

SCOTTISH BORDERS COUNCIL'S



ACHIEVING EXCELLENCE IN LEARNING

Play  #yourpart

# SBC **INCLUDES**: INCLUSION FRAMEWORK

*In our sight, in our minds, in our actions and being heard*

**Inclusive Practices / Equity / Health & Wellbeing**





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# ACHIEVING EXCELLENCE IN LEARNING

## SBC INCLUDES: INCLUSION FRAMEWORK

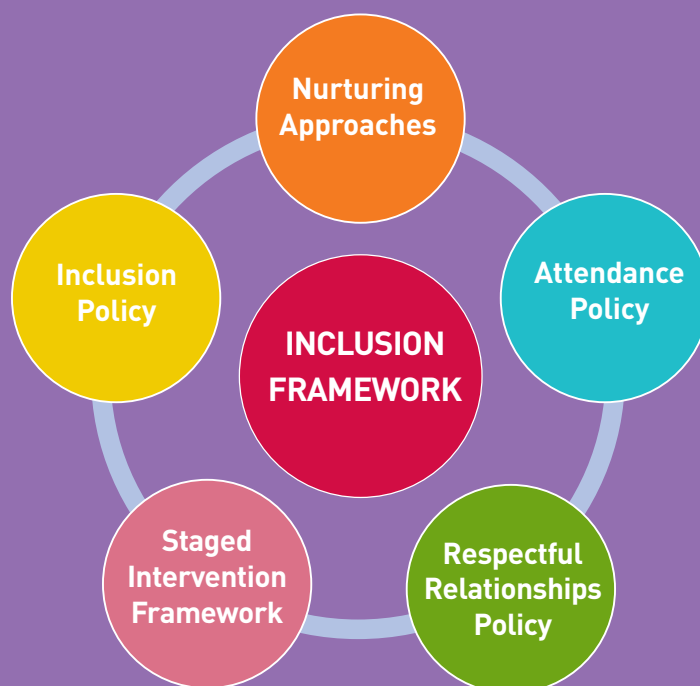
### 1. OVERVIEW

Achieving Excellence in Learning play #yourpart, the council strategy to Raise Attainment for All comprises of four frameworks:

- Quality Improvement
- Learning, Teaching & Assessment
- Inclusion (including Equity & Mental Health & Wellbeing)
- Partnership with Parents

Each of these frameworks are informed by research and strategies known to be successful in pursuit of the overarching aim of raising attainment. This **Inclusion Framework** details the actions required by all to ensure the ongoing development of inclusive practices in all Learning Establishments within Scottish Borders Council.

This framework is the overarching document of a suite of policies and guidelines which align with Scottish Borders Council Directorate's vision for all young people – *In Our Sight, In Our Minds, In our Actions and Being Heard.*



This framework and its associated documents, will allow flexibility for each learning community to meet the needs of children and young people within their own unique context.

There has been a significant drive to create a culture and ethos of inclusion in Scottish Borders and we are committed to providing an education service which has a relentless focus on Inclusion, Achievement, Ambition and progress for all, with a particular focus on reducing the poverty related attainment gap.

## AIMS AND OUTCOMES

This framework aims to support schools and establishments to:

1. Promote positive relationships and behaviour across all learning establishments.
2. Ensure schools deliver inclusive practice through effective learning and teaching and maintain positive learning environments for all children and young people.
3. Support the implementation of evidence-based approaches by identifying and providing core professional learning and development for staff.
4. Ensure compliance with legislation and National and Local Guidance.
5. Ensure the mental health and wellbeing needs of our children and young people are included through recognising their rights and hearing their voice.
6. Ensure that every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.
7. Provide targeted support within local communities to meet the needs of our most vulnerable children, young people and families.
8. Ensure that exclusion is only ever used as a last resort and provide guidance to schools to ensure appropriate support is in place for the child or young person so that they are able to re-engage in education.



# ACHIEVING EXCELLENCE IN LEARNING

## SBC INCLUDES: INCLUSION FRAMEWORK

# 2. NATIONAL AND LOCAL CONTEXTS

Scottish education is based on the belief that education is a human right and that all children and young people should be supported to reach their fullest potential. Scotland’s education system is designed to be an inclusive one for all children and young people in Scottish schools with or without additional support needs.

Scotland’s ‘needs led’ system places the learner at the centre and the provision of support is not dependent upon a formal label or identification of need such as dyslexia, autism or a physical disability. Figure 1 below, provides an overview of the national legislation and policy which underpins the Scottish educational context of inclusive and equality. It is not intended as an exhaustive list of all Scottish policies which refers to inclusion, but gives a broad overview of some of the key policy documents.

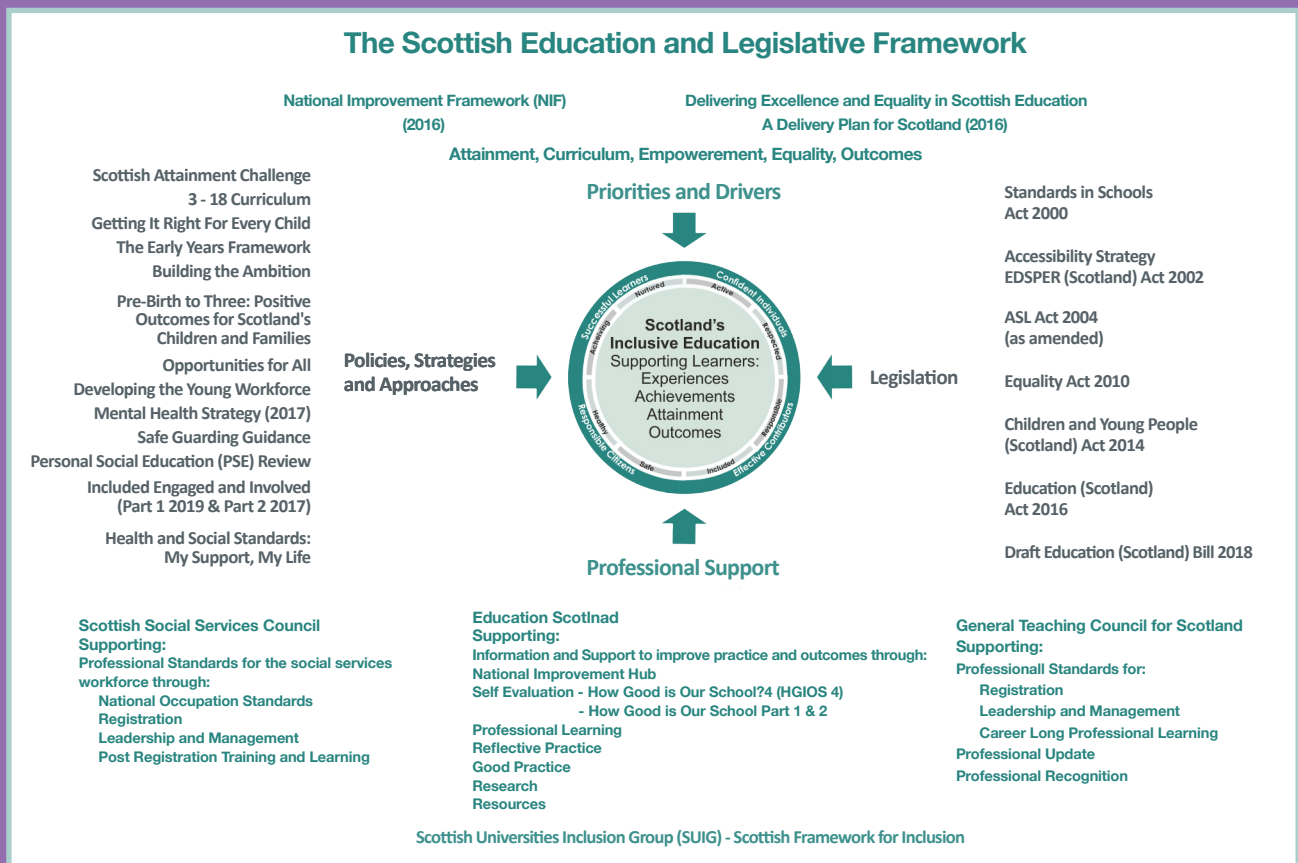


Figure 1

## NATIONAL GUIDANCE

National Guidance has been published which provides a strong legislative framework for promoting inclusive practices in Scottish Schools. All learning establishments should have knowledge and awareness of all relevant National Policies and procedures.

The Scottish Government's [Guidance on the Presumption to Provide Education in a Mainstream Setting \(2019\)](#) highlights that those with additional support needs should be enabled 'to thrive as part of their class, their school and their wider community'. Mainstreaming is 'a central pillar' of this approach. This inclusive approach not only allows children and young people to thrive in their community but also contributes to all children and young people's understanding and appreciation of diversity and helps to build a more just society.

[How Good Is Our School? \(4th Edition\)](#) states that:

'Inclusion means taking positive action and intervening in order to enable achievement for all by building and fulfilling the potential of every child, young person and adult'.

Inclusive education in Scotland starts from the belief that education is a human right and the foundation for a more just society. An inclusive approach which recognises diversity and holds the ambition that all children and young people are enabled to achieve to their fullest potential is the cornerstone to achieve equity and excellence in education for all of our children and young people.

[The Equality Act 2010](#) came into force on 1 October 2010. It places a general duty on local authorities to have due regard to the need to: eliminate discrimination, harassment and victimisation that is prohibited under the Act; advance equality of opportunity between people who share a protected characteristic and those who don't; and foster good relations between those who share a protected characteristic and those who don't.

Education Scotland are committed to developing practitioners' understanding of equality and diversity issues so they can:

- identify groups at risk of not benefiting fully from education and take action to meet their needs; and
- help all learners develop the understanding of equality and diversity issues essential for responsible citizens in the 21st century



## EQUALITY

Equality is described as the removal of discrimination, disadvantage, inequality and/or barriers which can affect people on the grounds of the protected characteristics set out in the Equality Act 2010: age, disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief and sexual orientation.

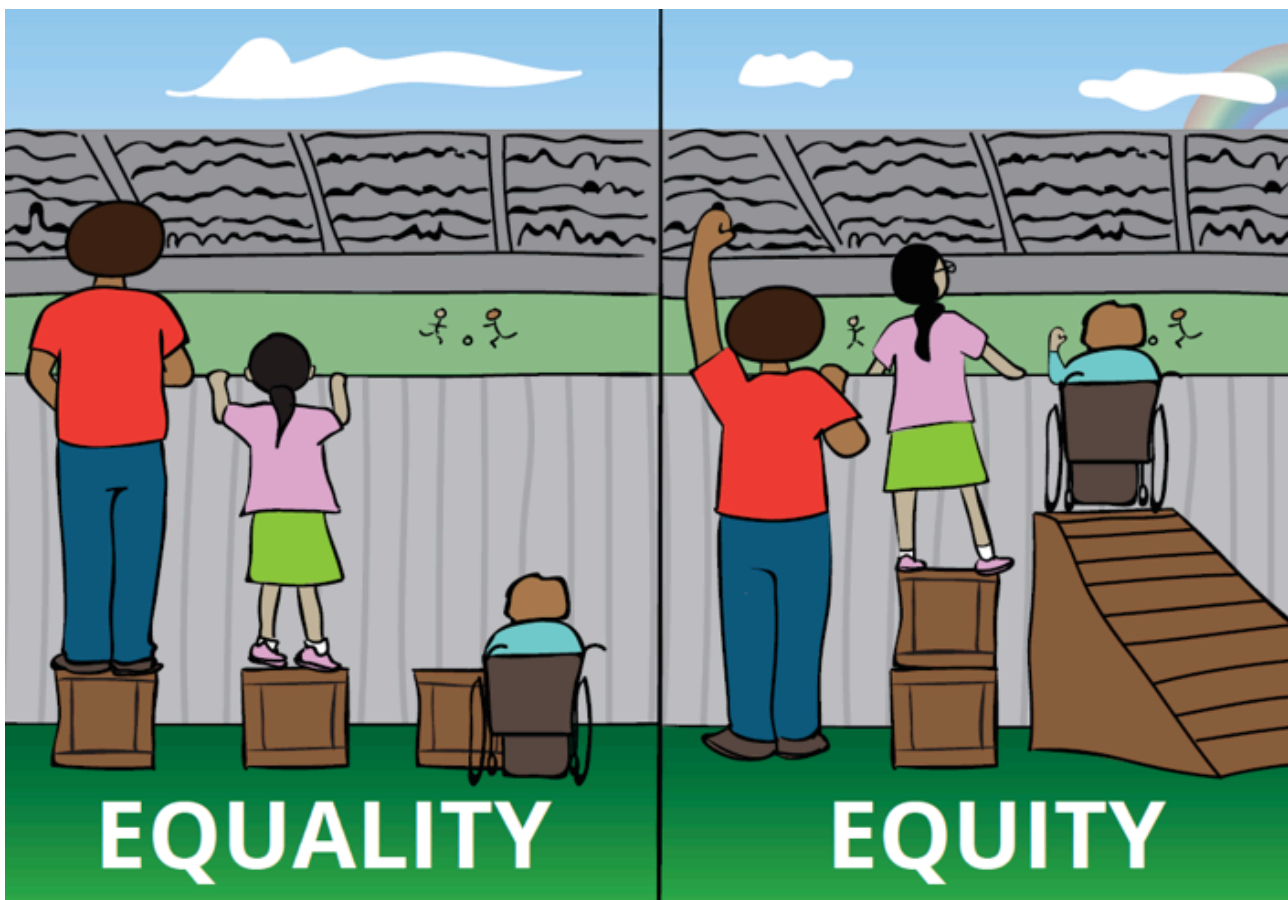
Local Authorities and learning establishments have a duty to advance equality of opportunity between people who share a protected characteristic and those who do not and to foster good relations between them.

## EQUITY

Treating people fairly, but not necessarily treating people the same.

Equity is generally understood to refer to fairness and impartiality for people in general and sometimes especially relating to fairness for people facing socio-economic disadvantage.

Equity in education means that personal or social circumstances such as gender, ethnic origin or family background are not obstacles to achieving educational potential and that all our young people are well supported to secure wellbeing, skills for learning, life and work and the best possible post-school destination, HGIOS 4 (2016).



## NATIONAL POLICIES

This Inclusion Framework outlines our local approach to the following key national policies and guidance in relation to inclusion for all learners;

[Children and Young People Act 2014](#)

[United Nations Convention on the Rights of the Child \(UNCRC\)](#)

[GIRFEC](#)

[Included, Engaged, Involved Part 1](#)

[Included, Engaged, Involved Part 2](#)

[Equality Act 2010](#)

[Delivering Excellence and Equity in Scottish Education](#)

[Promoting Diversity and Equality: Developing Responsible Citizens for 21st Century Scotland](#)

[Education Scotland Act 2016](#)

[Additional Support for Learning Act 2009](#)

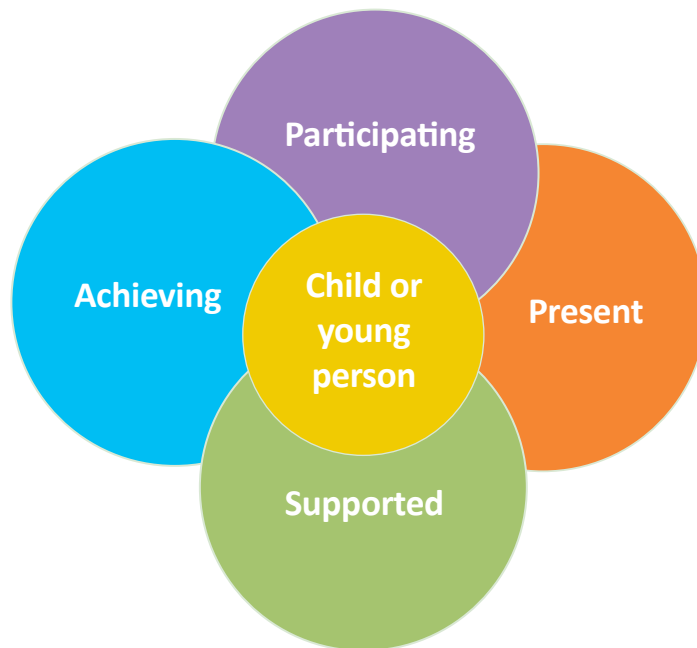
[HGIOS4](#)

[Developing a positive whole-school ethos and culture – relationships, learning and behaviour \(2018\)](#)

[Guidance on the Presumption to Provide Education in a Mainstream Setting \(2019\)](#)

[Mental Health Strategy 2017-2027](#)

Scottish Government policy and guidance promotes a presumption to provide education in a mainstream setting and the development of inclusive learning communities where every child is:



## Present

Entitlement to Education – Local Authorities have a duty to provide an education for all children and young people.

The best Inclusive Practice can only happen when children are healthy and attend school. This requires partnership working and the rigorous application of policies and procedures to maximise attendance. Further guidance on attendance is available in Scottish Borders Council’s revised Attendance Policy (2020).

Maximising time, ensuring appropriate learning conditions in schools and early years establishments, including reducing exclusions, is a priority locally and nationally. Absence and exclusion prevents children from being; present, participating, achieving and supported. National statistics on exclusions from schools indicate that children and young people are more likely to be excluded where they:

- are assessed or declared as having a disability;
- are looked after;
- are from the most deprived areas;
- have an additional support need (ASN); and
- have an additional support need that has been identified as social, emotional and behavioural

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*Included, Engaged, Involved 2 (2017) emphasises;*

*‘the need for learning establishments to place a greater importance on inclusion through effective learning and teaching; promoting positive relationships and behaviour; and employment of preventative approaches which reduce the need to consider exclusion.’*

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## Participating

Entitlement to wellbeing – Local Authorities have a duty to safeguard, support and promote the wellbeing of children and young people.

To ensure all learners are actively participating, appropriate ethos and culture must be in place. [The Behaviour in Scottish Schools Research \(2016\)](#) linked staff perception of positive school ethos directly to behaviour.

A positive school ethos and climate are key determinants in developing inclusive learning communities. All learning communities should engage directly with families, learners and staff to foster a positive and inclusive environment based on positive relationships, partnership and the development of consistent messages and values. National and local best practice with reference to relationships, learning, behaviour and managing and reducing risk are outlined in the following Scottish Borders Councils' Policies;

- o *Inclusion Policy*
- o *Attendance Policy*
- o *Framework for Staged Intervention*
- o *Guidance on Restraint & Seclusion in Scottish Borders Schools*
- o *Nurturing Approaches: In Our Sight, In Our Minds, In Our Actions and Being Heard*
- o *Equity in Scottish Borders Schools*
- o *Child's Planning Manual*
- o *Keeping Children Safe and Well Tool*

And in

- o *Growing Confidence training and materials*
- o *Restorative Practice training and materials*

The National Improvement Hub provides guidance and resources on meaningful [pupil participation](#).

## Achieving

Entitlement to achieve – Local Authorities have a duty to ensure all learners are supported to maximise their successes and achievements.

All learners should have access to a varied curriculum tailored to meet their needs and which supports them to achieve their full potential. Learners should be supported to overcome barriers to learning (short or long term). For some, this may include an individualised education programme, adjustments or adaptations and careful differentiation of their opportunities and experiences within the curriculum. Please refer to Scottish Borders Council's associated **Learning, Teaching and Assessment Framework**.

## Supported

Entitlement to support – Local Authorities have a duty to assess if a young person needs additional support and provide that support at the earliest opportunity.

All children and young people need support to help them learn and develop. The needs of the child or young person should always be central to the identification, planning and provision of support. Support should be appropriate, proportionate and timely. Assessing and meeting individual additional support needs is carried out through our local implementation of the national framework '[Getting it Right For Every Child](#)'.

## ADDITIONAL SUPPORT NEEDS

Additional support is a broad and inclusive term which applies to children or young people who, for whatever reason, 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. 'Additional Support Needs' is the standard terminology used in Scotland when children and young people need more – or different – support to what is normally provided in schools or pre-schools to children of the same age.

### Factors giving rise to additional support needs

There are a wide range of factors which may lead to some children and young people having a need for additional support. These fall broadly into the four overlapping themes described below:


- Learning environment,
- Family circumstances,
- Disability or health need and
- Social and emotional factors.

Within Curriculum for Excellence, all children and young people are entitled to support to enable them to achieve.

A number of learners in Scottish Borders Council have additional support needs. These can either be short or long term.

Our online [Additional Support Needs](#) page on the intranet is a source of information and resources for all staff. Alongside this we have a clear staged approach to support and intervention, from adjustments to the classroom or Early Years environment to specialist provision. This is referred to as our [Framework for Staged Intervention](#). Scottish Borders work a **4 stage intervention model** of support with each stage working to a single planning process. This ensures that the child or young person always has one clear pathway for support.

**Growing Confidence** is a suite of training materials and resources which are for all staff and parents. They are designed to raise awareness and confidence about the importance of promoting positive mental health and emotional well-being in themselves and their children and young people or the ones they work with. More information can be found in *Appendix 3*.



The primary **Building Resilience** course has been designed to complement and support the development of a whole-school mental health and emotional programme from nursery to P7. More information on Growing Confidence resources are detailed in *Appendix 3*.

The **Child's Planning Manual** has been developed for all practitioners working directly and indirectly with children to support positive and sustainable wellbeing outcomes for our children.

Our focus is ensuring we have the correct outcomes in place for children and young people when required, so a positive change takes place and has an impact on their lives.

The **Children and Young People(Scotland) Act 2014** ensures a single planning framework – a Child's plan – will be available for children who require extra support that is not generally available to address a child or young person's needs and improve wellbeing.

# ACHIEVING EXCELLENCE IN LEARNING

## **SBC INCLUDES:** INCLUSION FRAMEWORK

### 3. RELEVANT RESEARCH

#### IMPROVING INCLUSIVE PRACTICES

Networking and collaboration are identified as key strategies for strengthening the overall improvement capacity of a system - more specifically, frameworks and activities for sharing knowledge, sharing expertise and collectively developing effective practice.

[Making Schools Effective For All: Rethinking the task](#) (Ainscow, M, Dyson, A, Goldrick, S and West, M (2012) *School Leadership and Management*)

Through the self-evaluation process in the above paper, collecting evaluation data on the most vulnerable learners was found to lead to a re-focus on factors acting as barriers to participation and learning. All staff should proactively consider contextual factors that may be acting as barriers for learners. (Using environmental audits from CIRCLE, POLAAR for example) Research projects highlighted the importance of the attitude of staff and learners in enabling everyone to experience a fair, welcoming and inclusive learning community.

#### **Belonging and Positive Relationships**

Research has shown that pupils need to feel that they belong to their school and within their community.

[Identification with the school predicts better mental health amongst high school students over time](#) (Miller, K, Wakefield, J and Sani, F (2018) *Educational Psychology, Special Issue September 2018*)

Restorative practice is a culture and approach that encourages positive and supportive relationships. Research in Scottish schools has shown that restorative practices can have a positive impact on reducing exclusions and conflict. This research suggested that when restorative practice is part of whole school culture, rather than limited to intervention for conflict, the approach leads to long term gains for the whole school.

[Use of a Support and Development Group approach to aid schools in implementing Restorative Approaches](#) (Graeme McLeary, Glasgow City Council)

In October 2018 John Swinney, Deputy First Minister, welcomed the establishment of the Scottish Learner Panel - the first step in Scotland's journey towards building a new approach to formally incorporating the voice of learners in decision making processes.

[The Scottish Learner Panel Report](#) details the first year of the Scottish Learner Panel, the discussions of its participants and the key thinking points that those participants wished to convey to decision makers. It provides a very helpful insight in to how our current education system works and feels to those learners who it has been developed to serve. It helps us to understand what areas our learners see as key strengths and what areas they feel we must work to improve and develop further. It is a document which all decision makers in the Scottish education system should reflect on and take account when continuing to improve learning establishments.

## ADDITIONAL NEEDS ASSISTANTS

Research tells us that ANAs are at their most effective when they have had time to plan and prepare with teachers. In circumstances where ANAs work well alongside teachers in providing excellent supplementary learning support, research has noted good emerging evidence that ANAs can provide noticeable improvements to pupil attainment. This approach is evidenced in the Earlston Cluster in Scottish Borders. The Earlston cluster used the Model for Improvement methodology to closing the poverty related attainment gap in numeracy, through pooling together and training ANAs to deliver a specific intervention. Read more about this project [HERE](#).

Research by the Education Endowment Foundation has led to the development of key [recommendations and resources](#) to support schools to make effective and best use of their ANAs. Previous research had shown that in many schools, support staff were not being deployed in ways that improved learner outcomes. Indeed, for learners from more deprived areas, the impact of ANA support was too often negative. However, EEF trials have demonstrated that, when support staff are used in structured school settings with high-quality support and training, ANAs can make a noticeable positive impact on pupil learning. This English research suggested that it was the decisions made by individual school leaders about how to best use ANAs that best explained the impact of the support in the classroom on pupil progress.

Results from the first [Welsh Adverse Childhood Experience \(ACE\) study](#) show that suffering four or more harmful experiences in childhood increases the chances of high-risk drinking in adulthood by four times, being a smoker by six times and being involved in violence in the last year by around 14 times.

The survey revealed around one in every seven adults aged 18-69 years in Wales had experienced four or more Adverse Childhood Experiences during their childhood and just under half had experienced at least one.

The [Child and Adolescent Health & Wellbeing in Scotland Review](#) summarises the available evidence on child and adolescent health and wellbeing in Scotland. It presents the national quantitative data from a variety of sources to produce a picture of the current situation in terms of health and wellbeing outcomes for children and young people, as well as key drivers of wellbeing.

The [Scottish Schools Adolescent Lifestyle and Substance Use Survey \(SALSUS\)](#) survey provides national level data on smoking, drinking, drug use and lifestyle issues amongst Scotland's secondary school children.

Findings from the [Health Behaviour In School Aged Children Report](#) provides data for children and young people aged 11, 13 and 15 years across a wide range of topics, from wellbeing and health behaviours through to contextual factors such as peer relations and the school environment. For example, less than a fifth of respondents were found to be meeting the physical activity guidelines and around two-thirds spent two or more hours in front of a screen each weekday.

## ACHIEVING EXCELLENCE IN LEARNING

# SBC INCLUDES: INCLUSION FRAMEWORK

## 4. BUILDING INCLUSIVE LEARNING COMMUNITIES

### SHARING VISION AND VALUES

A learning community where each child is nurtured and valued as an individual and which supports their sense of belonging and efficacy is a central component of inclusion.

Learning communities should articulate what demonstrating inclusive and nurturing values means within their individual context. Finding the right language to make this meaningful to parents, learners and staff could form part of a process of community engagement and participation.

Supporting the whole learning community to understand and contribute to the vision and values for Inclusion is something that takes time and proactive engagement.

#### Guiding Principles of the Inclusion Framework

### UNIVERSAL SUPPORT

Universal support starts with the ethos, climate and relationships within every learning environment. It is the responsibility of all practitioners to take a child-centred approach which promotes and supports wellbeing, inclusion equality and fairness. The entitlement to universal support for all children and young people is provided from within the existing pre-school and school settings.

1. Positive relationships will be experienced by pupils and staff in all learning establishments.
2. All staff understand that all behaviours are a form of communication and will respond appropriately.
3. Schools will deliver inclusive, nurturing practice through effective, creative learning and teaching and maintain positive learning environments for all children and young people.
4. High quality, evidence-based, professional learning and development will be provided for all staff.
5. All schools and learning establishments will be familiar and comply with legislation and National and Local Guidance.

6. All children and young people will be heard through recognising their rights and hearing their voice.
7. The health and wellbeing of all our children and young people is central to decision making.
8. All children and young people will experience a nurturing environment.
9. We will value and celebrate equality and diversity within all our learning establishments.

An environment which is caring, inclusive, fair and focused on delivering learning to meet individual needs will encourage all children and young people to strive to meet their learning potential. Every child and young person is entitled to support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide. When a child or young person may require some additional support, this is initially the responsibility of the classroom teacher. The majority of children and young people's needs are met through universal support.

Some examples of universal support are below – this list is not exhaustive.

- Personalised learning plans
- Literacy, numeracy or health and wellbeing support
- Enhanced transition e.g. P7 – S1
- Use of ICT e.g. digital learning and teaching resources such as digital SQA exams
- Quiet spaces
- Visual timetables

## TARGETED SUPPORT

Children and young people can benefit from additional or targeted support, tailored to their individual circumstances. This could be at any point on their learning journey or throughout the journey. This targeted support is any focused support which children or young people may require for short or longer periods of time to help them overcome barriers to learning or to ensure progress in learning.

All learning establishments will:

1. Provide targeted, nurturing support in schools and local communities to meet the needs of our most vulnerable children, young people and families.
2. Ensure that learners affected by poverty are supported to attain and achieve their full potential.
3. Develop a professional learning and development strategy to support targeted approaches.
4. Ensure health and wellbeing and the wellbeing indicators are considered when delivering targeted support.
5. Ensure that exclusion is rarely used and schools will prioritise support to ensure maximum attendance and engagement of all learners.

Targeted support is usually, but not exclusively, co-ordinated and provided by staff with additional training and expertise through a staged intervention process. This may be by staff other than the class teacher and outwith the pre-school or school setting but within education services

In a secondary school, this support may be coordinated by guidance/pastoral care/pupil support staff.

Some examples of targeted support are below – this list is not exhaustive:

- Higher attaining children (ensuring progression)
- Bereavement peer support group
- Input from **Allied Health Professionals** e.g. speech and language
- Specific learning difficulties
- Nurture groups/bases
- Trauma informed interventions designed for a care experienced child/young person
- Complex needs e.g. sessions in a sensory room

## Reducing barriers and supporting needs

Effective communication between professionals, parents/carers and learners is an essential contributing element required to reduce any barriers to learning. A child or young person may have additional support needs arising from more than one of the factors. Support for children and young people may be provided in a range of locations including in school, at home, in hospital, or in a specialist health, social services or voluntary agency facility. Examples of support to reduce barriers may include:

- a particular approach to learning and teaching: for example, as used with children and young people with *autism spectrum disorders*, dyslexia or sensory impairments
- youth work provided through *community learning and development*
- attendance shared between school and further education college
- a higher attaining child at the later stages of primary school receiving support to access the secondary mathematics curriculum.
- the deployment of personnel from within the school or education authority: for example, support from a learning support teacher in the school or from a *peripatetic* teacher of the deaf
- the deployment of personnel from outwith education: for example, support provided by *allied health professionals* working in health or social workers from the local authority or staff from the voluntary sector where this support enables the child or young person to benefit from education
- provision of particular resources, including information and communications technology (ICT) and particular learning and teaching materials.
- class teacher helping a child by following a behaviour management programme drawn up in consultation with all relevant professionals
- tutorial support from a support for learning teacher to help with a reading difficulty
- use of *communication symbols* by an autistic learner
- use of an app on a tablet computer to support writing

In Scottish Borders, our Inclusive vision and values can be summarised as;

## SBC INCLUDES

<b>I</b>	<b>Improved outcomes for all children &amp; young people</b>	Raising attainment for all children & young people Improving attendance, reducing exclusions All learners are included, engaged and involved
<b>N</b>	<b>Nurturing Values</b>	Whole school nurturing approaches are embraced Nurture bases in each learning community will provide targeted support
<b>C</b>	<b>Communication</b>	Pupil voice & pupil rights are heard and understood All staff understand that all behaviour is communication
<b>L</b>	<b>Learning for all</b>	High quality professional learning for all staff High quality learning & teaching in all schools Adapted and creative curriculum pathways
<b>U</b>	<b>Understanding health &amp; wellbeing</b>	Getting It Right For Every Child in SBC Relationships are positive and supportive Staff are sensitive and responsive to the mental health and wellbeing of all
<b>D</b>	<b>Developing a community based approach</b>	Locality based approaches meet children & young people's needs in local communities Schools collaborate and pool resources
<b>E</b>	<b>Equity for all</b>	Interventions and approaches to ensure that every child has the opportunity to participate equally in school experiences Understand equality & celebrate diversity
<b>S</b>	<b>Support</b>	Provide targeted, proportionate and timely support when needed All establishments promote a supportive ethos

**SBC INCLUDES** reflects existing strengths we need to continue to develop and build on to realise our vision for children and young people in the Scottish Borders which is an integral part of our ethos and culture and complies with National and local legislation.

In order to improve the wellbeing of all children **SBC INCLUDES** must inform and be visible in all our practice. It should also be consistently reflected throughout policy, planning, procedure and professional development at all levels and across all staff and partners.

**SBC INCLUDES** can be found in Appendix 1 as a poster. It should be printed off and displayed in all learning establishments and shared with parents and families in all learning communities.

## TRAINING AND DEVELOPMENT

Our **Career Long Professional Learning** programme each session, identifies and will provide key training and resources that support the development of inclusive practices. These support the development of individual practitioner skills and whole school approaches to Inclusion.

[Introduction to Inclusive Education Module](#) has been developed by [Education Scotland](#) to provide educational practitioners and local authorities with free professional learning resources which focus on an introduction to Inclusion and equality within the context of Scottish education. The module content has been designed and is very relevant for all educational practitioners and also supports teachers to meet the required general Teaching Council for Scotland (GTCS) standards for Professional Learning, annual reviews and Professional Update.

The module and activities will support practitioners to develop an:

- Understanding of the education context in Scotland of inclusion and equality
- Awareness of additional support needs and inclusion
- Awareness of how to deliver child centered approaches within the Scottish legislative framework
- Awareness of universal and targeted support
- Awareness of information and approaches which support inclusive education.

[Inclusion in Practice - The CIRCLE Framework: Secondary](#) - This module provides educational practitioners in secondary schools and local authorities. It is based on The CIRCLE Framework, a collaboration between practitioners in Edinburgh City Council, Queen Margaret University and NHS Lothian, that has been adapted for modular learning by Education Scotland.

It offers practical advice on how to meet the needs of individual learners and supports practitioners to develop collaborative approaches and share good practice.

After studying this module practitioners will have:

- An understanding of how to promote effective inclusive practice using the CIRCLE Framework of inclusion
- An awareness of how to promote a learner centred approach where learners are listened to and involved in the management of their own learning
- An awareness of documentation to evidence assessment and input.

The Primary version of the CIRCLE Framework module should be published in Spring 2020, however the resources are available for download via the Autism Toolbox Resources section / Templates and Resources - in the NAIT section (collapsible orange bar).

<http://www.autismtoolbox.co.uk/templates-and-resources>

## SHARING AND DEVELOPING EFFECTIVE PRACTICE

There are examples of effective inclusive practice in all of our schools. Although we recognise that one size does not fit all we know that we can learn from each other. Sharing effective practice within and between schools will help us to develop and build on our strengths and gain a better understanding of what works locally and with schools in neighbouring authorities. A variety of opportunities to visit schools, attend workshops and training will be provided by the South East Improvement Collaborative (SEIC).



## ACHIEVING EXCELLENCE IN LEARNING

# **SBC INCLUDES:** INCLUSION FRAMEWORK

## 5. ROLES AND RESPONSIBILITIES

### Senior Officers will provide;

- An annual report on SBC's Inclusion Framework to the Education Committee as part of the Education Standards and Quality Report.
- Clear local authority stretch aims for education linked to the Education Improvement Plan, to work towards inclusion for all children (being present, participating, achieving and supported).
- Support and challenge to school leaders to retain the focus on inclusion.
- Drive forward national policy implementation and set strategic direction for regional and local work.
- Oversight and coordination of resourcing direct to schools and through partner supports in relation to maximising and making best use of resources for inclusion.
- Support and challenge establishments and settings to allow all children to reach their potential regardless of background or ability.

### All school leaders will;

- Develop an ethos of inclusion, a culture of mutual respect and shared values. Firmly embed all National and SBC policies, procedures and practice that ensure these principles are upheld.
- Demonstrate commitment to developing **SBC INCLUDES** in their learning community through on-going professional learning and development, and appropriate levels of support and challenge.
- Provide relevant support and training for staff, particularly in relation to procedures to address factors that can undermine positive relationships.
- Ensure SBC policies and procedures are developed and implemented in keeping with the ethos, values and principles as outlined in the SBC Inclusion policy, Inclusion Framework and accompanying key documents – this encompasses inclusive practice, equity and health and wellbeing.
- Plan and manage resources proactively and efficiently to support effective inclusive practice.
- Ensure the health and wellbeing of all children and young people are considered in all situations.
- Seek out and contribute positively to local partnerships which will lead to better outcomes for children and young people and in particular for those at greatest risk due to social circumstances or additional needs.
- Ensure whole establishment/service approaches to self-evaluation and a commitment to continuous improvement over time.
- Consider all barriers to learning, which may be influenced by poverty, and effectively plan to overcome them. Advice and support can be found in Appendix 1

## All school and establishment staff will;

- Be familiar with and have knowledge of all National and SBC policies, procedures and practice.
- Demonstrate a commitment to the key features of inclusion ensuring all children are: present, participating, achieving and supported and support the guiding principles of inclusion within **SBC INCLUDES**.
- Act as role models for positive behaviour, respectful relationships, restorative approaches and positive communication.
- Demonstrate a commitment to developing core practice in relation to the **SBC INCLUDES**.
- Model sensitivity, self-awareness and emotional regulation in their interactions with children and their families (and in situations where this has been challenging to seek peer support and the opportunity to debrief and reflect).
- Act in the belief we can be a positive adult influence that a child needs in their life.
- Contribute to promoting a positive culture and ethos that is fundamental to maintaining positive relationships and health & wellbeing of all within their setting.
- Promote and contribute to a collegiate climate of high support and high challenge. Good working relationships within and across services are built on respect and strong communication.
- Demonstrate professional values and personal commitment to social justice, integrity, trust and respect and professional commitment as incorporated in professional standards.
- Have high expectations and commitment to Getting it Right for Every Child with all staff contributing to ensuring pupil wellbeing.
- Act in the role of corporate parents in 'looking out for and standing by' looked after children in relation to their rights and the support they need.
- Actively seek the views of the children, to listen to them with care, to encourage and value the views of the children and families they work with.
- Recognise behaviour as communication. When pupils struggle with aspects of their behaviour, staff working collaboratively with families to develop alternatives to meeting the underlying needs. Strategies and further advice are outlined in SBC Nurturing Approaches Guidelines.
- Promote equity for all pupils – for example, to close the poverty related attainment gap.

## ACHIEVING EXCELLENCE IN LEARNING


# **SBC INCLUDES:** INCLUSION FRAMEWORK

## 6. SCHOOL SELF-EVALUATION FOR INCLUSION

In addition to the Challenge Questions provided in HGIOS4 around 3.1 Ensuring Wellbeing, Equality and Inclusion (p49 HGIOS4), the South East Improvement Collaborative (SEIC) have produced a useful [SEIC 3.1 Inclusion & Wellbeing Self Evaluation Toolkit](#) to support Inclusive practice in all learning establishments.

To ensure the development of an inclusive ethos and learning environment, Headteachers will be expected to incorporate the following key features into Standards, Quality and Improvement Planning:

- o **Present:** Evidence and evaluation of tracking, monitoring and review of attendance and exclusion
- o **Participating:** Evidence of tracking, monitoring and review of:
  - flexible / build-up timetables and their impact
  - positive destinations
  - views of children and families with a focus on belonging and participation in the wider life of the school
- o **Achieving:** Evidence of tracking, monitoring and review of:
  - attainment (including wider achievement)
  - progress in Individual Education Programmes (IEPS)
  - evidence of impact of Stage 3 (MAC) meetings
  - evaluation of targeted interventions including deployment and impact of Additional Needs Assistants (ANAs).
- o **Supported:** Evidence of views of children and families evaluation of Child Plans, Coordinate Support Plans (CSPs), including evaluation of deployment and impact of Additional Needs Assistants (ANAs).



Self-evaluation will be further developed and evidenced through inclusive practice reviews as part of Quality Improvement Visits, School Improvement Planning and reviews of service level agreements with key partners. Key Challenge questions in the next section of this document (Inclusion in Practice) will also support self-evaluation for all establishments.

It is important to note that this will include a focus on planning and monitoring for target groups who are recognised as being more vulnerable.

**For example;**

- \* care experienced children & young people
- \* children affected by poverty
- \* children within the single planning process
- \* children within the child protection system
- \* young carers
- \* children who have been identified with additional support needs
- \* children with protected characteristics

## ACHIEVING EXCELLENCE IN LEARNING

# **SBC INCLUDES:** INCLUSION FRAMEWORK

## 7. INCLUSION IN PRACTICE

In addition to the Challenge Questions provided in HGIOS4 around 3.1 Ensuring Wellbeing, Equality and Inclusion (p49 HGIOS4), the South East Improvement Collaborative (SEIC) have produced a useful [SEIC 3.1 Inclusion & Wellbeing Self Evaluation Toolkit](#) to support Inclusive practice in all learning establishments.

Please also consider the following key challenge questions to support inclusion in practice:-

- Are all learning establishments within your learning community familiar with and practice the principles in **SBC INCLUDES**?
- Are there consistent inclusive approaches across your learning establishment? Are these communicated well across all stakeholders?
- Have all teaching staff completed the Education Scotland's online "Introduction to Inclusive Practice" Module?
- Are there consistent inclusive approaches across all establishments in your learning community/cluster? Are these communicated well across all locality stakeholders?
- Are all staff familiar with Scottish Borders Council's Inclusion priorities?
- Are all staff familiar with the Inclusion Framework, Inclusion Policy and associated documents and guidelines?
- Key policies and resources: -
  - *SBC Attendance Policy*
  - *SBC Inclusion Policy*
  - *SBC Child's Planning Manual*
  - *Framework for Staged Intervention*
  - *Guidance on Restraint & Seclusion in Scottish Borders Schools*
  - *Growing Confidence training and materials*
  - *Restorative Practice training and materials*
  - *Scottish Borders Council Nurturing Approaches: In Our Sight, In Our Minds, In Our Actions and Being Heard*
- Are the principles in **SBC INCLUDES** reflected in your establishment's values and vision?

## APPENDIX 1

# SBC INCLUDES

**SBC INCLUDES** reflects existing strengths we need to continue to develop and build on to realise our vision for children and young people in the Scottish Borders. All SBC staff should demonstrate a commitment to the key features of inclusion ensuring all children are: present, participating, achieving and supported and support the guiding principles of inclusion within **SBC INCLUDES**

<b>I</b>	<b>Improved outcomes for all children &amp; young people</b>	Raising attainment for all children & young people Improving attendance, reducing exclusions All learners are included, engaged and involved
<b>N</b>	<b>Nurturing Values</b>	Whole school nurturing approaches are embraced Nurture bases in each learning community will provide targeted support
<b>C</b>	<b>Communication</b>	Pupil voice & pupil rights are heard and understood All staff understand that all behaviour is communication
<b>L</b>	<b>Learning for all</b>	High quality professional learning for all staff High quality learning & teaching in all schools Adapted and creative curriculum pathways
<b>U</b>	<b>Understanding health &amp; wellbeing</b>	Getting It Right For Every Child in SBC Relationships are positive and supportive Staff are sensitive and responsive to the mental health and wellbeing of all
<b>D</b>	<b>Developing a community based approach</b>	Locality based approaches meet children & young people's needs in local communities Schools collaborate and pool resources
<b>E</b>	<b>Equity for all</b>	Interventions and approaches to ensure that every child has the opportunity to participate equally in school experiences Understand equality & celebrate diversity
<b>S</b>	<b>Support</b>	Provide targeted, proportionate and timely support when needed All establishments promote a supportive ethos

## APPENDIX 2

# EQUITY: Advice and support for all Scottish Borders Learning Establishments

## MINIMISING COSTS AND REDUCING PRESSURE ON FAMILY BUDGETS

*All children and young people should be able to meet the costs of school and have the resources they need to support their learning.*

Families experiencing poverty often lack the money to pay for essential items such as school equipment and uniforms, school trips or extra materials to use in certain subjects. This can be a particular challenge for families with more than one child. It can also be more difficult at certain points in the year, such as festive periods or immediately after school holidays, when pressures on family budgets are especially high.

Schools already adopt a range of measures to minimise costs and reduce pressure on family budgets. Current statistics also show that a significant number of Free School Meals and clothing grants are not claimed from SBC by eligible families every year.

The following are measures which are recommended to support a consistent approach to minimising main costs associated with school:

## RESOURCES FOR LEARNING

According to the Education (Scotland) Act 2010 Section 11 an education authority should be providing free of charge books, writing materials, stationery, mathematical instruments, practice materials and all other articles which are necessary to enable the pupils to take full advantage of the education provided.

The education authority may also provide articles of clothing suitable for physical exercise or other school activities requiring special items of clothes (i.e. camp).

Schools however, due to budget pressures, may ask for discretionary payments for certain subjects such as Food Technology, CDT and art. According to the above mentioned act though this cannot be made mandatory.

### **Schools should consider:**

- Provide stationery and equipment free of charge for pupils to use. Where this is not provided universally, schools should make this easy for pupils to access discreetly.
- Provide pupils with free materials which relate to learning at school and the delivery of lessons. Any contributions to the cost of materials should be voluntary and at the discretion of parents.
- Consult children on their access to IT outside of school and support with learning at home. Adapt homework policies and activities where necessary to ensure that children have the equipment (i.e. calculators) and support they need to complete it effectively.
- Provide options for completing homework within school and ensure access to computers/internet/materials to complete as required.

## UNIFORM

### Schools should consider:

- Ensure that all parents are aware of School Clothing Grants – provide clear and accessible information to parents in the school about the support on offer and how they can apply.
- Offer support to parents to make applications for financial support. Be aware of perceived stigma or challenges in understanding and completing written application processes.
- Adopt a flexible uniform policy to ensure that parents are able to purchase uniforms from a range of suppliers.
- Only sell uniform items to families on a non-profit making basis.
- Presume that children who lack mandatory school uniform items require financial support or assistance. Speak sensitively to the child and/or family as appropriate to establish whether support is required and how best to ensure that families are able to meet the costs.
- Provide temporary permissions for non-uniform items and a realistic timescale for families to purchase appropriate items should they not be able to afford school uniform.
- Be discreet when raising uniform-related issues with pupils including not drawing attention to a pupil's dress in public.

## SCHOOL TRIPS

### Schools should consider:

- Transparent procedures for planning, funding and delivering school trips.
- Ensure that during the planning of trips, costs are kept to a minimum.
- Provide financial support or reduced fees for children living in low income households, including additional reductions for siblings.
- Conduct an annual audit of potential or planned trips due to run over the school year, and clarify the aims and purpose as well as the estimated costs for each. This information should be used to:
  - o Review and develop a clear rationale and justification of costs for all trips.
  - o Make modifications to school trips so that they are accessible to children from low-income households and are cost efficient.
  - o Inform and consult parents at the start of the school year about plans for school trips to get their advice on how to: make them more affordable/accessible; identify parents who require financial support or reduced costs; and ensure that parents have time to plan finances accordingly.
  - o Set out the steps that will be taken to ensure that all children can afford to attend or the alternative measures that will be in place to ensure the trip is equitable and accessible.
- Allow parents the opportunity to pay for trips and other costs in affordable instalments. This must be given a long lead in time where required. Trips should not be offered on a 'first come first served' basis as this will favour pupils from families who are able to pay in advance.

## FINANCIAL SUPPORT TO MEET COSTS

### Schools should consider:

- Ensure families are aware of all the financial support they are entitled to which will support their children's learning. This could include identifying and supporting members of staff to advise families on low incomes to make grant claims. These staff could also build knowledge about social security benefits and other income maximisation opportunities to signpost parents accordingly
- Consider providing a proportion of funding (for example Pupil Equity Funding) to support families to meet the costs of school trips, clothing and equipment or other costs identified by families during periods of financial pressure or crisis.

## ENSURE EQUAL ACCESS TO OPPORTUNITIES, REGARDLESS OF INCOME

*All children should be able to benefit from, and meet the costs of, a wide range of learning opportunities in the home, school and community.*

Children experiencing poverty often miss out on regular activities outside of school, such as taking part in sports teams, joining clubs or going to the cinema and theatre. This is often because of the costs associated with these activities - both direct, such as the cost of membership or attendance, and indirect, such as transport, specialist clothing or equipment. They are therefore less likely to enjoy the rich learning experiences outside of the school day that are available to their more affluent peers. Families raising children on low incomes may also find it more difficult to provide effective support for their children's learning at home. This can be due to the extra stress and pressure that poverty creates within families or because it is harder to provide the quiet space, time and resources children need to learn.

We know that children achieve more and are happier when schools work together with parents and families and share ideas about how to support and extend children's learning within the classroom and at home. Parental engagement has been a priority in schools for many years now as it is recognised that it is central to raising attainment and closing the attainment gap. It is also a main driver of the National Improvement Framework. Research shows that the vast majority of parents and families are interested in supporting their children's and their own learning. However, many can find it difficult to engage with schools. This can be because of differing social capital as a result of socio-economic background and other, often related, issues such as mental health, homelessness or emotional trauma.

The following, therefore, are measures recommended to support a consistent approach to ensuring that all children have equal access to wider learning opportunities and support:

### EXTRA-CURRICULAR ACTIVITIES

#### **Schools should consider:**

- Provide free, or low cost (and funded places when necessary), after school activities in the school. Seek partnership opportunities, for example Live Borders and Active Schools Coordinators.
- Ensure that costs of special clothing, equipment, transport and other costs are not a barrier to children and young people's ability to participate in extra-curricular activities.
- Work with local partners to provide free and affordable access to extra-curricular activities within the school and local community.
- Consult pupils to identify any financial or related barriers (for example, home pressures, stigma and low confidence) that prevent them from taking part in extra-curricular activities which are on offer. This consultation should also identify activities pupils would like to be able to participate in.
- Allow parents the opportunity to pay for trips and other costs in affordable instalments. This must be given a long lead in time where required. Trips should not be offered on a 'first come first served' basis as this will favour pupils from families who are able to pay in advance.

## SOCIAL AND CHARITY EVENTS

### **Schools should:**

- Never require a donation or payment from parents as a pre-requisite for children to be able to participate in activities or fundraisers. For example, dressing up days.
- Never exclude pupils who have not paid for activities in school such as visiting pantomimes, author events etc. Always assume this is due to families struggling with costs and discuss with families how the school can support them in meeting costs.
- Encourage and collect donations for activities and fundraisers discretely through optional contributions.
- Space events out over the year, avoiding expensive times like holiday periods and the start of the school year.
- Consult with children and parents on ideas for activities that can reduce costs.
- Adopt proven ideas that celebrate the efforts of children and young people to raise money or awareness of charity causes rather than amounts raised.

## LEAVERS EVENTS

### **Schools should consider:**

- Not charge pupils for attendance at school leaver events or celebrations. Any contributions should be at the discretion of young people and their parents.
- Discourage pupils from buying luxury items – especially for teacher gifts around Christmas time or end of term.
- Offer a dress/suit exchange or ‘vintage’ dress stall for secondary Proms, which should be held in the school or a local hall rather than at expensive hotels.
- Be explicit about the hiring of, for example, limousines not being approved or welcomed by the school.

## ENGAGEMENT WITH PARENTS

### **Schools should consider:**

- Prioritise building strong relationships with parents to support children’s learning at home.
- Offer opportunities for parents to observe how learning and teaching takes place in the classroom and provide suggestions on ways they could help their child to extend this outside of school.
- Hold regular social events and opportunities for parents to spend time within the school, such as coffee mornings, evening suppers and pizza nights - these should focus on informal chat and conversation to build friendly relationships between parents and staff.
- Provide a dedicated room or space within the school where parents are invited to spend time with one another and plan activities for parental engagement in their children’s learning.
- Provide clear and simple instructions alongside homework and other activities to support learning at home and enable parents to understand how they can help their children to complete tasks.
- Create opportunities for parents to share views with the school on challenges to engaging their child’s learning at home; meeting school costs and understanding who to speak to for information and advice - consider methods where feedback can be provided anonymously.
- Work with the Parent Council to ensure that a proportion of their annual fundraising (ideally 25%) is given to support Equity.
- Work with community partners to identify the best ways of engaging with parents, especially those who are hardly reached.
- Use the Pupil Equity Fund to deliver evidence-based outreach activities
- Developing their outdoor environment to encourage activities to take place within school grounds wherever possible and avoiding travel costs to other places.

## REDUCE POVERTY-RELATED STIGMA

*All children should feel respected, included and supported by staff and pupils in their school and local community.*

Children and young people experiencing poverty often report feelings of isolation and exclusion at school and may be more likely to experience bullying. Negative attitudes and perceptions of poverty can also lead to stigma which makes it harder for children, young people and their families to approach school staff for support. These experiences can have a negative impact on children's attendance and achievement as well as on parental engagement. Parents may feel embarrassed or anxious about approaching schools for support. They may also feel stigmatised as a result of being eligible for financial support.

In order to close the attainment gap, it is essential that alongside quality teaching, curricular content and assessment of pupil progress, due consideration is given to pupils' holistic experience of school and education and that steps are taken to tackle the impact of poverty-related stigma. The following are measures recommended to support a consistent approach to raising awareness of the realities and impact of poverty. At the same time, they should ensure that all children and families feel respected and supported.

## IMPROVEMENT ACTIVITY


### **Schools should consider:**

- Work with children and parents to improve the school experience of children living in poverty, including asking for children's and families' advice when developing school improvement plans and activities.
- Ensure that staff meetings, development and in-service days and other mechanisms to support school staff are used to share information, advice and best practice in how to tackle the impact of poverty on children's experiences and learning.
- Ensure that mechanisms are in place to identify and address poverty-related bullying within the school community.
- Prioritise activities in the school that can build relationships with families experiencing poverty, in order to develop trust and mutual understanding.
- Be conscious about the impact that questions relating to what parents do for a living or where children have been on holiday can have on children experiencing poverty.
- Retain free breakfast club places for children from low-income families where appropriate.
- Where feasible, provide facilities for washing clothes.
- Make hygiene and sanitary products available for pupils to access discreetly.

## POVERTY AWARENESS

### **Schools should consider:**

- Promote informed understanding about child poverty and have a zero-tolerance approach to negative stereotyping of children and parents in low-income households.
- Ensure that all staff receive training to understand the impact of poverty on children and families in SBC, for example through participating in the '1 in 5 Raising Awareness of Child Poverty' Workshop.
- Refer to resources such as the EIS guidelines on poverty proofing the school day and the Learning Lessons research as well as Edinburgh's own child poverty 1 in 5 training materials and resources to raise awareness of the financial barriers to education and the role that teachers can play in reducing the impact on children.

- 
- Introduce pupils to the issues surrounding child poverty in Scotland through learning activities in the school – this should include linking pupil education on poverty with the Rights Respecting Schools initiative.

## FURTHER READING AND RESOURCES

[www.jrf.org.uk](http://www.jrf.org.uk)

<https://www.gov.scot/news/child-poverty-bill-published/>

<https://cpag.org.uk/scotland/cost-school-day>

<https://education.gov.scot/improvement/self-evaluation/interventions-for-equity/>

## APPENDIX 3

# HEALTH & WELLBEING: GROWING CONFIDENCE RESOURCES

Growing Confidence is a suite of training materials and resources which are for all staff and parents. They are designed to raise awareness and confidence about the importance of promoting positive mental health and emotional well-being in themselves and their children and young people or the ones they work with.

Growing Confidence was introduced and implemented to all schools in the Scottish Borders over a 3 year rolling programme beginning in session 2016-17. This complements our Health and Wellbeing drive of Restorative Practice and Respectful Relationships.

All staff are expected to have undertaken training as detailed below. Any new staff joining learning establishments must undertake training opportunities provided throughout the session. All schools should have an identified member of Senior Management who has a responsibility for Health and Wellbeing, driving this agenda forward. All schools and learning establishments have access to Growing Confidence folders and resources. Please see below details around separate courses and resources.

## COOL, CALM & CONNECTED – COURSE FOR S2 YOUNG PEOPLE IN SECONDARY SCHOOLS

There is a course for young people in S2 which aims to bring young people together on a personal journey to explore what influences mental health and emotional wellbeing, and supports them in making relevant links with their own wellbeing.

## RAISING TEENS WITH CONFIDENCE – A COURSE FOR PARENTS AND CARERS. ALL SCHOOLS SHOULD BE RUNNING THIS COURSE EACH YEAR FOR PARENTS/CARERS

Adolescence is the time when young people seek increasing independence and experience physical, social and emotional change which can be difficult to manage but also creates many exciting opportunities. Raising Teens with Confidence aims to give parents and carers increased understanding about how they can best support their teenage children to navigate this time of change and help promote resilience.

Drawing on the latest research in teenage brain development and mental and emotional wellbeing the course gives parents the opportunity to explore together how the teenage years can be a time for the whole family to 'thrive rather than just survive!' (Siegel 2014)

The course consists of 6 x 2 hour sessions.

# MENTAL HEALTH, EMOTIONAL WELLBEING & RESILIENCE: SUPPORTING YOUNG PEOPLE - COURSE FOR STAFF IN SECONDARY SCHOOLS

## Course aims

- To increase awareness of the factors that influence children and young people's mental health and emotional wellbeing
- To consider how brain development and behaviour are shaped by interactions and experiences with others
- To reflect on the latest research in this field and consider its implication for our practice

## Course summary and overview

This 6 hour course aims to bring together the latest research from neuroscience, biology and psychology about what influences behaviour during adolescence and create improved understanding of how to support young people during this vulnerable period of development. Useful for all staff and key adults working with young people, this course complements the Supporting Young People Guide.

# BUILDING RESILIENCE – A WHOLE SCHOOL PRIMARY COMMUNITY APPROACH

The primary Building Resilience resource has been designed to complement and support the development of a whole-school mental health and emotional programme from nursery to P7. This resource aims to support the development of children's mental and emotional health and wellbeing through a mix of teaching, reflection and interactive activities.

The **Building Resilience** materials reflect current best practice in this area. Each section within the resource provides practical strategies for teachers and parents to support children and young people when they are faced with difficulties, frustrations and challenging times, thus helping children and young people to function well, both at school and in life. This is done by following a character called Skipper who is journeying down the river of Life on his boat who teaches the children tools to help better cope with the ups and downs of their everyday lives. It includes practical strategies that children can use when they experience difficulties, frustrations and challenging times.



You can get this document on audio CD, in large print, and various other formats by contacting us at the address below. In addition, contact the address below for information on language translations, additional copies, or to arrange for an officer to meet with you to explain any areas of the publication that you would like clarified.

**CHILDREN AND YOUNG PEOPLE'S SERVICES**

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