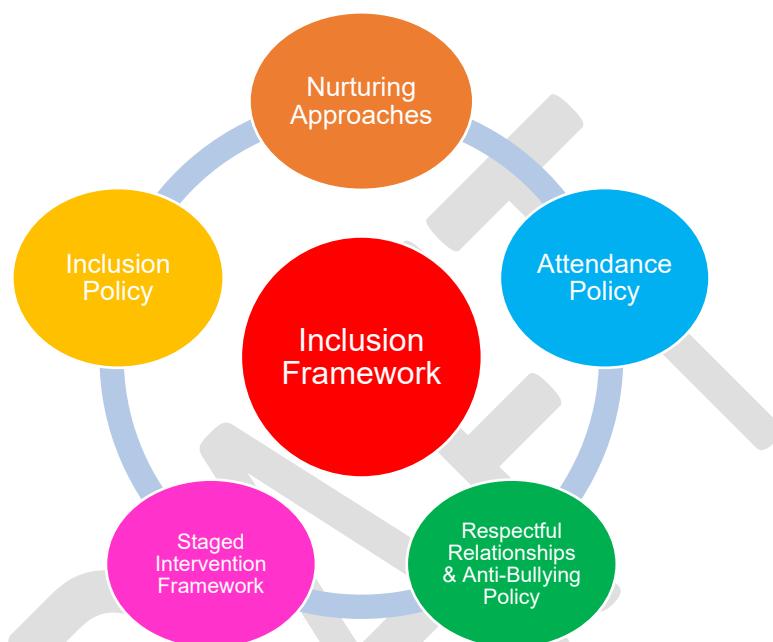
We have the responsibility to challenge behaviour and attitudes that lead to bullying before incidents arise and believe early intervention and prevention are key in reducing bullying behaviour. When incidents do arise, it is important there are proper procedures in place to ensure the appropriate action is taken.

I welcome this policy, which gives clarity to the definition of bullying and the procedures in place within Scottish Borders.

Councillor Leagh Douglas

Introduction

The Scottish Borders Respectful Relationships and Anti-Bullying Policy is one of a suite of policy and guidance documents in the Inclusion Framework, within the context of our overarching policy on Inclusion and our Nurturing Approaches Guidelines. This policy replaces all previous Education and Lifelong Learning Anti-Bullying Guidance, Policies and Procedures adopted by the local authority and those developed by individual learning establishments.



Based on [Respect for All](#) *: The National Approach to Anti-Bullying for Scotland's Children and Young People, the policy provides a coherent and consistent approach for staff, parents/carers, and children and young people on the prevention, early intervention and management of bullying behaviour.

**Scottish Borders Council are aware that the Scottish Government intend to review the Respect for All document in 2023/24 and will therefore subsequently review this policy accordingly.*

The policy applies to all incidents of bullying behaviour within a learning establishment between children and young people. The policy also considers the impact of bullying behaviour that is experienced out with the learning establishment, as the impact of the behaviour is likely to affect the individual's motivation towards learning.

It is important that this policy sits within, and is considered part of, the learning establishments' positive behaviour and relationships policy approach. In order to outline the procedures and actions which learning establishments will undertake to embed this policy, each establishment should complete a **Respectful Relationships and Anti-Bullying Establishment Statement** (Appendix1).

Health and Wellbeing Census 2022 – What does the data tell us?

In March 2022, Scottish Borders schools took part in a Health and Wellbeing Census where P5-7 children in primary schools and S1-S3 young people in secondary schools were asked directly about their experience of bullying. The results were as follows:

Been Bullied

Q27. Have you been bullied in the last year?	1. Yes	2. No	3. Prefer not to say	Respondents to Question
P5	46%	39%	16%	944
P6	42%	44%	14%	954
P7	38%	51%	12%	972
Grand Total	42%	45%	14%	2870

S1-3 Q42. Have you been bullied in the last year?	1. Yes	2. No	3. Prefer not to say	Respondents To Question
S1	34%	55%	12%	785
S2	28%	63%	9%	694
S3	25%	69%	6%	730
Grand Total	29%	62%	9%	2209

Where Bullied

28. Where have you been bullied?	Q28.1. At school	Q28.2. Somewhere else (including on the way to or from school)	Q28.3. Online / Social media / gaming platform	Grand Total
P5	35%	18%	12%	973
P6	34%	17%	12%	986
P7	30%	15%	12%	1006
Grand Total	33%	17%	12%	2965

S1-3 Q43 - Where have you been bullied? (% of all responses)	S1-3 Q43.1. At school	S1-3 Q43.2. Somewhere else (including on the way to or from school)	S1-3 Q43.3. Online / Social media / gaming platform
S1	26%	8%	10%
S2	20%	6%	7%
S3	20%	7%	10%
Grand Total	22%	7%	9%

How Bullied

29. How were you bullied?	Q29.1. Name calling	Q29.2. Rumours spread	Q29.3. Hurtful comments	Q29.4. Threats	Q29.5. Pictures or videos of you shared with others	Q29.6. Embarrassed or made to feel foolish	Q29.7. Physically hurt	Grand Total
P5	30%	10%	25%	14%	4%	16%	16%	973
P6	30%	13%	25%	14%	4%	16%	16%	986
P7	29%	16%	25%	13%	6%	18%	15%	1006
Grand Total	30%	13%	25%	14%	5%	17%	16%	2965

S1-3 Q44 - How were you bullied? (% of all responses)	S1-3 Q44.1. Name calling	S1-3 Q44.2. Rumours spread	S1-3 Q44.3. Hurtful comments	S1-3 Q44.4. Threats	S1-3 Q44.5. Pictures or videos of you shared with others	S1-3 Q44.6. Embarrassed or made to feel foolish	S1-3 Q44.7. Physically hurt
S1	21%	12%	17%	8%	5%	11%	10%
S2	18%	11%	15%	7%	5%	12%	5%
S3	17%	12%	16%	6%	6%	12%	4%
Grand Total	19%	12%	16%	7%	5%	12%	7%

Online Bullying (S1 – S3 only)

S1-3 Q45. How often do other children pick on you by sending emails, through messaging or posting something online?	1. Most days	2. About once a week	3. About once a month	4. Every few months	5. Never	6. Prefer not to say	Respondents To Question
S1	5%	7%	8%	16%	51%	13%	257
S2	4%	9%	7%	19%	49%	11%	192
S3	5%	8%	7%	24%	47%	10%	180
Grand Total	5%	8%	7%	19%	49%	12%	629

Report Bullying

Q30. Did you report the bullying to anyone?	1. Yes	2. No	3. Prefer not to say	Respondents to Question
P5	64%	19%	17%	427
P6	63%	19%	18%	402
P7	59%	30%	11%	366
Grand Total	62%	23%	15%	1195

S1-3 Q46. Did you report the bullying to anyone?	1. Yes	2. No	3. Prefer not to say	Respondents To Question
S1	55%	31%	14%	261
S2	49%	44%	7%	191
S3	50%	39%	12%	179
Grand Total	52%	37%	11%	631

Reporting Bullying Results

Q31. Did reporting the bullying to anyone...?	1. Make the situation better	2. Make the situation worse	3. Nothing changed	4. Prefer not to say	Respondents to Question
P5	52%	9%	25%	14%	266
P6	55%	10%	24%	10%	248
P7	55%	13%	26%	6%	216
Grand Total	54%	11%	25%	10%	730

S1-3 Q47. Did reporting the bullying to anyone...?	1. Make the situation better	2. Make the situation worse	3. Nothing changed	4. Prefer not to say	Respondents To Question
S1	57%	9%	25%	10%	141
S2	38%	10%	42%	10%	92
S3	46%	13%	33%	8%	90
Grand Total	48%	10%	32%	9%	323

Take Part in Bullying

Q32. How often have you taken part in bullying another pupil(s) at school in the past couple of months?	1. Not at all	2. Once or twice	3. Around two or three times a month	4. About once a week	5. Several times a week	6. Prefer not to say	Respondents to Question
P5	76%	12%	2%	1%	1%	8%	936
P6	80%	11%	2%	0%	1%	6%	953
P7	79%	14%	2%	0%	1%	4%	971
Grand Total	78%	12%	2%	0%	1%	6%	2860

S1-3 Q48. How often have you taken part in bullying another pupil(s) at school in the past couple of months?	1. Not at all	2. Once or twice	3. Around two or three times a month	4. About once a week	5. Several times a week	6. Prefer not to say	Respondents To Question
S1	83%	11%	2%	0%	0%	4%	773
S2	80%	12%	1%	1%	1%	5%	686
S3	82%	11%	1%	1%	1%	4%	725
Grand Total	82%	11%	1%	1%	1%	4%	2184

Terms of Reference Used Within the Policy

Learning establishment

A learning establishment is any educational environment, which delivers the outcomes of Curriculum for Excellence. This will include early childhood centres, primary, special and secondary schools.

External providers funded by Scottish Borders Council such as early years partners, specialist educational providers, post-16 training provisions, youth work providers, arts and cultural development, and after school clubs and groups are encouraged to adopt, where appropriate, the guidance contained within this policy document.

This single policy will apply in all learning establishments. Heads of learning establishments should ensure that the policy and procedures are being implemented and monitored.

Parent/Carer

Parent/Carer is used to describe parents, carers, kinship carers and any other adult with a primary caring responsibility for a child or young person.

Respectful Relationship

A respectful relationship is based upon mutual trust, honesty, kindness, consideration and fairness, bringing out the best in those involved.

Section 1

Respectful Relationships

In Scottish Borders learning establishments, adults should work together with children and young people to create an environment that encourages respect, celebrates difference and promotes positive relationships and behaviour. Children and young people are more likely to develop self-confidence, resilience and positive views about themselves where open and respectful relationships exist between adults and other children and young people.

The starting point for promoting respectful relationships and behaviour is the provision of a:

- coherent and inclusive curriculum
- effective and engaging learning and teaching
- whole school nurturing ethos based on positive relationships
- whole school commitment to inclusion

SBC Includes: [Inclusion Policy Jan 2020](#)

All of our learning establishments should promote respectful relationships based on care, trust, respect, honesty, kindness and justice, seeking to realise and harness the full potential of all young people and bring out the best in them, especially in challenging situations such as those created by bullying.

Section 2

Ethos and Culture

Respect for all states: *'We know that the most successful interventions are embedded within a positive ethos and inclusive culture rather than just focussing on individual incidents as and when they occur'*

Health and Wellbeing is the responsibility of all staff and it is a critical factor in creating and maintaining a positive ethos within all learning establishments. The guidance contained within this policy is informed by the overarching principles of the SBC Includes: [Inclusion Policy](#) and [Nurturing Approaches Guidelines](#).

All learning establishments should work to create a positive ethos and culture of respect and trust based upon shared values. Adults do not expect to be verbally or physically abused by colleagues or friends, and children and young people have the same right to be free from bullying and to feel safe in their environments.

An inclusive culture and ethos will minimise incidences of bullying however, any bullying behaviour is unacceptable and should be dealt with in line with the policies and procedures contained within this document.

The following proactive approaches are effective ways of preventing bullying happening in the first place:

- pro-actively promoting an understanding of bullying and it's impact
- modelling how to treat others with compassion and respect
- creating an open and safe space to talk

Approaches to support preventing or reducing the incidence and effects of bullying behaviour in learning establishments may include:

- Establishing an ethos which places an emphasis on respecting, valuing and caring for self and others
- Establishing a climate where all members of the learning community, irrespective of age or status, promote and model respectful relationships and values
- Vision, Values and Aims statements which place an emphasis on mutual respect and which are agreed and discussed with all staff, children and young people and parents/carers

- Completion of a Respectful Relationships and Anti-Bullying Statement, aligned with council policy, which makes clear that bullying is unacceptable and sets out everyone's responsibility in preventing and responding to bullying
- Involvement of staff, children and young people and parents/ carers in the completion of a Respectful Relationships and Anti-Bullying Statement
- Responsible Use of Mobile Technology Policy developed with staff, children/young people and parents/ carers within the context of the setting
- Provision of appropriate staff training in recognising and dealing appropriately with acts of bullying
- Taking seriously any report or allegation of bullying behaviour, investigating and taking appropriate action
- Providing a variety of means to allow children and young people to report bullying for themselves or their peers
- Providing support for children and young people who are experiencing bullying behaviour
- Helping the person displaying bullying behaviour to understand the impact of their behaviour and supporting them as they change their behaviour. The approaches taken should always take in account the individual needs of each child or young person
- Involving parents/carers, as appropriate, in supporting both children and young people who are bullied and those who are displaying bullying behaviour
- Ongoing recording and monitoring of bullying incidents. Monitoring bullying incidents is essential and can help to identify recurring patterns, thereby encouraging early intervention. This can also help identify training (CLPL) needs for everyone working with children and young people (Reference Section 9)

In their 'Policy through to Practice – Getting it Right Anti-Bullying Policy Guidance for Schools and Children & Young People's Services', respectme state:

"It is important to maintain the profile of any anti-bullying work undertaken and reinforce this ethos in everyday workings and relationships."

For examples of initiatives designed to prevent and/or respond to bullying visit the document [respectme Principles for policy development respectme](#).

In addition to the approaches suggested above for all learning establishments, early learning and childcare settings and schools in particular may consider:

- Including anti-bullying education within the Personal, Social and Health Education curriculum for all children and young people as well as through cross-curricular and whole school approaches
- Addressing anti-bullying through, for example, assemblies, circle time, restorative approaches and co-operative learning methodologies
- Working towards and becoming a Rights Respecting School

Section 3

What do we mean by bullying?

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

“Bullying is both behaviour and impact; what someone does and the impact it has on the other person’s capacity to feel in control of themselves. We call this their sense of ‘agency’. Bullying takes place in the context of relationships. It is behaviour that can make people feel hurt, threatened, frightened and left out and it can happen face to face and online.” (respectme,2015)

This behaviour can include, but is not limited to:

- Being called names, teased, put down or threatened face to face/online
- Being hit, tripped, pushed or kicked
- Having belongings taken or damaged
- Being ignored, left out or having rumours spread about you (face-to-face and/or online)
- Sending abusive messages, pictures or images on social media, online gaming platforms or phone
- Behaviour that makes people feel like they are not in control of themselves or their lives (face-to-face and/or online)
- Being targeted because of who you are or who you are perceived to be (face-to-face and/or online).

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

Online Bullying

Online bullying, or cyberbullying, is often the same type of behaviour as face to face bullying, for example name-calling, spreading rumours and leaving people out, but it takes place online, for example on social networking sites, in chatrooms, and via mobile technologies, gaming and instant messaging platforms. The impact of this can be as hurtful and damaging as other forms of bullying behaviour. This should be taken as seriously as any other form of bullying.

Advances in technology are simply providing an alternative means of reaching people. Where malicious messages were once written on schoolbooks or toilet walls, they can now be sent via mobile phone or the internet, making their reach greater, more immediate and much harder to remove or erase.

Whilst advances in technology, including social media, provide many possibilities to enhance learning and teaching, staff in learning establishments should be alert to its possible misuse. Some online behaviour is illegal. Children and young people need to be made aware of the far-reaching consequences of posting inappropriate or harmful content on forums, websites, social networking platforms, etc.

ICT/Mobile phone policies can also be a helpful tool in reinforcing the consequences of misuse of technology, the Scottish Government have written useful guidance on developing such a policy:

[Guidance on Developing Policies to Promote the Safe and Responsible Use of Mobile Technology in Schools](#)

Scottish Borders Council have also produced the following guidance:

[Responsible Use of Mobile Technology](#)

Scottish Borders Council also recommend consulting the following website for online safety advice and support:

[South West Grid for Learning \(SWGfL\) Safe, Secure, Online](#)

Language and Use of “Labels”

When talking about bullying, it is important not to label children and young people as “bullies” or “victims”. Labels can stick for life and can isolate a child, rather than helping them to recover or change their behaviour. Reference should be made instead to “those experiencing bullying behaviour” and “those displaying bullying behaviour”. All children and young people need help to understand why bullying behaviour is wrong in order that they can change it. It is important not to develop predisposed notions about which child or young person is likely to fall into which category.

If staff are unsure if behaviour is bullying, look at the effect it is having on the child or young person. It can be the case that one child says something unpleasant to

another, but this is not always a case of bullying as it has no real impact on the child. Such behaviour should always be challenged, even if it is not bullying.

Possible Signs of Bullying

Children and young people may display a wide range of signs, which may indicate that they are being bullied. Some of the signs that staff should look out for may be:

- Change in attendance at school
- Change in achievement levels
- Unexplained injuries, neglect of appearance, torn clothing
- Changes in sleep patterns
- Changes in eating pattern
- Social withdrawal/isolation
- Mood changes
- Depression
- Suicidal Thoughts
- Changing social media accounts

It is important for children and young people to discuss how they feel and help them develop resilience to manage their relationships. We know that children and young people will fall out and disagree with each other as they form and build relationships. This is a normal part of growing up and most children and young people have the ability to bounce back from this type of behaviour.

Bullying or Criminal Behaviour?

Some online behaviour may be illegal, and children and young people need to be made aware of the far-reaching consequences of posting inappropriate or harmful content online. In cases of sexual imagery, the [Abusive Behaviour and Sexual Harm \(Scotland\) Act 2016 \(legislation.gov.uk\)](https://legislation.gov.uk/ukpga/2016/16/section/1), criminalises the non-consensual sharing of intimate images. Similarly, hate crime is defined through the law as any crime which is perceived by the victim or any other person as being motivated (wholly or partly) by malice or ill will towards a social group. There are five groups or protected characteristics covered by the hate crime legislation:

- Disability
- Race
- Religion or belief
- Sexual Orientation

- Transgender Identity

There is no legal definition of bullying in Scotland and, as such, bullying is not a crime. Bullying can be motivated by prejudice similar to hate crime; the distinction is when a crime has taken place, such as assault, graffiti or a breach of the peace that has been motivated by prejudice. The Lord Advocate has issued guidelines about which category of offence will be reported to the Procurator Fiscal for consideration of prosecution. Children who do not come within these guidelines may be referred to the Children's Reporter or made subject to Police direct measures, depending on the circumstances. The Procurator Fiscal and the Children's Reporter discuss cases that are subject to joint referral and the Procurator Fiscal will decide where the case is best dealt with.

The presumption should be against criminalising children and young people wherever possible unless it is in the public interest.

Promoting the principles of inclusion amongst children and young people is key to preventing hate crime. Adults, and children and young people, can seek appropriate advice and guidance from Police Scotland if they feel a crime may have taken place.

Relational conflict usually involves individuals and groups who are relatively similar in power and status. It is generally behaviour which happens occasionally, and offence might be accidental.

Section 4

Prejudice-based bullying

All staff should be prepared to address prejudicial attitudes that may be behind the behaviour. Bullying behaviour can often be rooted in prejudice due to difference or perceived difference. This can lead to prejudice and discriminatory language or behaviour, including racism, sexism, homophobia, biphobia or transphobia.

Respect for All states: "Prejudice-based bullying is when bullying behaviour is motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance."

[The Equality Act 2010](#) sets out rights, which include legal protection from discrimination, related to any of the nine protected characteristics. Learning establishments should be committed to challenging prejudice based bullying and make an explicit commitment to each of the protected characteristics listed below:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Learning establishments are expected to challenge inequality and promote inclusive and nurturing environments where bullying based on or motivated by these is never acceptable.

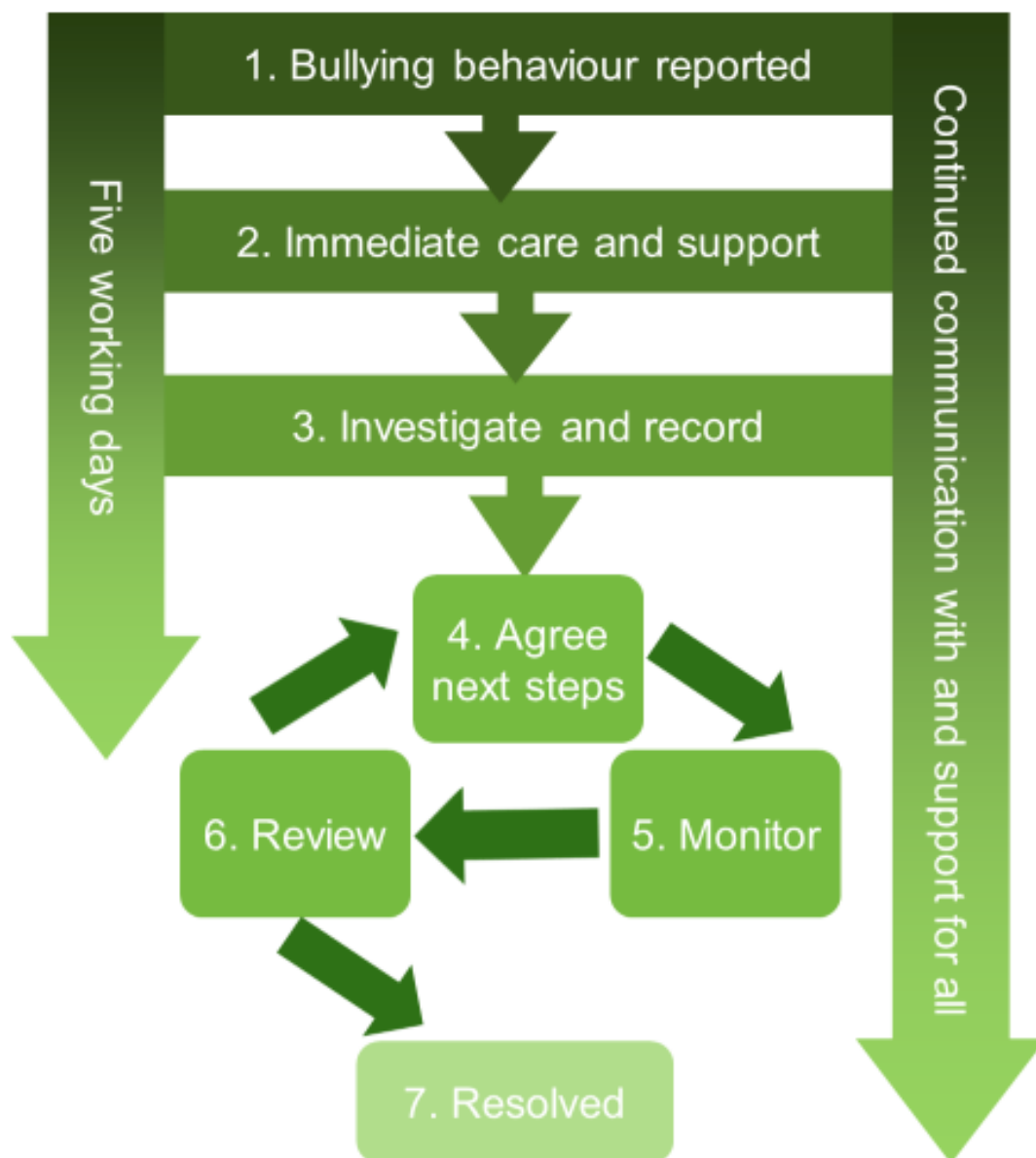
Learning establishments should be aware of the potential vulnerability of children/young person in relation to the following:

- Asylum seeker or refugee status
- Body image
- Care experienced young people
- Social or economic status
- Young carer responsibilities
- Imprisonment of parents/carers, siblings, or other family members

Learning establishments where relationships are based on respect and children and young people feel included are more likely to develop effective resolutions and responses to bullying.

Section 5

What to do if bullying behaviour is experienced



****Further guidance can be found on the subsequent pages****

1. Bullying Behaviour Reported

Staff may become concerned about a child or young person when, for example, they witness something that may be construed as bullying behaviour, or a child, young person or parent/carer reports to them that they are experiencing bullying behaviour. How the member of staff reacts is crucial. Children and young people may have gone through a lot of upset before reporting an incident of bullying to an adult. A child's experience may be directly affected by the response they get from the adult.

2. Care and Support

It is crucial for staff to listen and get it right; offer support whenever required and be mindful of the potential need for their support, no matter how busy they are at the time. The child/young person may have chosen to report bullying behaviour at a less than convenient moment. If it is not possible to speak to them there and then, it is important for the staff member to acknowledge how the child/young person is feeling. The staff member should reassure the child/young person that they have done the right thing by reporting the bullying and should arrange a time when they will speak to them about it further. The timeline for this care and support is immediate.

3. Investigate and Record

Staff should gently encourage the child/young person to talk, find out what happened, who was involved, where and when – or ask them to write it down if that is easier. It may be necessary to do some probing by asking open and direct questions, but staff should find out as much as possible.

Keeping notes may be helpful but it is important that the child/young person knows why and how the notes will be used. This information would form the basis for further investigation and recording. Schools have a responsibility to record the information on SEEMIS through the Bullying and Equalities module (see section 9). Other learning establishments, will have their own recording system, which should be used.

respectme recommend that the most effective way for staff to structure their response to bullying is to ask themselves these questions:

- What was the behaviour?
- What impact did it have?
- What does the child or young person want to happen?
- What do I need to do about it?
- Is there evidence of any prejudice-based attitude or behaviour?

Consent

Responding to bullying behaviour requires a partnership approach – when it is safe to do so. The response to incidents of bullying behaviour will normally involve the

learning establishment staff, children/young people, parents/carers and partner organisations if appropriate.

Learning establishments should seek to inform and involve parents in supporting resolution of bullying behaviour. However, it is important the children and young people are aware of the learning establishment's intentions and actions regarding parental involvement.

“There is no age limit on the right of the child or young person to express their views. However, in Scotland, under data protection law, children and young people aged 12 or over are presumed to be mature enough to provide their own consent, unless there is any reason to think that they are not. If there is disagreement between the child or young person and their parents and it is not possible to reach agreement, professional judgement will be required, with consideration for the rights of the child under Article 12 of the UNCRC.” [Getting it right for every child \(GIRFEC\) Practice Guidance 4 - Information sharing](#).

It should be noted that whilst any learner's view, as expressed, should be considered, there may be situations whereby it is deemed to be in their best interests that their parents or third parties are advised of the situation.

Consent may need to be sought and re-sought at different intervals throughout a bullying incident to manage risk, harm, and consideration of child protection. Consent can be verbal and will be recorded within the Management Information System - SEEMiS for Schools or other learning establishments recording system.

Confidentiality

Responding to bullying behaviour requires a commitment to confidentiality by all parties – this should take account of the right to confidentiality of all involved:

- child/young person experiencing bullying
- parents/carers of child/young person experiencing bullying
- child/young person perceived/actually demonstrating bullying
- parents/carers of child/young person demonstrating bullying

When responding to and managing incidents it may be appropriate in some circumstances for a confidentiality agreement to be put in place for all parties. It will be made explicit to the child/young person the circumstance in which confidentiality may have to be broken to ensure they are protected from harm and kept safe. Child Protection should be considered and discussed at this stage. Involvement of Police Scotland may influence the direction and timing of the investigation. HR policies and procedures should be followed if a member of staff is involved (see Section 8).

Child Protection

Where there is a Child Protection concern, this will supersede the Respectful Relationships and anti-bullying policy and the following policy should be followed:

[Scottish Borders Child Protection Procedures \(sb-cpc-procedures.org.uk\)](http://sb-cpc-procedures.org.uk)

4. Agreed Next Steps

At this stage, staff need to be very clear with the child or young person about what happens next. The child or young person experiencing bullying behaviour needs to retain some feeling of control over the situation. It is vital that they are involved in deciding and agree to the next steps. Sometimes a particular incident can be resolved quickly but in many cases it can take some time to work towards a resolution and it is important that the child experiencing the bullying behaviour feels supported and has some strategies to help.

“There isn’t any single approach when responding to bullying, and what works for one child or situation, may not work for another. Children and young people value choices.” [respectme - ways to respond](#)

If staff are unsure of how to respond or are not sure what will work, they should explore different options, ask what the child/young person thinks would happen if a certain course of action were followed, and explore alternatives.

****Steps 1 – 4 should be completed within 5 school/working days****

5. Monitor

Monitoring meetings should be scheduled with the children/young people involved at increasing intervals of time as appropriate to the circumstances to ensure the agreed course of action is effective. This provides reassurance and builds confidence for all involved. All parties involved should mutually agree a date for the monitoring to stop. If the agreed course of action is not effective then step 4 should be revisited and a new agreement made.

6. Review

Following the agreed date for monitoring to stop, there should be a date set for review to ensure that the bullying behaviour has not started again. Regular check-ins with all parties involved would also be beneficial between the end of monitoring and the review date.

**** Step 4, 5 and 6 should be seen as ongoing until the situation is resolved****

7. Resolved

When all parties agree that the bullying behaviour incident has been resolved satisfactorily, then the incident can be 'signed-off' in SEEMIS (see Section 9).

Communication with all people involved

There should be regular communication with all parties involved throughout the process and a record of all communication should be kept. For schools records of communication should be kept in pastoral notes, however, a report on the Assure system may also be required.

Continued support for all people involved

Initially, it is critical to ensure the safety and wellbeing of the individual experiencing or displaying bullying behaviour. As outlined in step 2, care and support needs to continue throughout the process for all people involved.

Bullying can have long-term impacts on children and young people. When the bullying behaviour stops, the impact may still be felt and the process of moving on from what may have been a traumatic event may need ongoing monitoring and support to aid recovery.

Complaint Procedure

Any individual has the right to express their dissatisfaction and complain if they feel that the learning establishment has not fulfilled the expectations of this policy or any agreed management plans.

Scottish Borders Council defines a complaint as:

“Any expression of dissatisfaction about our action or lack of action, or about the standard of service provided by us or on our behalf.”

It is encouraged that complaints are responded to and resolved within the learning establishment; however, complainants have the right to lodge a formal complaint to the local authority.

[Scottish Borders Council Complaints Handling Procedure](#)

Section 6

What about the child who is displaying bullying behaviour?

“Children and young people who are displaying bullying behaviour will need help and support to help identify the feelings that cause them to act this way and develop strategies to cope with these feelings differently.” (respectme 2014)

The reasons why children and young people may get involved in bullying behaviour are many. Some examples include:

- to impress or establish leadership amongst a peer group
- to create a group identity by attacking an outsider
- pressure to conform – punishing non-conformity
- lack of social skills
- jealousy
- have been bullied themselves
- family and/or social problems
- lack of understanding of the impact of bullying

Nurture Principle 5 states that all behaviour is communication, it may well be that the bullying behaviour of the child or young person may stem from an unmet need, in this case staff should:

- Deal with the behaviour in the same way as you would with any type of distressed behaviour
- Describe the behaviour that is causing harm – avoid labelling
- Identify what is causing the bullying behaviour
- Listen and support to identify thoughts/feelings behind the behaviour
- Have conversations with parents whose insights may shed light on a situation not previously considered
- Support children and young people to find other ways to manage difficult feelings
- Be prepared for a strong reaction from parents/carers and children and young people
- Be prepared to address prejudicial attitudes that may be behind the bullying behaviour
- Support repair of relationships, where possible
- Address what is happening behind the behaviour, even when the bullying has stopped

There will be a wide range of actions or consequences that a learning setting can take in response to bullying incidents. These actions should be proportionate and appropriate to the age and stage of the child and to the incident.

Restorative Approaches

Restorative approaches articulate with and compliment all other relational approaches and strongly influence the emotional atmosphere in a learning community. A restorative approach recognises that people are the experts of their own solutions and if implemented effectively will promote accountability and maximise personal responsibility. A restorative approach provides a framework of values, thinking and language that is helpful when 'something' needs to be restored. In different contexts this could be:

- effective communication
- relationships or friendships
- empathy and understanding for another person's perspective
- respect (this could mean a sense of security, self-confidence, self-respect, or dignity)
- understanding the impact of our own behaviour on others
- repairing or replacing damaged materials or resources

Being restorative can be proactive (relationship building) or responsive (relationship repairing) and can be used at every level from everyday informal interactions to more formal restorative meetings. All practitioners can behave in a restorative way by demonstrating restorative values and using restorative thinking and language.

Exclusion

Exclusion from school should only be used as a last resort. It should be a proportionate response where there is no alternative. It is the responsibility of all Scottish Borders Council's schools and learning establishments to keep all children and young people fully included, engaged and involved in their education and to improve outcomes for all, with a particular focus on those who might be at risk from exclusion.

While individual circumstances must be taken into account, the grounds for exclusion are the same for all children and young people. In line with National guidance in [Included, Engaged and Involved Part 2: a positive approach to managing school exclusions \(2017\)](#) and [Included, Engaged and Involved Part 1: a positive approach to the promotion and management of attendance in Scottish schools](#), Scottish Borders Council have produced guidelines on how to Manage School Exclusions. These can be found in [Policy Guidance on Managing School Exclusions](#).

Other learning establishments should consult their own policies and procedures for excluding children and young people.

Section 7

Parents/Carers as Partners

Parents and carers are the people who know and understand their children's behaviour and their physical and mental wellbeing best. They have a key role to play in supporting their children when they experience or display bullying behaviour.

Parents/carers are often able to offer advice to staff on extra support their child might need or any creative solutions that may help resolve the situation. It is important that staff listen to, and respond to, the concerns of parents/carers and ensure that there is clear communication between them when dealing with bullying incidents relating to their children (see flow chart in Section 5).

When writing their Respectful Relationships and Anti-Bullying Statement, learning establishments should consult with parents/carers to draw on the wealth of knowledge that they have.

Parents/Carers are requested to:

- Be aware of the respectme, Scotland's Anti-bullying Service, booklet: [Bullying... a guide for parents and carers](#) and their [Parents tip sheet for online bullying](#)
- Work collaboratively and respectfully with staff, children and young people and other parents/carers where appropriate to help ensure bullying cannot thrive
- Inform learning establishments of bullying behaviour at the time of the incident or as soon as possible thereafter
- Address their children's behaviour when it affects others negatively and refrain from engaging directly in a negative way with any other children involved or their parents/carers/families
- Manage their children's use of electronic devices, mobile technologies and social media, including setting parental controls, ensuring privacy establishments are in place and adhering to age guidelines
- In the first instance, report any abuse to website providers and ensure their children unfriend or block persons potentially perpetrating abuse
- Be aware of the type of incidents which may have to be reported to the police – retain any evidence which may include screenshots, messages, images etc
- Understand we seek to understand the experiences, and address the needs of all children and young people, who experience bullying behaviour as well as those who display bullying behaviour, within a framework of respect, responsibility, resolution and support
- Be given the opportunity to express their views and help shape policy development in this area

- Be aware of the complaints process set out by the learning establishment and local authority and their rights with regard to these procedures (see Section 5 – Complaints Procedure)

Parent/Carer involvement can take the form of:

- Parent Councils as partners with the learning establishment
- Involvement with development of the *'Respectful Relationships and Anti-Bullying Statement'* for the learning establishment
- Parent education events around bullying
- Attendance at learning establishment open sessions where respectful relationships are modelled
- Involvement of parents in national Anti-Bullying week activities
- Involvement of parents in school assemblies dealing with current issues in bullying and its prevention
- Home-School Partnerships

Parent and carer support/information

Information about bullying, what to look for and further advice for parents and carers is available on ParentZone Scotland and Enquire websites:

[Experiencing bullying behaviour | Social and emotional factors | Specific support needs | Additional support | Parent Zone \(education.gov.scot\)](#)

[I'm not happy with how my child's school is responding to bullying - Enquire](#)

[Every child's right to live free from bullying and harassment - Enquire](#)

[Talking to your child's school about bullying - Enquire](#)

Section 8

Staff Working in Scottish Borders Council Learning Establishments

Scottish Borders Council promotes a 'Zero Tolerance' approach to threats and violent and abusive behaviour towards staff.

If unacceptable behaviour is experienced, your Line Manager should be made aware in order to provide appropriate support.

The following policies have been developed to ensure Scottish Borders Council staff are supported:

[Dignity and Respect in the Workplace | Scottish Borders Council \(scotborders.gov.uk\)](#)

[Managing Customer Engagement Policy | Scottish Borders Council](#)

(The above policy has been approved by council and is awaiting implementation)

Staff Welfare

Staff Wellbeing Handbook:

The [Staff Wellbeing Handbook](#) is available online as a supportive tool. The purpose of this directory is to provide staff with a list of useful organisations and resources in relation to wellbeing topics. The handbook will be continually added to and updated quarterly.

If you have any individual queries, contact your line manager or email: askhr@scotborders.gov.uk

Staff Working in Other Learning Establishments

Other learning establishments will have their own policies, procedures and support, which would be available if required.

Section 9 – Schools Only

SEEMiS: Recording, Reporting and Monitoring of Bullying and Discriminatory Incidents/Alleged Incidents in Schools

This section should be read in conjunction with [The Scottish Government's Supplementary Guidance on Recording and Monitoring of Bullying Incidents in Schools](#).

Schools are required to record all incidents of bullying behaviour on the SEEMIS Bullying and Equalities Module. As part of SBC's Education and Lifelong Learning's quality assurance processes, data recorded on the module will regularly be analysed.

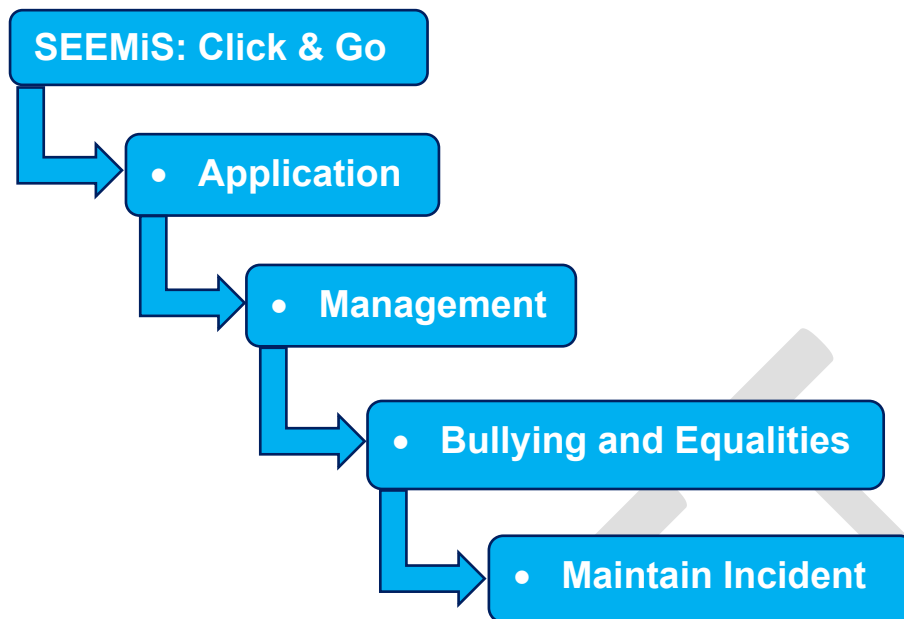
Recording in this way has a number of advantages:

- It allows education services to collect and collate data centrally
- It allows schools/early learning centres to interrogate data
- It complies with the requirements of the Equality Act 2010
- Incidents will be recorded under different types of discriminatory behaviour
- The system will record incidents against persons displaying the behaviour and persons experiencing the behaviour
- There will no longer be a requirement to record racist incidents in a separate menu item as these are part of the module

Each school should have a clear set of procedures for reporting and investigating reports of bullying behaviour. The member of staff to whom the incident is first reported, or who has witnessed the incident, should take the incident seriously. They must use their professional judgement in deciding upon appropriate action, taking into account the circumstances and the information they have and this should be agreed with a member of the Senior Leadership Team or Pupil Support Team. In all cases, it is crucial that the child or young person is listened to and supported.

It should be clear how the case will be investigated, monitored and reviewed. A member of Senior Leadership Team in each learning setting should have responsibility for ensuring that procedures relating to reports of bullying are implemented and that the whole school reports available on SEEMIS are regularly monitored.

Where to find the Bullying and Equalities Module on SEEMiS:



All of the sections in the Bullying and Equalities module must be completed

Within SEEMIS Bullying and Equalities Module, information is recorded about both the person experiencing the behaviour and the person displaying the behaviour. The nature of the incident and the specific perceived reasons for bullying (formerly characteristics) must be completed in all cases. If an incident is covered by more than one of these select all that apply under these headings:

Nature of Incident

- Name calling, teased, put down or threatened
- Hit, tripped, pushed or kicked
- Belongings taken or damaged
- Being ignored
- Spreading rumours
- Abusive messages online/phone/gaming/social media
- Targeted because of who they are/perceived to be
- Racism or Racist incident
- Gender Based Violence
- Other (Please Specify)

If 'Other' is selected from the list, an additional text box will be displayed to enable details of the 'Other' incident to be recorded.

Perceived Reason(s) for bullying (formerly Characteristics)

- Actual or perceived Sexual orientation (e.g. homophobic, bi-phobic)
- Additional support needs
- Asylum seekers or refugee status
- Body Image and physical appearance
- Disability
- Gender identity or Trans identity
- Gypsy/travellers
- Care Experience
- Marriage/civil partnership of parents/ carers or other family members
- Mental health
- Pregnancy and maternity
- Race and racism including culture
- Religion or belief
- Sectarianism
- Sexism and gender
- Socio-economic prejudice
- Young carer
- Not known
- Other: please specify

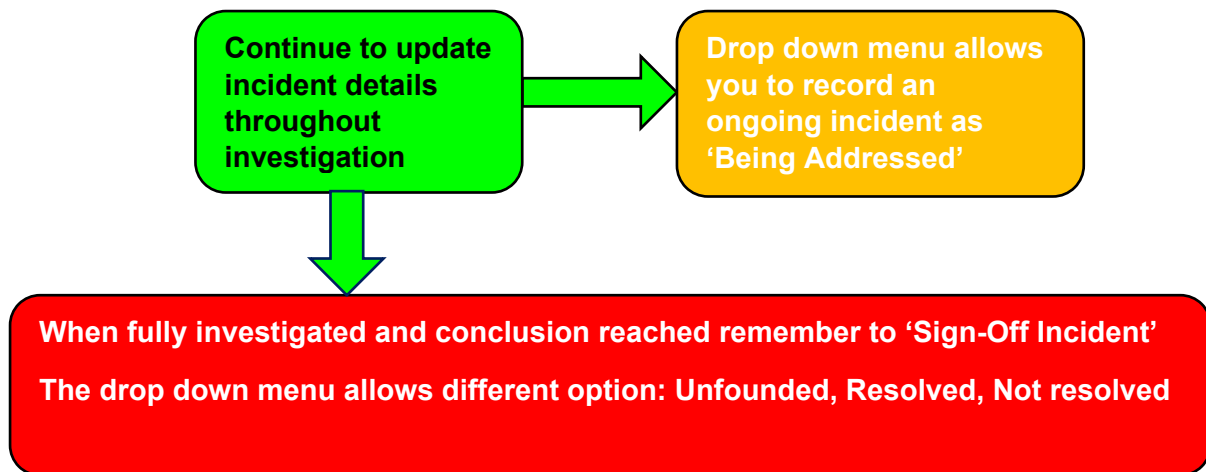
If 'Other' is selected from the list, an additional text box will be displayed to enable details of the 'Other' incident to be recorded.

Information about how the situation is to be monitored and reviewed should be entered in the appropriate section. The views of the person experiencing, the person displaying, and, if appropriate, the views of parent/carer should also be recorded (See item 3 of the flow chart in Section 5).

Monitor and review

- Do they feel their concerns were listened to?
- Do they feel satisfied with the outcome?
- Does the parent/carer feel satisfied with the outcome?
- Restorative Action has taken place?

Information recorded in this part the Module automatically creates an entry into the pastoral notes for each of the children or young people. This entry does not contain detail about the incident – its purpose is to indicate that an incident has been recorded in the bullying and equalities module.



The use of annual surveys with pupils / staff / parents and carers about experiences of bullying in school is encouraged. The results of any surveys carried out should be monitored to ensure that steps continue to be taken to improve the learning environment.

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Appendix 1

Template to be completed by all learning establishments

Respectful Relationships and Anti-Bullying: statement for Children / Young People in

Learning Setting Name

Scottish Borders Council Vision

It is our vision that all learning establishments are safe, respectful and nurturing environments where bullying behaviour is never acceptable. It is therefore critical that those who play a role in the lives of children and young people in the Scottish Borders are equipped to prevent and respond effectively to incidents of bullying behaviour. Getting it right for every child (GIRFEC) in the Scottish Borders ensures that the child and their family are at the centre of policy and practice and that the views of the child, young person and their parents/carers are sought, listened to and taken into account when decisions are being made.

Policy statement purpose

In the Scottish Borders, learning establishments promote respectful relationships approaches.

This document builds on Scottish Borders Respectful Relationships and Anti-bullying Policy and outlines the steps that will be undertaken in **[name of learning setting]** to provide guidance to staff, parents/carers and children/young people on the prevention and management of bullying behaviour. Our aim is to make **[name of learning setting]** a safe, respectful and nurturing environment where bullying behaviour is never acceptable.

Raising awareness and prevention

Staff and Volunteers

In addition to promoting and role modelling respectful relationships and positive behaviour, all staff and volunteers in **[name of learning setting]** with a responsibility for children/young people will participate in the training and development listed below:

Please list the training that staff in the learning establishment will undertake in this box. See Appendix 2 for suggested training resources.

Pupils

In **[name of learning setting]** we actively and openly talk about and discuss bullying behaviour.

Listed below are the strategies / resources, which will be used to raise the children/young people's awareness and prevent bullying:

Please list the resources/strategies that staff in the learning establishment will use to raise awareness and prevent bullying with children and young people. See section 2 of the Respectful Relationships and Anti-Bullying policy for suggestions.

Recording and monitoring strategies

In **[name of learning setting]** incidents of bullying are recorded and monitored, in accordance with the guidance in Scottish Borders Respectful Relationships and Anti-Bullying Policy. Incidents will be recorded in the SEEMIS Bullying and Equality Module in schools or manually in learning establishments who do not have access to SEEMIS.

Reporting and feeding back about bullying incidents

In *[name of learning setting]* children/young people, staff and parents will be made aware of the confidential and safe ways to report bullying behaviour.

Ways for Pupils to report bullying behaviour:

Please list the methods of reporting which are available to the children and young people along with the people they can report to.

Ways for parents to report bullying behaviour:

Please list the methods of reporting which are available to the parents/carers along with the people they can report to.

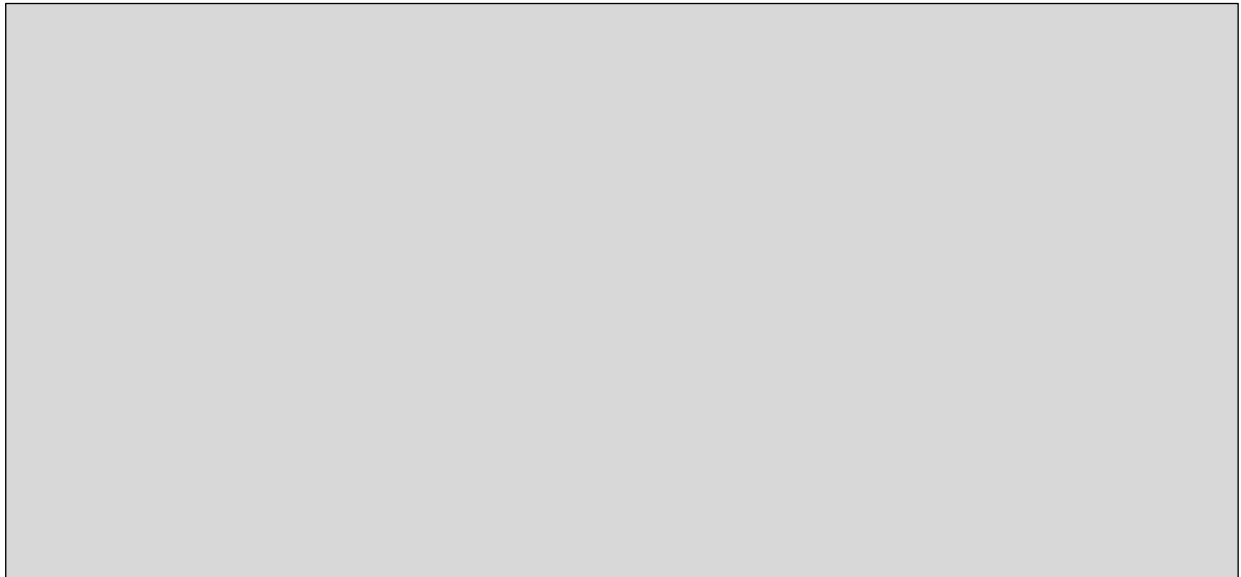
Ways for Staff to report bullying behaviour:

Please list the methods of reporting which are available to staff along with the people they can report to.

In *[name of learning setting]*, *[name of person]* will be responsible for ensuring all parties are actively informed of progress made.

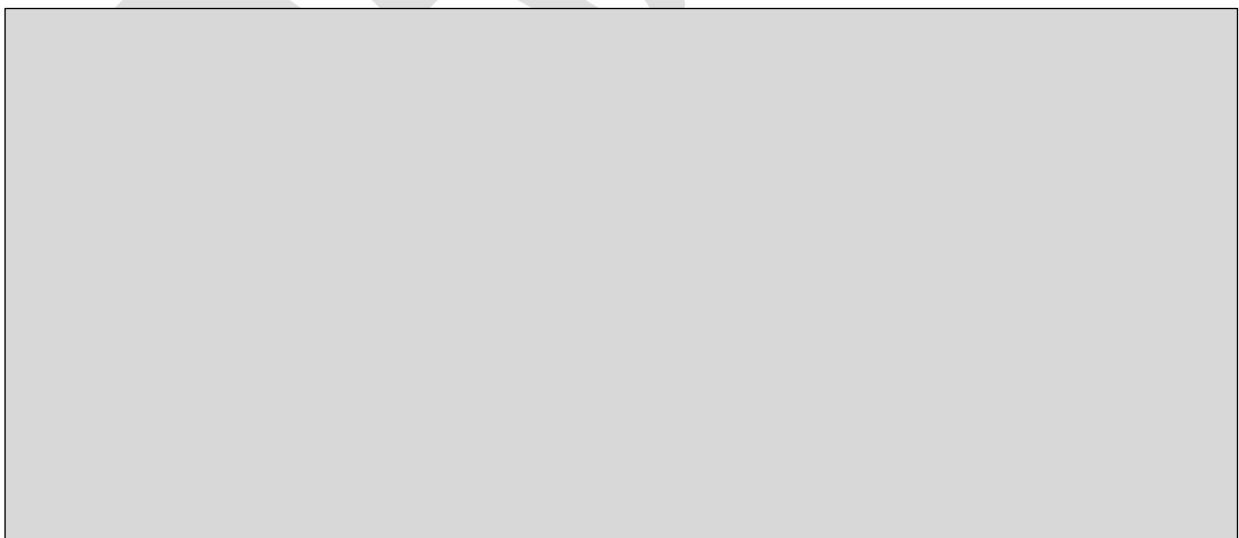
Children / young people’s views on respectful relationships

We have shared the Respectful Relationships and Anti-Bullying poster with our children/young people and consulted with them in the creation of this statement. Some of their comments are shown below:



Parent’s views on respectful relationships

We have shared the Respectful Relationships and Anti-Bullying parent leaflet with our parents/carers and consulted with them in the creation of this statement. Some of their comments are shown below:



Policy statement reviewed date (Every three years)

Head of **[learning setting]** Signature

Date:-

Appendix 2

Training and Support

[‘Bullying- It’s Never Acceptable’ | Learning resources | National Improvement Hub \(education.gov.scot\)](#)

An online professional learning resource from [respectme](#) adopts the Scottish Government’s anti-bullying guidance, [Respect for All](#). It seeks to define bullying and introduce practical strategies to address bullying behaviour when it occurs.

The [four online modules](#) consist of:

Module 1: Why address bullying? (approx. 28 minutes in length)

Module 2: Defining and recognising bullying behaviour (approx. 23 minutes in length)

Module 3: Preventing bullying: policy and practice (approx. 18 minutes in length)

Module 4: Responding to bullying (approx. 25 minutes in length)

[Free CPD online training \(anti-bullyingalliance.org.uk\)](#)

Free CPD-certified anti-bullying online training for anyone that works with children and young people.

[Restorative Practices Training for Schools](#)

Contact [Emma Sowerby](#) Headteacher, Inclusion and Wellbeing Service

[LGBT Inclusive Education | National Platform \(lgbteducation.scot\)](#)

The one stop platform for teachers to access quality approved materials, resources, and professional learning linked to Scotland’s Curriculum to support the implementation of LGBT Inclusive Education.

Complete the Stage 1 E-Learning module from the national “Delivering LGBT Inclusive Education” professional learning course, freely available to all teachers in Scotland. Stage 2 can be booked upon completion. This course should be completed by Primary and Secondary school teachers in Scotland.

[How to be One Good Adult](#)

An interactive resource developed by children and young people that can be used for communications and awareness raising about the importance of good relationships with adults for children and young people’s mental health and wellbeing.

[Timeline: An anti-sectarian professional learning resource | Learning resources | National Improvement Hub \(education.gov.scot\)](#)

This professional learning resource aims to increase staff knowledge of the historical context for sectarianism in Scotland. Available as an online presentation, the resource takes the user through different events in Scottish, English and Irish history that have had an effect on the making of modern Scotland.

It has been developed from the 'Timeline of Sectarianism in Scotland' found in 'Beyond a Culture of Two Halves', a resource originally developed by [YouthLink Scotland](#).

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Appendix 3

Case studies

[Berwickshire High School Whole School Approach to Early Intervention and Prevention of Bullying Behaviour Case Study and Resources and Resources](#)

Read about the approach taken by Berwickshire High School to address pupil concerns around the reporting of bullying behaviour using a QR code system. Access the PowerPoints used to launch the system to pupils in assembly.

[Stirches Primary School Case Study - Reach Out.docx](#)

Some pupils in Stirches Primary School reported that they did not feel safe in school and that they did not always have a member of staff that they could talk to, or did not find it easy to contact a member of staff about issues such as bullying. The response from Stirches primary School was their 'Reach Out' programme which gives the children access to the person they trust discreetly, quickly and efficiently.

[Map | respectme reward](#)

Click on the blue map pin drops in the link above to find case studies from primary and secondary schools across Scotland showing best anti-bullying practice under the headings: Prevention, Response, and Inclusion.

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Appendix 4

Useful Links

Respectme

Scotland's anti-bullying service was launched in March 2007. The service is fully funded by the Scottish Government and is managed by Scottish Association for Mental Health (SAMH) in partnership with Lesbian, Gay, Bisexual and Transgender (LGBT) Youth Scotland. Respectme develop resources for both training and awareness raising across Scotland free of charge.

[Respectme](#)

LGBT Youth Scotland

LGBT Youth Scotland's vision is to make Scotland a place where LGBTI young people can flourish and thrive. The charity plays a leading role in the provision of quality youth work to LGBTI young people that promotes their health and wellbeing and are a valued and influential partner in LGBTI equality and human rights.

LGBTYS aspires for all schools in Scotland to be inclusive places for LGBTI learners, their families and LGBTI staff. The organisation delivers the LGBT Charter, a programme that enables schools and organisations to safeguard lesbian, gay, bisexual, and transgender people's human rights.

LGBTYS further provides continuing professional development for teachers in Scottish schools and input to Initial Teacher Education on LGBT Youth issues.

www.lgbtyouth.org.uk

Children 1st

This is the working name of the RSSPCC, CHILDREN 1st works with Scotland's vulnerable children and young people to help change lives for the better. ParentLine Scotland (0808 800 2222) is a service provided by CHILDREN 1st and is a free confidential helpline for anyone concerned about or caring for a child in Scotland to call about any issues affecting their children or family life. The helpline provides emotional and practical support to parents and carers whose children are being bullied, either at school or within the community.

www.children1st.org.uk

Childline

This service is delivered by CHILDREN 1st and hears from children and young people directly to make sure the voice of the people who call is fed into policy and influencing. There is also a Childline anti-bullying helpline in Scotland (0800 44

1111) specifically for children and young people who are experiencing bullying or who are displaying bullying behaviour. The training and outreach team at Childline Scotland works with schools raising awareness of Childline and the issues faced by children and young people.

www.childline.org.uk/info-advice/bullying-abuse-safety/types-bullying

Youth Scotland

Youth Scotland aims to enable young people throughout Scotland to maximise their full potential through the provision of quality educational and social opportunities. Youth Scotland is the largest non-uniformed youth organisation in Scotland and one of the key providers of information, training, advice and support to part-time and voluntary youth workers. The organisation has a membership of over 500 youth groups and organisations, and works in partnership with a network of Area Associations and regional staff to support youth workers to deliver safe and inspiring leisure opportunities to young people throughout Scotland. Youth Scotland contributes to anti-bullying in Scotland through engagement in development of national policies and through the provision of advice, information and training for those working with young people on a range of issues which may contribute to bullying behaviours, for example racism and sectarianism.

www.youthscotland.org.uk

Education Scotland – Health and Wellbeing

Education Scotland is a non-departmental public body, which plays a key role transforming education through national guidance, support and advice. The LTS website has information and resources relating to support, health and wellbeing and promoting positive relationships.

[Education Scotland](#)

[A summary of anti-bullying resources | Learning resources | National Improvement Hub \(education.gov.scot\)](#)

SAMH

SAMH is a national mental health charity dedicated to mental health and wellbeing for all. They provide support to people who experience mental health problems, homelessness, addictions and other forms of social exclusion through 84 direct services across Scotland and campaign to influence policy and legislation to ensure they provide a framework to enable individuals to improve their life experiences and opportunities. SAMH is committed to progressing anti-bullying work across Scotland, as we understand the mental health impacts of bullying behaviour for both children and adults. Furthermore, we believe that the prevention of bullying behaviour and

recovery from its impacts are fundamental to the realisation of individual human rights. SAMH is increasingly pursuing an anti-bullying agenda in all that it does driven by its management of respectme, Scotland's anti-bullying service, in partnership with LGBT Youth Scotland. SAMH also Chair the management partnership for See Me, Scotland's anti-stigma campaign.

[Home | SAMH](#)

Zero Tolerance

Zero Tolerance aims to raise awareness about the nature and prevalence of all forms of male violence against women and children. Zero Tolerance targets campaigns and educational activities at the wider public, rather than just perpetrators or victims of abuse and makes the links between the different forms of male violence against women and wider equality and human rights agendas. Zero Tolerance provides training materials for use in primary schools, secondary schools and informal youth establishments through the Respect Education Initiative. Teachers, youth workers, health promotion specialists and young people were involved in the design of the packs, which aim to empower young people with useful knowledge, skills and understanding and promote positive, non-violent relationships based on equality and respect.

www.zerotolerance.org.uk

Enquire

Enquire is the Scottish advice centre for children with additional support needs, managed by Children in Scotland and funded by the Scottish Government. Enquire offers independent advice and information to parents, carers, practitioners, children and young people through a dedicated telephone helpline 0845 123 2303 or via the website.

www.enquire.org.uk

Enable Scotland

Enable Scotland is a dynamic charity run by its members campaigning for a better life for children and adults with learning disabilities and support them and their families to live, work and take part in their communities. A report published in 2007 found that 93% of children and young people with learning disabilities are bullied. Enable Scotland in partnership with respectme have created a web site specifically to help adults tackle the bullying of children and young people with learning disabilities (<http://www.enablemescotland.info>).

Enable Scotland also provides training on disability awareness.

[Enable Scotland](#)

Scottish Traveller Education Programme (STEP)

STEP, is based at the University of Edinburgh and funded by the Scottish Government. STEP provides information, advice and support to professionals engaged in enabling Scotland's Travelling families to access education and web links for children and young people to a range of different websites providing information and contacts with Travellers and people working with them to support their cultures and life-styles. STEP's remit includes supporting developments in inclusive educational approaches for Scotland's Travelling Communities and to address racism, harassment and bullying.

[STEP - Providing Flexible Learning for Travelling Communities \(ed.ac.uk\)](http://www.ed.ac.uk/step)

Changing Faces

Changing Faces is the charity that aims to support and represent children, young people and adults with disfigurements from a wide range of causes. Our aim is to help them achieve their full potential, receive excellent health, education and employment opportunities and be fully included in society. Our focus is on the psychological and social impact of disfigurement on the life of anyone who experiences it – and we are committed to enabling everyone, whether or not they have a disfigurement, to face it with confidence.

www.changingfaces.org.uk

Show Racism the Red Card

Show Racism the Red Card is an anti-racist educational charity. We aim to combat racism through enabling role models, who are predominately but not exclusively footballers, to present an anti-racist message to young people and others. We achieve this through producing educational resources, developing activities to encourage people, including young people, to challenge racism, and through challenging racism in the game of football and other sports.

Show racism the red card also provides training opportunities to those working for or with children and young people to raise awareness of issues of racism and the impacts on young people.

[Show Racism the Red Card - Home - Scotland](http://www.showracismtheredcard.org.uk)

Children and Young People's Commissioner Scotland (CYPCS)

The job of Children and Young People's Commissioner Scotland is to promote and safeguard the rights of children and young people in Scotland.

In carrying out this job, the Commissioner must in particular:

Promote awareness and understanding of the rights of children and young people;

Review law, policy and practice to examine their effectiveness in respecting the rights of children and young people;

Promote best practice by service providers; and promote and commission research on matters relating to the rights of children and young people

The Commissioner must encourage the involvement of children and young people in the work of the Commissioner, and in particular consult with them on the work that he should be doing to improve the rights of children and young people. The Commissioner has a power of formal investigation where it seems that the rights of groups of children and young people might have been breached, but cannot investigate matters that apply to only one child.

www.cypcs.org.uk

The Children's Parliament

We are an independent national charity whose focus is on direct work with children through their participation in a group, project, consultation or event. We are concerned with empowerment and participation and so we create spaces where children learn and work with others to shape their lives and communities. We work with children in the context of family, school and community life to affirm the positive and aspire to do what we can to make the world a better place for ourselves and for others. We are concerned about the disconnect between many individuals, families and communities and society: we promote the idea, delivered through our practice that every child matters and every child can participate in civic society; we want to contribute toward a Scotland where we are positive about children. We believe that through strong and mutually respectful relationships, children will flourish with adult guidance and encouragement. An awareness, understanding and commitment to children's human rights provide a foundation for such relationships. We help local authorities; Scottish Government and other public bodies fulfil their legal obligations to promote and protect the human rights of everyone, to develop and deliver meaningful community engagement, and fulfil a duty of care toward children.

www.childrensparliament.org.uk

Kooth

Kooth is a free online counselling and emotional well-being support service providing children and young people aged 10 - 18 years (up to 19th birthday) in the Scottish Borders with a safe and secure means of accessing support with their emotional health and wellbeing needs from a professional team of qualified counsellors. By accessing Kooth children and young people can benefit from:

- **A free, confidential, anonymous and safe** way to receive support online.
- **Out of hours' availability.** Counsellors are available from 12noon to 10pm on weekdays and 6pm to 10 pm at weekends, every day of the year on a drop in basis.
- **Online Counselling** from a professional team of BACP qualified counsellors is available via 1-1 chat sessions or messaging on a drop in basis or via booked sessions.
- **Discussion Boards** which are all pre-moderated allow young people to access peer to peer support.
- **Online Magazine** full of moderated articles many of which are submitted by young people offering advice and guidance on a huge range of topics.
- **No referral** is required. Young people can register for Kooth independently at

www.kooth.com

Togetherall

- Togetherall is available free for all residents (16+) living within Scottish Borders.
- Togetherall provides a supportive, online community to get help. Trained professionals are available 24/7, and there is a choice of safe therapeutic services, including online self-help courses. This means anyone who may be struggling can get support at a time that suits them, direct from their device.
- The service is completely anonymous, and when a new member joins, they create an anonymous username, which does not identify them in any way.
- Residents can simply go to www.togetherall.com and register using their postal code.

Appendix 5

Prejudice based bullying

Prejudice can lead to bullying for a variety of reasons...

Prejudice-based bullying includes the protected characteristics, but prejudice can and does extend beyond these and can lead to bullying for many other reasons.

If you would like to find out more about the different types of prejudice-based bullying listed below, visit our useful links section in Appendix 4.

Asylum Seekers and Refugees

Children and young people who are asylum seekers or refugees may be at greater risk of bullying directly and indirectly. Stigma, due to lack of knowledge and understanding of asylum seekers and refugees, together with a reluctance to burden parents with extra worries can allow bullying to continue and go undetected.

Body Image

Body image and physical appearance can be hugely important to children and young people, with bullying because of body image having the potential to negatively impact upon their wellbeing.

Sexual Orientation and Homophobic Bullying

Sexual Orientation & Homophobic Bullying: Bullying 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 lesbian, gay or bisexual themselves to experience 'homophobic bullying'. This type of bullying 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 LGBT parents may also experience homophobic bullying. Although homophobic bullying is distinct from sexist and transphobic bullying, it is related to these forms of bullying through underlying sexist attitudes.

Homophobic bullying can also be directed at young people who do not conform to strict gender "norms". For example, a boy who doesn't like football may stand out as being different.

Gender Reassignment / Transgender identity

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. This can manifest in many ways, including transphobic and homophobic name calling or deliberately mis-gendering them. An individual may also experience transphobic bullying as a result of a perception that a parent, relative or other significant figure is transgender.

If children and young people are experiencing confusion over their gender identity, they may be reluctant to challenge bullying behaviour that could attract further attention to them.

Care Experience Young People

Children and young people who are care experienced are vulnerable to bullying behaviour for a number of reasons:

- Regular changes in schools or where they are placed
- They may have poor relationship skills stemming from attachment difficulties
- Inappropriate reactions to situations as a result of learned behaviours
- A reluctance to make friends
- Low self-esteem, lack of role models and a heightened sense of privacy

Forming relationships with peers and adults can be made even more difficult due to early childhood adversity.

Race and Ethnicity

Children and young people from minority ethnic groups, including the gypsy/ travelling community, may experience bullying based on perceived differences in dress, communication, appearance, beliefs and/or culture. The status of "minority" in a school, community or organisation can often make a child or young person the focus for those involved in bullying behaviour. This can arise from a misguided and/or learned belief that they '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, or having no faith, 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 fuel bullying behaviour. People who have no religion or belief are also protected under the Equality Act.

Sectarianism

Most people understandably associate Sectarianism 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 as a target for sectarian abuse - whatever your beliefs may be.

Sexism and Gender

Gender inequality and stereotyping can leave children and young people who do not conform to norms vulnerable to bullying.

Bullying in the form of derogatory language, online comments 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 if they do not behave in certain ways towards others. Personality traits that do not fit in to the unwritten rules of "appropriate" male and female behaviour can make children and young people a target for their actual or perceived difference. These terms can be of an explicit gender-based nature and it is worth noting that many can involve using terms for people who are gay and lesbian as a negative towards someone.

This behaviour should not be confused with sexually aggressive behaviour, which is potentially a form of criminal harassment and should be treated as such. For this reason, in Scotland we do not recommend using the term "sexual bullying" as a descriptor in policies or in practice – it is an unclear and reductive term. Sexual assault and exploitation, are not types of bullying, they are abuse.

Gender-based bullying – if unchallenged can lead to a deepening of attitudes and behaviour towards girls or those who do not conform to gender norms that can escalate to more abusive behaviours.

This behaviour can take place face-to-face, in private and online or sometimes a combination of all of these. What happens or is shared online will directly impact on a person and that should be our focus. In all probability, online activity will relate directly to an experience or conversation they have had in person. Successful anti-bullying work focuses on equalities and developing and modelling relationships based on respect and fairness – and this must include gender.

Disablist Bullying

People who bully 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. The bullying behaviour is likely to be focused upon their specific disability or disabilities, whether they are in mainstream schooling or in specialist provision, and may result in a need for additional support to be provided.

Young Carers

The lives of young carers can be significantly affected by their responsibility to care for a family member who has a physical illness or disability, mental health problem, sensory or learning disability or issues with the misuse of drugs or alcohol.

Young carers are at risk of bullying for a variety of reasons. Depending on responsibilities at home, they may find themselves being unable to participate fully 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.

Social and Economic Prejudice

Bullying due to social and economic status can take place in any group no matter how little diversity exists in it. Small differences in perceived class/ 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, belongings, clothing, hygiene, etc. can become widespread through those considering themselves to be in the dominant social economic group or class. Bullying of children who endure parental substance misuse can also be prevalent in some locations.

Under the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012, we have a duty to assess all new policies and guidance to ensure it fulfils our duties under the Act. The Equality Act 2010 sets out a range of individual characteristics that are “Protected” from discrimination and unfair treatment including bullying. All children and young people have the right to feel safe regardless of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. All anti-bullying guidance should include all of the protected characteristics as well as other issues that may see children discriminated against such as body image or socio economic status.

Additional Support Needs

Bullying, whether linked to prejudicial attitudes or not, can sometimes create additional support needs for children and young people. There is specific legislation in this area in the Education (Additional Support for Learning) (Scotland) Act 2009.

Further support can be accessed at:

[Education \(Additional Support for Learning\) \(Scotland\) Act 2004](#)

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Appendix 6

Legislative and Policy Framework

Children's rights and entitlements are fundamental to Scotland's approach to inclusive education. The legislative and policy framework place duties and expectations on early learning establishments, schools and local authorities to ensure that they deliver an inclusive education. This policy details the actions required by all learning establishments to ensure the ongoing development of inclusive practices within Scottish Borders Council.

In Scotland's Public Sector, organisations must have due regards to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct that is prohibited under the act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a relevant protected characteristic and persons who do not share it

In 'A National Approach to Anti-Bullying for Scotland's Children (2010)' the Scottish Government lays out the legislative framework for its policy on anti-bullying, which is detailed as follows :

UK Government and International

- Human Rights Act (1988)
- UN Convention on the Rights of the Child (1989)

This is a comprehensive and internationally binding agreement on the rights of children. It is based on equality, dignity, respect, protection, development and participation. Scottish Borders Council recognises that bullying is a breach of children's rights and this policy is firmly rooted in the UNCRC, most notably Articles 3,12,13,19,28,29,39.

More information on the UNCRC can be found at the Children and Young People's Commissioner Scotland website [Home - The Children and Young People's Commissioner Scotland \(cypcs.org.uk\)](http://www.cypcs.org.uk)

- European Convention on Human Rights (1950)
- Crime and Disorder Act (1998)

- Criminal Justice Act (2003)
- Anti-Social Behaviour Act (2003)
- The Children Act (2004)
- Racial and Religious Hatred Act (2006)
- Equality Act (Sexual Orientation) Regulations (2007)
- Equality Act (2010)

The Equality Act 2010 act applies to many public sector organisations based in Scotland and sets out rights which include legal protection from discrimination related to any of the nine protected characteristics.

The Act sets out the steps organisations must take to meet their General Public Sector Equality Duty, including planning outcomes to tackle inequality, reporting a variety of equality related information, gathering evidence and using it to improve policy, practice and procurement. These extra legal obligations are called Equality Duties.

Scottish Government

The Additional Support for Learning Act 2004 (as amended 2009)

Additional support is a broad and inclusive term. The Act provides the legal framework to support children and young people who, for whatever reason, including bullying, require additional support, long or short term, in order to help them make the most of their school education and to be included fully in their learning. This is our rights based, child centred and needs led approach.

- Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People (2017)
- Education (Scotland) Act (1980)
- Protection from Harassment(s) Act (1997)
- Protection from Abuse (Scotland) Act (2001)
- Standards in Scottish Schools Act (2000)
- Curriculum for Excellence
- Getting It Right for Every Child (GIRFEC)

The principles of GIRFEC, where each child or young person should be safe, healthy, achieving, nurtured, active, respected, responsible and included are also

reflected in this policy. Health and Wellbeing is a central aspect of the curriculum and is the responsibility of all staff.

- Health Promoting Schools
- Promoting Positive Relationships and Behaviour in Scottish Schools
- Journey to Excellence
- National Care Standards
- Equality and Human Rights
- Offensive Behaviour at Football and Threatening Communications (Repeal) (Scotland) Act 2018

Further Guidance

Supporting transgender young people in schools: guidance for Scottish schools:

<https://www.gov.scot/publications/supporting-transgender-young-people-schools-guidance-scottish-schools/documents/>

LGBT Youth Scotland and RespectMe:

Effectively challenging homophobia, biphobia and transphobia:

<https://respectme.org.uk/wp-content/uploads/2020/07/Addressing-Inclusion-2020.pdf>

RespectMe:

Addressing Inclusion: Effectively challenging racism in schools:

<https://respectme.org.uk/wp-content/uploads/2019/01/Addressing-Inclusion-Effectively-Challenging-Racism-in-Schools.pdf>

<http://www.kidscape.org.uk/parents/mychildisabully.html>

http://www.respectme.org.uk/cyberbullying_intro_txt.html

<http://www.ltscotland.org.uk/supportinglearners/positivelearningenvironments/inclusionandequality/challengingsectarianism/resources/index.asp>

Appendix 7

Acknowledgements

A core group was established in October 2022 who had overall responsibility for the content of the policy. The core group members had representation from Scottish Borders Council Department of Education and Lifelong Learning, primary and secondary head teachers, parents, the Early Year's team, the Inclusion and Wellbeing team, Education Scotland and Mentor's in Violence Prevention (MVP) trained senior pupils. respectme, Scotland's Anti-Bullying Service, provided advice and guidance on the content of the policy.

Throughout the process of writing this policy, a collaborative opportunity was given to a range of stakeholders to participate in focus groups to consult on the content. The focus groups were made up of pupils, parents and teaching staff from both primary and secondary schools across the Scottish Borders as well as elected members of Scottish Borders Council and representation from the following organisations: NHS, Social Work, Quarriers, LGBT Youth Scotland, Youth Borders, BANG, Live Borders and Action for Children.

Thank you to all who gave their valuable time, expertise, thoughts and opinions to aid in the coproduction of this policy.

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Integrated Impact Assessment (IIA)

Part 1 Scoping

1 Details of the Proposal

Title of Proposal:	Respectful Relationships And Anti-Bullying Policy
What is it?	A new Policy/Strategy/Practice <input type="checkbox"/> A revised Policy/Strategy/Practice <input checked="" type="checkbox"/>
Description of the proposal: (Set out a clear understanding of the purpose of the proposal being developed or reviewed (what are the aims, objectives and intended outcomes, including the context within which it will operate)).	<p>Aims: To support learning settings with a revised policy which covers Respectful Relationships and Anti-Bullying.</p> <p>Intended Outcomes: The policy and supporting documents are to ensure positive outcomes for children and young people across the Scottish Borders. The overall intended outcome is to increase respectful relationships across our learning settings and reduce the number of incidents of bullying behaviour, however if bullying behaviour does occur, the policy aims to address it in a consistent way.</p> <p>Context: Respectful Relationships are required in every situation, every day, therefore it is important we all work to ensure this is the case. On the occasions when relationships are not respectful, and bullying behaviour occurs, it is important this is addressed in a consistent way with the necessary recording of the incidents in place.</p>

	The policy contributes to the council plan, under Fulfilling Our Potential. It is one of the actions after undertaking the Health and Wellbeing Census 2022.
Service Area: Department:	People Education and Lifelong Learning
Lead Officer: (Name and job title)	Christine Brown Quality Improvement Officer
Other Officers/Partners involved: (List names, job titles and organisations)	L Munro, Service Director, Education and Lifelong Learning J Sinclair, Chief Education Officer Quality Improvement Officer team Yvonne Wilson – Health and Wellbeing Support Officer Educational Psychology Service Headteachers and senior leaders in schools/settings Education Practitioners Early Years Officers Education Scotland Respect Me – national anti-bullying organisation Youth Borders and 3 rd Sector colleagues Parents Children and young people Elected members NHS Joint Health Improvement Team Social Work
Date(s) IIA completed:	17 th April 2023

2 Will there be any cumulative impacts as a result of the relationship between this proposal and other policies?

Yes / No (please delete as applicable)

If yes, - please state here: It is anticipated that the policy will have positive impacts on education services, policies and practices across all learning settings. Wider positive impact is possible through working closely with other council services such as children and families social work, CLD and 3rd sector partners to improve outcomes for children and young people. Any workload concerns in other council services and 3rd sector partners are not further impacted by the policy but awareness raising as outlined in the implementation plan will ensure a knowledge of the policy and will bring benefit in a consistency of key messages and approaches taken. .

3 Legislative Requirements

3.1 Relevance to the Equality Duty: Age – help opportunities

Do you believe your proposal has any relevance under the Equality Act 2010? Yes

(If you believe that your proposal may have some relevance – however small please indicate yes. If there is no effect, please enter “No” and go to Section 3.2.)

Equality Duty - Age

Reasoning: Positive impact on children and young people

Elimination of discrimination (both direct & indirect), victimisation and harassment. *(Will the proposal discriminate? Or help eliminate discrimination?)*

Positive impact on children and young people by focussing respectful relationships and anti-bullying leading to improved outcomes if this is in place.

Promotion of equality of opportunity?
(Will your proposal help or hinder the Council with this)

The policy will support equality of opportunity by ensure respectful relationships is promoted within learning setting and any bullying which might take place is dealt with effectively ensuring nobody is disadvantaged.

Foster good relations? <i>(Will your proposal help or hinder the council's relationships with those who have equality characteristics?)</i>	The policy is based on the Inclusion Policy and Framework and is focused on ensuring good relationships being critical.
-------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------

3.2 Which groups of people do you think will be or potentially could be, impacted by the implementation of this proposal? (You should consider employees, clients, customers / service users, and any other relevant groups)				
Please tick below as appropriate, outlining any potential impacts on the undernoted equality groups this proposal may have and how you know this.				
	Impact			Please explain the potential impacts and how you know this
	No Impact	Positive Impact	Negative Impact	
Age Older or younger people or a specific age grouping		X		Positive impact on children and young people by focussing ensuring respectful relationships and anti-bullying.
Disability e.g. Effects on people with mental, physical, sensory impairment, learning disability, visible/invisible, progressive or recurring		X		Positive impact on children and young people by focussing ensuring respectful relationships and anti-bullying.
Gender Reassignment/ Gender Identity anybody whose gender identity or gender expression is different to the sex assigned to them at birth		X		Positive impact on children and young people by focussing ensuring respectful relationships and anti-bullying.
Marriage or Civil Partnership people who are married or in a civil partnership	X			
Pregnancy and Maternity (refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth),	X			

Race Groups: including colour, nationality, ethnic origins, including minorities (e.g. gypsy travellers, refugees, migrants and asylum seekers)		X		Positive impact on children and young people by focussing ensuring respectful relationships and anti-bullying.
Religion or Belief: different beliefs, customs (including atheists and those with no aligned belief)		X		Positive impact on children and young people by focussing ensuring respectful relationships and anti-bullying.
Sex women and men (girls and boys)		X		Positive impact on children and young people by focussing ensuring respectful relationships and anti-bullying.
Sexual Orientation, e.g. Lesbian, Gay, Bisexual, Heterosexual		X		Positive impact on children and young people by focussing ensuring respectful relationships and anti-bullying.
<p>3.3 Fairer Scotland Duty</p> <p>This duty places a legal responsibility on Scottish Borders Council (SBC) to actively consider (give due regard) to how we can reduce inequalities of outcome caused by socioeconomic disadvantage when making <u>strategic</u> decisions.</p> <p>The duty is set at a strategic level - these are the key, high level decisions that SBC will take. This would normally include strategy documents, decisions about setting priorities, allocating resources and commissioning services.</p>				
<p>Is the proposal strategic?</p> <p>Yes / No <i>(please delete as applicable)</i></p> <p>If No go to Section 4</p>				
<p>If yes, please indicate any potential impact on the undernoted groups this proposal may have and how you know this:</p>				
	Impact			State here how you know this
	No Impact	Positive Impact	Negative Impact	

Low and/or No Wealth – enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future.	X			
Material Deprivation – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure and hobbies	X			
Area Deprivation – where you live (e.g. rural areas), where you work (e.g. accessibility of transport)	X			
Socio-economic Background – social class i.e. parents' education, employment and income	X			
Looked after and accommodated children and young people		X		The Respectful Relationship and Anti-Bullying policy will have positive outcomes for care experienced children and young people – supporting respectful relationships and challenging bullying if it occurs.
Carers paid and unpaid including family members	X			
Homelessness	X			
Addictions and substance use	X			
Those involved within the criminal justice system	X			

4 Full Integrated Impact Assessment Required

Select No if you have answered “No” to all of Sections 3.1 – 3.3.

Yes / No *(please delete as applicable)*

If a full impact assessment is not required briefly explain why there are no effects and provide justification for the decision.

--

Signed by Lead Officer:	
Designation:	
Date:	
Counter Signature Director	
Date:	

Part 2 Full Integrated Impact Assessment

5 Data and Information

What evidence has been used to inform this proposal?

(Information can include, for example, surveys, databases, focus groups, in-depth interviews, pilot projects, reviews of complaints made, user feedback, academic publications and consultants' reports).

Please state your answer here

Focus Groups – children and young people, parents, cluster Head Teachers, teachers, 3rd sector colleagues, NHS Joint Health Improvement Team, Social Work.

Education Scotland – website and consultation

Respect Me – National Anti-bullying organisation – website and consultation

Health and Wellbeing Census Data

1:1 meetings with parents

Consultation and examples of good practice from within and out with the Scottish Borders

Describe any gaps in the available evidence,-then record this within the improvement plan together with all of the actions you are taking in relation to this (e.g. new research, further analysis, and when this is planned)

Please state your answer here

None

We are aware Scottish Government are reviewing the Respect for All policy 2017 and as yet there is not a date when this will be released.

When up-dated – amendments in line with the revised Respect for All policy will be required.

6 Consultation and Involvement

Which groups are involved in this process and describe their involvement

Please state your answer here

The following have been consulted in the development of the Respectful Relationship and Anti-Bullying Policy and amendments made based on their feedback, support and challenge:

Chief Education Officer, Quality Improvement Manager, Quality Improvement Officers, Education Scotland officer, Principal Educational Psychologist, Headteachers, Children and Young People, Parents, 3rd Sector colleagues, NHS Joint Health Improvement Team, Social Work.

Describe any planned involvement saying when this will take place and who is responsible for managing the process

Please state your answer here

Within the policy it outlines it should be reviewed again in 3 years (2026).

If Scottish Government release an updates Respect for All policy with the next 12-18 months – then amendments will need to be made sooner.

Data from SEEMIS from the Bullying and Equalities Module – will allow the tracking and monitoring of data, identifying trends and any areas where additional action is required.

The Chief Officer Schools will allocate the review/any actions linked to the policy within the team of officers available.

Describe the results of any involvement and how you have taken this into account.

Please state your answer here

The Health and Wellbeing Census 2022 data was taken into consideration in the development of the policy. It is hoped to undertake the Health and Wellbeing census again in the year 2023/24 – which will allow us to compare the bullying data.

What have you learned from the evidence you have and the involvement undertaken? Does the initial assessment remain valid?

What new (if any) impacts have become evident?

(Describe the conclusion(s) you have reached from the evidence, and state where the information can be found.)

Please state your answer here

Learning regarding consulting widely, seeking out effective practice, using our own context in SBC, intersecting data appropriately. We have learned that significant gaps remain for those impacted by poverty and an accelerated approach, outlined in the Equity Strategy is needed to reduce these. Evidence can be found in data on the National Improvement Framework Evidence Report and Primary/Secondary Dashboards.

7 Mitigating Actions and Recommendations

Consider whether: *No Mitigating actions are required as the strategy is focussed on reducing poverty and socioeconomic disadvantage.*

Could you modify the proposal to eliminate discrimination or reduce any identified negative impacts?
(If necessary, consider other ways in which you could meet the aims and objectives of the proposal.)

Could you modify the proposal to increase equality and, if relevant, reduce poverty and socioeconomic disadvantage?

Describe any modifications which you can make without further delay (e.g. easy, few resource implications)

Mitigation Please summarise all mitigations for approval by the decision makers who will approve your proposal			
Equality Characteristic/Socio economic factor	Mitigation	Resource Implications (financial, people, health, property etc)	Approved Yes/No

8 Recommendation and Reasoning *(select which applies)*

- Implement proposal with no amendments X
- Implement proposal taking account of mitigating actions (as outlined above)
- Reject proposal due to disproportionate impact on equality, poverty, health and Socio-economic disadvantage

Reason for recommendation:

The Respectful Relationship And Anti-Bullying Policy is required to up-date a previous policy from 2012. This new policy has progressed to include a definition for bullying and how, if bullying occurs, it will be addressed.

Signed by Lead Officer:	Christine Brown
Designation:	Quality Improvement Officer
Date:	17th April 2023
Counter Signature Director	
Date:	

Office Use Only (not for publication)

This assessment should be presented to those making a decision about the progression of your proposal.

If it is agreed that your proposal will progress, you must send an electronic copy to corporate communications to publish on the webpage within 3 weeks of the decision.

Complete the below two sections. For your records, please keep a copy of this Integrated Impact Assessment form.

Action Plan (complete if required)

Actioner Name:	Action Date:
What is the issue?	
What action will be taken?	
Progress against the action:	
Action completed:	Date completed:

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Monitoring and Review

State how the implementation and impact of the proposal will be monitored, including implementation of any amendments? For example what type of monitoring will there be? How frequent?

Please state your answer here

What are the practical arrangements for monitoring? For example who will put this in place? When will it start?

Please state your answer here

When is the proposal due for review?

Please state your answer here

Who is responsible for ensuring that this happens?

Please state your answer here

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COMMITTEE REPORT - UN SUSTAINABLE DEVELOPMENT GOALS CHECKLIST

Consider each of the UN Sustainable Development Goals below, and decide whether your project/action plan/recommendations will make a difference to any of these. If the answer is yes, then you need to comment on the specific goals and what the impact/difference is likely to be in the Sustainable Development Goals paragraph in your committee report.

	UN SD Goal	Potential SBC Impact examples	YES	NO
1	End poverty in all its forms everywhere	<ul style="list-style-type: none"> • Change to service provision • Encourage local action • Retain or improve local income • Encourage & support community enterprise 		X
2	End hunger, achieve food security and improved nutrition and promote sustainable agriculture	<ul style="list-style-type: none"> • Change to service provision • Encourage local action • Promote local food chains, including transport to market • Encourage & support community enterprise • Multi-agency approach to tackle child and adult malnutrition 		X
3	Ensure healthy lives and promote wellbeing for all at all ages	<ul style="list-style-type: none"> • Change to service provision • Encourage communitiy involvement • Work with partners • Use planning and public transport to reduce pollution • Manage natural resources and protect the environment • Encourage walking and cycling 	X	
4	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all potential	<ul style="list-style-type: none"> • Identify and tackle the barriers to school attendance • Integrate technical and vocational training programmes into local economic development strategies • Reach out to vulnerable and marginalized individuals and communities to ensure access to education and training to meet their needs 	X	
5	Achieve gender equality and empower all women and girls	<ul style="list-style-type: none"> • Ensure non-discriminatory service provision to citizens • Tackle violence and harmful practices to women • Encourage women into elected office • Mainstream gender equality 	X	
6	Ensure availability and sustainable management of water and sanitation for all	<ul style="list-style-type: none"> • Ensure natural resource management and urban planning • Ensure private water supplies are fit for purpose • Establish joined up approach to water resources management 		X

	UN SD Goal	Potential SBC Impact examples	YES	NO
7	Ensure access to affordable, reliable, sustainable and modern energy for all	<ul style="list-style-type: none"> • Identify gaps in access to affordable energy, particularly to vulnerable groups • Ensure Council buildings are energy efficient, making best use of renewable resources wherever possible • Identify areas for improvement for transport and carbon emissions • Generate energy from renewable resources or waste 		X
8	Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all	<ul style="list-style-type: none"> • Generate growth and employment through local economic development opportunities • Provide safe and secure working environments with equal pay for equal work • Work with local communities to develop strategic tourism plans 		X
9	Build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovation	<ul style="list-style-type: none"> • Promote small scale start ups in economic development strategies taking account of local resources, needs and markets • Identify gaps in access to IT and the internet in communities 		X
10	Reduce inequalities within and among countries	<ul style="list-style-type: none"> • Build capacity to identify and tackle poverty and exclusion • Promote the participation of minority or under represented groups in public consultations • Provide services in a non-discriminatory way • Align budgets to boost employment opportunities and income in the poorest communities 		X
11	Make cities and human settlements inclusive, safe resilient and sustainable	<ul style="list-style-type: none"> • Work to make access to affordable housing attainable • Promote public transport • Provide citizens with safe, green public spaces • Promote re-use and recycling • Protect cultural heritage • Take action to mitigate the effects of climate change 		X
12	Ensure sustainable consumption and production patterns	<ul style="list-style-type: none"> • Support short supply chains to reduce transport and carbon emissions • Effect sustainable procurement policies and conditions • Raise awareness of the importance of sustainable production and consumption • Monitor the impact of tourism 		X
13	Take urgent action to combat climate change and its impacts	<ul style="list-style-type: none"> • Ensure sufficient capacity to deal with climate related hazards and natural disasters and protect communities • Raise awareness of climate change at local level 		X

	UN SD Goal	Potential SBC Impact examples	YES	NO
		<ul style="list-style-type: none"> Integrate climate change adaptation and mitigation into urban and regional planning 		
14	Conserve and sustainably use the oceans, seas and marine resources for sustainable development	<ul style="list-style-type: none"> Ensure coasts and rivers are protected from pollution and run off Develop planning and building regulations to allow construction in suitable areas 		X
15	Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss	<ul style="list-style-type: none"> Protect natural resources and habitats by raising awareness to gain behavioural change in communities Have biodiversity as an integral part of urban planning and development strategy Multi agency approach to the creation of biodiversity and wildlife corridors Encourage involvement of communities in halting biodiversity loss and prevent extinction 		X
16	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels	<ul style="list-style-type: none"> Tackle corruption and increase public access to information Expand efforts on participatory budgeting and planning Encourage local action & decision making Become more responsive to communities Reduce violence 		X
17	Strengthen the means of implementation and revitalise the global partnership for sustainable development	<ul style="list-style-type: none"> Direct budget to sustainable development Develop policies to address poverty reduction and sustainable development Encourage partnerships between public and private sector and communities Ensure local data is available to monitor progress 		X



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Digital Citizenship – Mobile Technology

Report by Director – Education and Lifelong Learning

Education Sub-Committee

24 May 2023

1 PURPOSE AND SUMMARY

- 1.1 This report seeks approval of the first in a new series of guidance documents for schools under the theme of Digital Citizenship. This guidance focuses on supporting the safe use of mobile technology in schools.**
- 1.2 Mobile technology is an integral part of the lives of children and young people across Borders and Scotland, with many bringing their own mobile phone devices into school.
- 1.3 It is important that schools are empowered and confident in ensuring the safe and responsible use of all devices in school.
- 1.4 This guidance responds to the need for an overarching framework to achieve consistency in schools' approaches and decision making and provides a clear framework, while empowering schools and clusters to develop an approach which responds to their local context.

2 RECOMMENDATIONS

- 2.1 I recommend that the Education Sub-Committee:-**
 - a) Approves the implementation of the Responsible Use of Mobile Technology Guidance.**
 - b) Agrees the expectation that each school will share plans for implementation in their own setting with key stakeholders.**

3 BACKGROUND

- 3.1 The Scottish Government recently released a guidance document on the use of mobile phone technology in schools, outlining best practice and recommendations for incorporating these devices into everyday classroom activities.
- 3.2 In response to this, guidance has been created to support schools and clusters to create their own policies and approaches to ensuring the safe and responsible use of all mobile technology in school.
- 3.3 This document will form the first document within the theme of Digital Citizenship which will also include Cyber Resilience, Internet Safety and curriculum areas such as technology and health and wellbeing.
- 3.4 This guidance recognises that children and young people need to learn about digital citizenship as part of developing the four capacities of Curriculum for Excellence and the fundamental importance and impact of Inspire Learning is recognised throughout.
- 3.5 The guidance will be rolled out across all schools with appropriate support for the implementation.
- 3.6 All schools will be expected to share their plans to implement the guidance with pupils, parents and other key stakeholders.
- 3.7 Used responsibly, mobile devices such as Inspire iPads and mobile phones can enhance learning and teaching, communication and social experiences and can bring a sense of security to parents as their children enjoy more independent activities, such as walking to and from school unsupervised. Such devices can also be powerful tools when utilised by teachers to enhance learning and teaching.
- 3.8 Inspire Learning is transforming teaching and learning across the Borders for the benefit of all teachers, children and young people where Apple devices are given to all P4-S6 pupils and shared class sets of iPads for ELC to P3 children. The iPad is the default digital tool for learning within a classroom and thus reduces the need to use a personal mobile device though there may be some situations where this is appropriate.
- 3.9 All Inspire iPads use content filtering software at all times, from any location, in and outside of school, ensuring the safeguarding for all young people and children. All devices are enrolled in a Mobile Device Management system which allows SBC to set restrictions to ensure iPads work in accordance with the acceptable use policy. Importantly, it allows the Council to protect the data on the iPad, so in the case of the iPad being lost or stolen it can be locked, wiped, tracked and traced.
- 3.10 While the benefits of being able to stay safe and connected through the use of personal devices is strongly recognised, there are risks associated with children and young people bringing their own personal mobile phones into schools, both in terms of low-level disruption in classes and more serious misuse such as bullying and harassment of children and young people and staff. Such behaviour is unacceptable in any context.

- 3.11 Historically, 'acceptable use' policies have had a focus on managing and controlling online behaviour. More recently, there has been a move towards the promotion of positive relationships and behaviour in a digital context. This shift recognises the important role of educators in preparing young people to become 'digital citizens'. It takes into account the fact that young people have extensive access to the internet through mobile devices outwith the school.
- 3.12 For children and young people, the internet is a place, not a thing. It is a social space where they can hang out and meet friends. Like any place that children and young people go, there are benefits and risks. We would not expect children and young people to behave appropriately without guidance from adults in any other context.
- 3.13 Children and young people need to understand that unacceptable behaviour remains unacceptable whether it occurs in an online environment, the playground, the classroom or anywhere else. Expectations for responsible conduct remain consistent, regardless of the context, and any breach of expectations in relation to mobile technology should be treated in accordance with the school's behaviour policies. It is expected that staff will respond consistently to any irresponsible use of mobile technology and will explain to children why certain behaviours are unacceptable, and what the potential impact of such behaviours might be.
- 3.14 In line with this, policies on personal mobile phone technology must be rooted within existing positive relationships and behaviour policies, which will already set out how incidents will be dealt with.
- 3.15 Schools will be expected to set out expectations regarding any restrictions on personal mobile phone devices use within school grounds within the school day, at social events and on school outings. For example, it may be agreed that mobile phones should be switched off and out of sight during lesson times.
- 3.16 It is important that any policies or guidance articulate recognition that personal mobile devices provide a safety tool and should not be "demonised" or banned from school premises.
- 3.17 Consideration will be given to situations where mobile phones will be used by children and young people with particular needs, for example, a young carer who is worried about the health of their parents or where an individual learning plan is supported through access to a personal device.
- 3.18 Schools should have clearly-stated responsibility/liability for personal mobile phones in terms of loss, theft or breakage.
- 3.19 Agreed protocols to deal with any incidents of misuse of mobile technology should be integrated with each school's existing policies and approaches to managing relationships and behaviour and must not compromise for example individual learning plans or safety mitigations.
- 3.20 No mobile device (Inspire or personal) should be utilised inappropriately as a behaviour management tool.
- 3.21 Clear protocols on reporting of misuse within the school, and the support available in school for staff and for children and young people who are the subject of harassment using mobile phones must be communicated with young people, parents and staff.

3.22 It is important that school guidance and policies are shared with children and young people, parents and staff, for example in the School Handbook or school website.

3.23 Support to develop cluster and school guidance and policies will be provided following the rollout of the guidance. The full guidance is included at Appendix 1 to the report.

4 IMPLICATIONS

4.1 Financial

There are no costs attached to any of the recommendations contained in this report.

4.2 Risk and Mitigations

These are outlined in the guidance document.

4.3 Integrated Impact Assessment

(a) The Council has a statutory obligation to eliminate unlawful discrimination, harassment and victimisation; advance equality of opportunity between people who share a characteristic (age, disability, gender re-assignment, trans/transgender identity, marriage or civil partnership, pregnancy and maternity, race groups, religion or belief, sex-gender identity, and sexual orientation) and those who do not; and foster good relations between people who share a characteristic and those who do not. This involves tackling prejudice and building understanding. Additionally, where proposals are "strategic", the Fairer Scotland Duty requires us to show that we have actively considered how we can reduce socio-economic inequalities in the decisions that we make and to publish a short written assessment on how we have done this.

(b) Section 1 has been completed and is included for reference at Appendix 2.

4.4 Sustainable Development Goals

(a) **Goal 3** - Ensure healthy lives and promote wellbeing for all at all ages

(b) Support the following **National Policies**:

- i. Health and Wellbeing and Technologies curriculum areas in Curriculum for Excellence
- ii. Getting it Right for Every Child
- iii. Better relationships, better learning, better behaviour:
- iv. Included, engaged and involved part 2: a positive approach to managing school exclusions
- v. Enhancing Learning and Technology through Technology

(c) **Local Policies**:

- i. Learning Teaching and Assessment Framework
- ii. Inclusion Framework
- iii. Inclusion Policy

4.5 **Climate Change**

No impact

4.6 **Rural Proofing**

No impact

4.7 **Data Protection Impact Statement**

There are no personal data implications arising from the proposals contained in this report.

6 **CONSULTATION**

- 6.1 The Director (Finance & Corporate Governance), the Monitoring Officer/Chief Legal Officer, the Chief Officer Audit and Risk, the Director (People Performance & Change), the Clerk to the Council and Corporate Communications have been consulted and any comments received will be reported at the Sub Education Committee Meeting.

Approved by

Lesley Munro

Director – Education & Lifelong Learning

Author(s)

Name	Designation and Contact Number
Catherine Thomson	Quality Improvement Officer (01835 824000 Ext 5888)

Background Papers: Digital Citizenship : Safe Use of Mobile Technology in Schools

Previous Minute Reference: Not applicable

Note – You can get this document on tape, in Braille, large print and various computer formats by contacting the address below. Catherine Thomson can also give information on other language translations as well as providing additional copies.

Contact us at Council Headquarters, Newtown St Boswells, Melrose TD6 0SA (Tel 01835 824000).

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Digital Citizenship

Safe Use of Mobile Technology in Schools Guidance

Vision

“To enable all schools to develop an ethos of digital citizenship which promotes the safe and responsible use of Inspire I pads and other mobile technology. This will encourage schools to positively embrace mobile technology to enhance learning now and in the future whilst helping them protect staff, children and young people from any possible misuse.”

Context

Mobile technology is an integral part of the lives of children and young people across Borders and Scotland, with many bringing their own mobile phone devices into school.

Used responsibly, mobile devices such as Inspire iPads and mobile phones can enhance learning and teaching, communication and social experiences and can bring a sense of security to parents as their children enjoy more independent activities, such as walking to and from school unsupervised. Such devices can also be powerful tools when utilised by teachers to enhance learning and teaching.

Inspire Learning Programme

Inspire Learning is transforming teaching and learning across the Borders for the benefit of all teachers, children and young people where Apple devices are given to all P4-S6 pupils and shared class sets of iPads for ELC to P3 children. The iPad is the default digital tool for learning within a classroom and thus reduces the need to use a personal mobile device though there may be some situations where this is appropriate.

The programme is aimed at raising attainment and supporting equality and inclusion for all children and young people. It is about investing in the learning of our young people and putting them at the heart of education, improving outcomes and success for all. The effective deployment of digital technology in schools will ensure our

children and young people develop a level of general and specialist digital skills that are vital for learning, life and work in an increasingly digital world.

The programme continues to support teachers in the best use of the technology in the classroom and is committed to achieving a uniquely high digital skills and pedagogy baseline for all Borders teachers through an extensive, bespoke package of professional learning and development.

The increasing importance of the role of technology in education is clear at all levels. With access to devices to support learning and teaching being recognised as critical in the post pandemic period, the demand for accredited professional learning to support educators and learners is forecast to increase over coming years as governments seek to support education through access to devices and skills

Using Inspire Learning technology in school will help and enhance children and young people's learning at school and:

- Raise educational attainment
- Create a pupil-centred curriculum which will provide engaging pupil-centred lessons
- Enable children and young people to access the most up to date educational resources
- Raise levels of engagement, motivation and interaction
- Improve facilitation of different learning styles
- Support remote and/or independent learning
- Improve self-management
- Improve the digital skills needed for the future workplace
- Increase access to assistive technology for those with additional support needs, leading to more inclusive learning

All Inspire iPads use content filtering software at all times, from any location, in and outside of school, ensuring the safeguarding for all young people and children. All devices are enrolled in a Mobile Device Management system which allows SBC to set restrictions to ensure iPads work in accordance with the acceptable use policy. Importantly, it allows the Council to protect the data on the iPad, so in the case of the iPad being lost or stolen it can be locked, wiped, tracked and traced.

Risks of using personal mobile devices

There are risks associated with children and young people bringing their own personal mobile phones into schools. The Behaviour in Scottish Schools Research 2012 highlighted cases of misuse, both in terms of low-level disruption in classes and more serious misuse such as bullying and harassment of children and young people and staff. Such behaviour is unacceptable in any context. The inappropriate use of this technology can also detract from their appropriate use in learning and can involve teaching staff, children and young people, and parents in investigations which require disproportionate amounts of time and can cause significant disruption to the school and wider community.

Stories relating to misuse of mobile phones are frequently reported in the media with many demonstrating the potentially devastating impact of such misuse on individuals and their families. The two key policy drivers, Curriculum for Excellence and Getting it Right for Every Child recognise that developing the wellbeing of staff and children and young people is essential for creating the right environment for effective learning and teaching through the Curriculum.

Additionally, Scottish Borders Council have made a clear commitment to recognising, respecting and promoting children's rights in Scotland through the United Nations Convention on the Rights of the Child (UNCRC)

Purpose

The purpose of this guidance is to provide school clusters in Borders with advice on how to develop a local cluster policy that encourages safe and responsible use of personal mobile technology in school, and beyond. These policies should also be designed to protect staff and children and young people from harassment and abuse which can arise from the misuse of such technology.

Historically, 'acceptable use' policies have had a focus on managing and controlling online behaviour. More recently, there has been a move towards the promotion of positive relationships and behaviour in a digital context. This shift recognises the important role of educators in preparing young people to become 'digital citizens'. It takes into account the fact that young people have extensive access to the internet through mobile devices outwith the school.

Aims :

- To provide a set of guiding principles for schools to consider when developing their own policies on safe and responsible use; rooted in the principles of 'Digital Citizenship', anti-bullying policies and the approaches to promoting positive relationships and behaviour outlined in "Better Relationships, Better Learning, Better Behaviour". This also includes the SBC Inclusion Policy and Framework and the SBC Learning & Teaching Framework
- To emphasise that these principles could be mapped on to existing health and wellbeing experiences and outcomes, particularly those referring to social, emotional and mental wellbeing as well as relationships.
- To emphasise schools' responsibility for the health and wellbeing and safety of their staff and children and young people.
- To provide advice on how to develop local policies in partnership with the whole school community, engendering a sense of engagement, ownership and commitment.
- To provide advice on relevant legal aspects

For children and young people, the internet is a place, not a thing. It's a social space where they can hang out and meet friends. Like any place that children and young people go, there are benefits and risks. We wouldn't expect children and young people to behave appropriately without guidance from adults in any other context.

Children and young people need to understand that unacceptable behaviour remains unacceptable whether it occurs in an online environment, the playground, the classroom or anywhere else. Expectations for responsible conduct remain consistent, regardless of the context, and any breach of expectations in relation to mobile technology should be treated in accordance with the school's behaviour policies. It is expected that staff will respond consistently to any irresponsible use of mobile technology and will explain to children why certain behaviours are unacceptable, and what the potential impact of such behaviours might be.

In line with this, policies on personal mobile phone technology must be rooted within existing positive relationships and behaviour policies, which will already set out how incidents will be dealt with.

In order to promote digital citizenship, schools should consider how they deliver learning and teaching about online behaviour and relationships. The key principles of digital citizenship that have an impact on use of mobile devices in schools include:

- digital etiquette (standards of conduct when using any mobile devices);
- digital rights and responsibilities (what people can do if they feel uncomfortable with digital communication and how they can report misuse); and
- digital security (precautions that can be taken to ensure digital safety).

This learning links well to work going on in schools in developing responsible and global citizens, recognising and respecting children's rights, creating an anti-bullying culture and raising awareness of digital and online safety. This learning can be delivered through the Curriculum for Excellence and in particular through the Health and Wellbeing experiences and outcomes: "The mental, emotional, social and physical wellbeing of everyone within a learning community should be positively developed by fostering a safe, caring, supportive, purposeful environment that enables the development of relationships based on mutual respect." (Curriculum for Excellence: Health and Wellbeing. Experiences and Outcomes)

Key themes that may form a framework for whole school/cluster community discussion and ultimate inclusion in such a policy include:

- Guidance regarding any restrictions on personal mobile phone devices use within school grounds within the school day, at social events and on school outings. For example, it may be agreed that mobile phones should be switched off and out of sight during lesson times.
- Recognition that personal mobile devices provide a safety tool and should not be "demonised"
- Clear guidelines on the appropriate use of Inspire iPad for learning and teaching purposes.
- Emphasis on the need for safe and responsible use of mobile phone technology by children and young people and staff outwith formal learning and teaching purposes. Inspire 1;1 ipads can support learning outwith the classroom in outdoor learning and planned trips.
- Consideration of situations where mobile phones may be used by children and young people with particular needs, for example, a young carer who is worried about the health of their parents.
- Clearly-stated responsibility/liability for personal mobile phones in terms of loss, theft or breakage.

- Recognition of the need to respect privacy and thus camera and filming functions must not be used without prior consent of subjects (children and young people or staff) and special permission of school senior leaders
- Adherence to requirements of images or recordings obtained by use of mobile technology should not be uploaded on social networking or other websites without the express permission of the subjects.
- Agreed protocols to deal with any incidents of misuse of mobile technology that are integrated with each school's existing policies and approaches to managing relationships and behaviour and which do not compromise for example individual learning plans or safety mitigations
- Ensure any mobile devices (Inspire or personal) are not utilised inappropriately as a behaviour management tool.
- Clear protocols on reporting of misuse within the school, and the support available in school for staff and for children and young people who are the subject of harassment using mobile phones.
- The range of ways that the policy will be shared with children and young people, parents and staff, for example in the School Handbook or school website

Legal aspects

A full list of legislation relevant to all aspects of online safety, including the safe and responsible use of mobile technology, can be found here [Health and wellbeing in schools - Schools - gov.scot \(www.gov.scot\)](http://www.gov.scot/Health-and-wellbeing-in-schools-Schools) This has been lifted from the accompanying guidance for the Scottish version of the e-safety self-review tool for schools, 360 Degree Safe, and will be kept under review and updated as necessary.

Regardless of specific legal aspects, staff, children and young people need to feel safe and protected. The school's policies on promoting positive relationships and behaviour and anti-bullying will provide a framework which should underpin responses to cases where mobile technologies have been, or are perceived to have been, misused.

Policies should make clear that there are consequences for misusing mobile technologies. In cases of extreme misuse where criminal events have been recorded using a mobile device, this immediately becomes a police matter and the school should place the device in the hands of the police without trying to access the contents.

Taking photographs or film/audio recordings of anyone without their permission may be regarded as a breach of a person's rights, which may be regarded in some instances by the police as a breach of the peace.

Should anyone choose to record images and then upload them onto social networks without permission from the person being recorded, the individual should be asked to remove this as part of the normal behaviour policy of the school. Schools may also approach social networks to request removal of inappropriate materials but the decision to do this lies with the social network provider

Local Policies

- Learning, Teaching and Assessment Framework
- Inclusion Framework and Policy
- Video Conferencing Guidance for schools
- Inspire Parental Booklet and Home Agreement Form
- Pupil User Acceptance for ICT Policy

National Policies

Safe and responsible use of mobile technology in schools guidance

[Policies - Safe and responsible use of mobile technology in schools: guidance - gov.scot \(www.gov.scot\)](http://www.gov.scot/resources/consultationdocuments/2015/06/20150616-safe-and-responsible-use-of-mobile-technology-in-schools-guidance/guidance-gov.scot.pdf)

Health and Wellbeing in Curriculum for Excellence:

[Health and wellbeing | Curriculum areas | Learning in Scotland | Parent Zone \(education.gov.scot\)](http://www.education.gov.scot/curriculum-for-excellence/health-and-wellbeing)

Getting it Right for Every Child

[Getting it right for every child \(GIRFEC\) - gov.scot \(www.gov.scot\)](http://www.gov.scot/resources/consultationdocuments/2015/06/20150616-getting-it-right-for-every-child-girfec/girfec-gov.scot.pdf)

Technologies Curriculum in Curriculum for Excellence

[Technologies: Experiences and Outcomes \(education.gov.scot\)](https://www.education.gov.scot)

Better relationships, better learning, better behaviour:

[Better relationships, better learning, better behaviour | Policy drivers | Policy for Scottish education | Scottish education system | Education Scotland](#)

Included, engaged and involved part 2: a positive approach to managing school exclusions

[Included, engaged and involved part 2: preventing and managing school exclusions - gov.scot \(www.gov.scot\)](https://www.gov.scot)

Integrated Impact Assessment (IIA)

Stage 1 Scoping and Assessing for Relevance

Section 1 Details of the Proposal

<p>A. Title of Proposal:</p>	<p>Digital Citizenship: Safe use of mobile technology in schools</p>
<p>B. What is it?</p>	<p>A new Policy/Strategy/Practice <input checked="" type="checkbox"/></p> <p>A revised Policy/Strategy/Practice <input type="checkbox"/></p>
<p>C. Description of the proposal: (Set out a clear understanding of the purpose of the proposal being developed or reviewed (what are the aims, objectives and intended outcomes, including the context within which it will operate))</p>	<p>The purpose of this guidance is to provide school cluster Borders with advice on how to develop a local cluster policy that encourages safe and responsible use of personal mobile technology in school, and beyond. These policies should be designed to protect staff and children and young people from harassment and abuse which can arise from the misuse of such technology.</p> <p>Historically, ‘acceptable use’ policies have had a focus on managing and controlling online behaviour. More recently there has been a move towards the promotion of positive relationships and behaviour in a digital context. This shift recognises the important role of educators in preparing young people to become ‘digital citizens’. It takes into</p>

	account the fact that young people have extensive access to the internet through mobile devices outwith the school.
D. Service Area: Department:	Education
E. Lead Officer: (Name and job title)	Catherine Thomson
F. Other Officers/Partners involved: (List names, job titles and organisations)	Lesley Munro – Director of Lifelong Learning Paul Graham – Inspire Development Officer Nine Cluster head teachers Justin Sinclair – Chief Officer of School
G. Date(s) IIA completed:	9 th May 2023

Section 2 Will there be any impacts as a result of the relationship between this proposal and other policies?

No
If yes, - please state here:

Section 3 Legislative Requirements

3.1 Relevance to the Equality Duty:	
<p>Do you believe your proposal has any relevance under the Equality Act 2010? NO <i>(If you believe that your proposal may have some relevance – however small please indicate yes. If there is no effect, please enter “No” and go to Section 3.2.)</i></p>	
Equality Duty	Reasoning:
A. Elimination of discrimination (both direct & indirect), victimisation and harassment. <i>(Will the proposal discriminate? Or help eliminate discrimination?)</i>	
B. Promotion of equality of opportunity? <i>(Will your proposal help or hinder the Council with this)</i>	N/A
C. Foster good relations? <i>(Will your proposal help to foster or encourage good relations between those who have different equality characteristics?)</i>	N/A

**3.2 Which groups of people do you think will be or potentially could be, impacted by the implementation of this proposal?
(You should consider employees, clients, customers / service users, and any other relevant groups)**

Please tick below as appropriate, outlining any potential impacts on the undernoted equality groups this proposal may have and how you know this.

	Impact			Please explain the potential impacts and how you know this
	No Impact	Positive Impact	Negative Impact	
Age Older or younger people or a specific age grouping	✓			
Disability e.g. Effects on people with mental, physical, sensory impairment, learning disability, visible/invisible, progressive or recurring		✓		
Gender Reassignment/ Gender Identity anybody whose gender identity or gender expression is different to the sex assigned to them at birth		✓		
Marriage or Civil Partnership people who are married or in a civil partnership	✓			
Pregnancy and Maternity (refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth),	✓			

Race Groups: including colour, nationality, ethnic origins, including minorities (e.g. gypsy travellers, refugees, migrants and asylum seekers)		✓		
Religion or Belief: different beliefs, customs (including atheists and those with no aligned belief)		✓		
Sex women and men (girls and boys)		✓		
Sexual Orientation, e.g. Lesbian, Gay, Bisexual, Heterosexual		✓		
<p>3.3 Fairer Scotland Duty</p> <p>This duty places a legal responsibility on Scottish Borders Council (SBC) to actively consider (give due regard) to how we can reduce inequalities of outcome caused by socioeconomic disadvantage when making <u>strategic</u> decisions.</p> <p>The duty is set at a strategic level - these are the key, high level decisions that SBC will take. This would normally include strategy documents, decisions about setting priorities, allocating resources and commissioning services.</p>				
<p>Is the proposal strategic?</p> <p>Yes</p> <p>If No go to Section 4</p>				
<p>If yes, please indicate any potential impact on the undernoted groups this proposal may have and how you know this:</p>				
		Impact	State here how you know this	

	No Impact	Positive Impact	Negative Impact	
Low and/or No Wealth – enough money to meet basic living costs and pay bills but have no savings to deal with any unexpected spends and no provision for the future.		✓		No need for children and young people to require a personal mobile device for learning in school
Material Deprivation – being unable to access basic goods and services i.e. financial products like life insurance, repair/replace broken electrical goods, warm home, leisure and hobbies		✓		No need for children and young people to require a personal mobile device for learning in school
Area Deprivation – where you live (e.g. rural areas), where you work (e.g. accessibility of transport)	✓			
Socio-economic Background – social class i.e. parents' education, employment and income		✓		No need for children and young people to require a personal mobile device for learning in school
Looked after and accommodated children and young people	✓			
Carers paid and unpaid including family members	✓			
Homelessness	✓			
Addictions and substance use	✓			
Those involved within the criminal justice system	✓			

3.4 Armed Forces Covenant Duty (*Education and Housing/ Homelessness proposals only*)

This duty places a legal responsibility on Scottish Borders Council (SBC) to actively consider (give due regard) to the three matters listed below in Education and Housing/ Homelessness matters.
This relates to current and former armed forces personnel (regular or reserve) and their families.

Is the Armed Forces Covenant Duty applicable? No

	How this has been considered and any specific provision made:
The unique obligations of, and sacrifices made by, the armed forces;	
The principle that it is desirable to remove disadvantages arising for Service people from membership, or former membership, of the armed forces;	
The principle that special provision for Service people may be justified by the effects on such people of membership, or former membership, of the armed forces.	

Section 4 Full Integrated Impact Assessment Required

Select No if you have answered “No” to all of Sections 3.1 – 3.3.

Yes / No (please delete as applicable)

If yes, please proceed to Stage 2 and complete a full Integrated Impact Assessment

If a full impact assessment is not required briefly explain why there are no effects and provide justification for the decision.

Signed by Lead Officer:	Catherine Thomson
Designation:	Quality Improvement Officer
Date:	9th May 2023
Counter Signature Director:	
Date:	

COMMITTEE REPORT - UN SUSTAINABLE DEVELOPMENT GOALS CHECKLIST

Consider each of the UN Sustainable Development Goals below, and decide whether your project/action plan/recommendations will make a difference to any of these. If the answer is yes, then you need to comment on the specific goals and what the impact/difference is likely to be in the Sustainable Development Goals paragraph in your committee report.

	UN SD Goal	Potential SBC Impact examples	YES	NO
1	End poverty in all its forms everywhere	<ul style="list-style-type: none"> • Change to service provision • Encourage local action • Retain or improve local income • Encourage & support community enterprise 		✓
2	End hunger, achieve food security and improved nutrition and promote sustainable agriculture	<ul style="list-style-type: none"> • Change to service provision • Encourage local action • Promote local food chains, including transport to market • Encourage & support community enterprise • Multi-agency approach to tackle child and adult malnutrition 		✓
3	Ensure healthy lives and promote wellbeing for all at all ages	<ul style="list-style-type: none"> • Change to service provision • Encourage community involvement • Work with partners • Use planning and public transport to reduce pollution • Manage natural resources and protect the environment • Encourage walking and cycling 	✓	
		<p>Support the following National Policies:</p> <ul style="list-style-type: none"> • Health and Wellbeing and Technologies curriculum areas in Curriculum for Excellence • Getting it Right for Every Child • Better relationships, better learning, better behaviour: • Included, engaged and involved part 2: a positive approach to managing school exclusions • Enhancing Learning and Technology through Technology • <p>Local Policies:</p> <ul style="list-style-type: none"> • Learning Teaching and Assessment Framework • Inclusion Framework • Inclusion Policy 		
4	Ensure inclusive and equitable quality education and promote lifelong	<ul style="list-style-type: none"> • Identify and tackle the barriers to school attendance • Integrate technical and vocational training programmes into local economic development strategies 		✓

	UN SD Goal	Potential SBC Impact examples	YES	NO
	learning opportunities for all potential	<ul style="list-style-type: none"> Reach out to vulnerable and marginalized individuals and communities to ensure access to education and training to meet their needs 		
5	Achieve gender equality and empower all women and girls	<ul style="list-style-type: none"> Ensure non-discriminatory service provision to citizens Tackle violence and harmful practices to women Encourage women into elected office Mainstream gender equality 		✓
6	Ensure availability and sustainable management of water and sanitation for all	<ul style="list-style-type: none"> Ensure natural resource management and urban planning Ensure private water supplies are fit for purpose Establish joined up approach to water resources management 		✓
7	Ensure access to affordable, reliable, sustainable and modern energy for all	<ul style="list-style-type: none"> Identify gaps in access to affordable energy, particularly to vulnerable groups Ensure Council buildings are energy efficient, making best use of renewable resources wherever possible Identify areas for improvement for transport and carbon emissions Generate energy from renewable resources or waste 		✓
8	Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all	<ul style="list-style-type: none"> Generate growth and employment through local economic development opportunities Provide safe and secure working environments with equal pay for equal work Work with local communities to develop strategic tourism plans 		✓
9	Build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovation	<ul style="list-style-type: none"> Promote small scale start ups in economic development strategies taking account of local resources, needs and markets Identify gaps in access to IT and the internet in communities 		✓
10	Reduce inequalities within and among countries	<ul style="list-style-type: none"> Build capacity to identify and tackle poverty and exclusion Promote the participation of minority or under represented groups in public consultations Provide services in a non-discriminatory way Align budgets to boost employment opportunities and income in the poorest communities 		✓
11	Make cities and human settlements inclusive, safe	<ul style="list-style-type: none"> Work to make access to affordable housing attainable Promote public transport Provide citizens with safe, green public spaces 		✓

	UN SD Goal	Potential SBC Impact examples	YES	NO
	resilient and sustainable	<ul style="list-style-type: none"> • Promote re-use and recycling • Protect cultural heritage • Take action to mitigate the effects of climate change 		
12	Ensure sustainable consumption and production patterns	<ul style="list-style-type: none"> • Support short supply chains to reduce transport and carbon emissions • Effect sustainable procurement policies and conditions • Raise awareness of the importance of sustainable production and consumption • Monitor the impact of tourism 		✓
13	Take urgent action to combat climate change and its impacts	<ul style="list-style-type: none"> • Ensure sufficient capacity to deal with climate related hazards and natural disasters and protect communities • Raise awareness of climate change at local level • Integrate climate change adaptation and mitigation into urban and regional planning 		✓
14	Conserve and sustainably use the oceans, seas and marine resources for sustainable development	<ul style="list-style-type: none"> • Ensure coasts and rivers are protected from pollution and run off • Develop planning and building regulations to allow construction in suitable areas 		✓
15	Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss	<ul style="list-style-type: none"> • Protect natural resources and habitats by raising awareness to gain behavioural change in communities • Have biodiversity as an integral part of urban planning and development strategy • Multi agency approach to the creation of biodiversity and wildlife corridors • Encourage involvement of communities in halting biodiversity loss and prevent extinction 		✓
16	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels	<ul style="list-style-type: none"> • Tackle corruption and increase public access to information • Expand efforts on participatory budgeting and planning • Encourage local action & decision making • Become more responsive to communities • Reduce violence 		✓

	UN SD Goal	Potential SBC Impact examples	YES	NO
17	Strengthen the means of implementation and revitalise the global partnership for sustainable development	<ul style="list-style-type: none"> • Direct budget to sustainable development • Develop policies to address poverty reduction and sustainable development • Encourage partnerships between public and private sector and communities • Ensure local data is available to monitor progress 		✓

