Inclusion, Wellbeing and Equality

Key Publications and Resources

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| **Rights, wellbeing and resilience**: | | | |
| * Children’s rights and participation | |  |  |
| Legislation | [The Children and Young People (Scotland) Act 2014](http://www.legislation.gov.uk/asp/2014/8/contents/enacted): places a duty on local authorities and schools to ensure the wellbeing of children and young people is safeguarded, supported and promoted. The voice of the child or young person is essential in understanding their needs and ensuring their wellbeing is safeguarded, supported and promoted. Fostering strong relationships between staff and children and young people is essential to this practice. | | |
| Resources | [Learner Participation in Education Setting 3-18, 2018](https://education.gov.scot/improvement/self-evaluation/learner-participation-in-educational-settings-3-18)  Guidance and support materials to help schools and early years settings develop an understanding of learner participation and plan for implementation within their setting. There are five film case studies which exemplify practice in the arenas and a number of other support documents. | | |
|  | [Recognising and realising children’s rights: A professional learning resource to promote self-evaluation and improvement planning](https://education.gov.scot/improvement/learning-resources/recognising-and-realising-childrens-rights/)  This is a one day professional learning module which:   * Raises awareness and develops knowledge and understanding of the United Nation Convention of the Rights of the Child (UNCRC); * Allows establishments to self-evaluate their practice in light of the UNCRC; * Supports improvement planning within establishments. | | |
| * Mentors in Violence Prevention | | | |
| Resources | [Mentors in Violence Prevention (MVP) - An overview](https://education.gov.scot/improvement/practice-exemplars/mentors-for-violence-prevention-mvp-an-overview/)  MVP is a peer education programme where senior learners work with younger ones to challenge established attitudes to gender-based stereotyping or negative behaviours including the potential for violence. This is a programme which is delivered in partnership between the Scottish Violence Reduction Unit and Education Scotland-it is fully funded by SG | | |
| * Getting it right for every child (GIRFEC) | | | |
| Legislation/national and Education Scotland strategy/policy/guidance | [Getting it right for every child](http://www.gov.scot/Topics/People/Young-People/gettingitright)  Getting it right for every child (GIRFEC) supports families by making sure children and young people can receive the right help, at the right time, from the right people. The aim is to help them to grow up feeling loved, safe and respected so that they can realise their full potential. | | |
|  | [The Children and Young People (Scotland) Act 2014](http://www.legislation.gov.uk/asp/2014/8/contents) (see above) | | |
| * Mental, emotional and social health and wellbeing | | | |
| Resources | [Nurture, Adverse Childhood Experiences and Trauma informed practice: Making the links between these approaches, 2018](https://education.gov.scot/improvement/Documents/inc83-making-the-links-nurture-ACES-and-trauma.pdf)  This document provides information on the key features of a nurturing approach; Adverse Childhood Experiences (ACEs) and a Trauma informed approach. It offers some background as to how they specifically apply to a Scottish context and outlines the commonalities between the different approaches.​ It also provides some information on the benefits and challenges of implementing each approach and provides some details on examples of good practice in applying these approaches within an education context.​​ | | |
|  | [Applying nurture as a whole school approach - A framework to support self-evaluation](https://education.gov.scot/improvement/self-evaluation/applying-nurture-as-a-whole-school-approach-a-framework-to-support-self-evaluation/):  This self-evaluation framework provides a tool to support schools and early learning and childcare (ELC)settings who are applying a whole-school approach to nurture. It provides:  •links to the Scottish drivers and policy context;  •a definition of nurturing approaches;  •a guide to the self-evaluation process and a framework that links nurturing approaches to the Quality Indicators used in How Good is Our School (HGIOS) 4? and How Good is our Early Learning and Childcare (HGIOELC)?;  •explicit links between the Quality Indicators and the Nurturing Principles so that schools can link their self-evaluation with these principles.  It also provides a range of practical tools that can be used to triangulate self-evaluation information and support the implementation of nurturing approaches, along with focus group prompts, a questionnaire for staff and parents, and readiness checklists. | | |
|  | [The Compassionate and Connected Classroom: A health and wellbeing curricular resource for upper primary](https://education.gov.scot/improvement/learning-resources/compassionate-and-connected-classroom/): The Compassionate and Connected Classroom’ is part of a wider set of resources entitled ‘The Compassionate and Connected Classroom and Community’ which consists of a curricular and professional learning resource. This suite of resources aims to raise awareness of the potential impact of adversity and trauma in shaping outcomes for children and young people and provide support that can help mitigate the impact of these experiences. | | |
| * Relationships and behaviour | |  |  |
| Legislation/national and Education Scotland strategy/policy/guidance | [Developing a positive whole-school ethos and culture –Relationships, Learning and Behaviour](https://www.gov.scot/Publications/2018/06/9612) (2018) outlines new policy guidance in response to the [Behaviour in Scottish Schools Research](https://beta.gov.scot/publications/behaviour-scottish-schools-research-2016/pages/1/) conducted in 2016 and published in December 2017. This new policy guidance builds on and supersedes the 2013 publication Better Relationships, Better Learning, Better Behaviour. It highlights the need for a continued focus on the promotion and development of positive relationships and behaviour in order to improve a school’s ethos and culture. Approaches to develop this learning environment should also be underpinned by children’s rights | | |
|  | [Respect for All](https://www.gov.scot/Publications/2017/11/6766) **(**2017) aims to provide an overarching framework and context for all anti-bullying work that is undertaken in Scotland. The approach aims to build capacity, resilience and skills in children and young people, and all those who play a role in their lives, to prevent and deal with bullying. | | |
|  | Guidance on the management of attendance and absence ([Included, Engaged and Involved Part 1](http://www.gov.scot/Resource/Doc/205963/0054747.pdf)) | | |
|  | [Included, engaged and involved part 2: A positive approach to preventing and managing school exclusions (2017)](https://www.gov.scot/Publications/2017/06/8877)This policy guidance replaces included, engaged and involved part 2: A positive approach to managing school exclusions 2011. It provides schools and local authorities with a clear overview of approaches and structures that should be in place to prevent and manage exclusion in schools. It provides information of the current statutory requirements in this area. | | |
| Restorative approaches resources | [Restorative approaches - Peer mediation](https://education.gov.scot/improvement/learning-resources/restorative-approaches-peer-mediation/): ​This is a professional learning resource about peer mediation. Peer mediation is a process where those involved in a disagreement volunteer to discuss the issues and explore how best to take matters forward. It requires them to operate within a whole school ethos, which is itself restorative.  [Video examples of restorative approaches](https://education.gov.scot/improvement/practice-exemplars/video-examples-of-restorative-approaches/): ​This is a professional learning resource about restorative approaches taken from the Teachers' TV website. It provides two different examples of restorative approaches (referred to as 'restorative justice' in the video clips) in secondary schools and is accompanied by a collection of resources, including printable subtitles | | |
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| * Inclusive education and additional support for learning | | | |
| Legislation and policy | * [The Standards in Scotland’s Schools etc. Act (2000).](https://www.legislation.gov.uk/asp/2000/6/contents) * [Education (Disability Strategies and Pupils’ Educational Records) (Scotland) Act 2002](https://www.legislation.gov.uk/asp/2002/12/contents) * [Education (Additional Support for Learning) (Scotland) Act 2004 (as amended by the Education (Additional Support for Learning)(Scotland) Act 2009](https://www.gov.scot/Publications/2009/11/03140104/3) * [The Code of Practice for the Additional Support for Learning Act](http://www.gov.scot/resource/doc/348208/0116022.pdf): Supporting Children’s Learning: Statutory Guidance on the Education (Additional Support for Learning) Scotland Act 2004 (as amended) - Code of Practice (Third Edition) 2017 * [The 2012 Doran Review Report - ‘The Right Help at the Right Time and Right Place’](https://www.webarchive.org.uk/wayback/archive/20180129113426/http:/www.gov.scot/Topics/Education/DoranReview)**.** * [Guidance on presumption to provide education in a mainstream setting 2019](https://education.gov.scot/improvement/learning-resources/guidance-on-presumption-to-provide-education-in-a-mainstream-setting-2019/): This provides guidance to education authorities on their duty to provide education in a mainstream school or early learning and childcare setting unless certain exceptions apply. | | |
| Resources | National Improvement Hub has wide range of pages related to [inclusive education](https://education.gov.scot/improvement/search/?OriginSubsite=3&query=inclusive+education) and [additional support for learning](https://education.gov.scot/improvement/search/?OriginSubsite=3&query=additional+support+for+learning). | | |
| Free on-line professional learning modules | [Introduction to inclusive education – Free online professional learning](https://education.gov.scot/improvement/self-evaluation/inc84-inclusive-education/)  This badged module provides educational practitioners and local authorities with an introduction to inclusion and equality set within the context of Scottish education. 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 centred approaches within the Scottish legislative framework; * awareness of universal and targeted support; * awareness of information and approaches which support inclusive education.   This module been also designed to support teachers meet the GTCS standards for Professional Learning, annual reviews and Professional Update. | | |
|  | [Inclusion in Practice: The CIRCLE Framework - Secondary](https://education.gov.scot/improvement/learning-resources/inclusion-in-practice/)The module has been developed to provide professional learning for teachers who wish to improve inclusion in their classroom and school, thereby improving the educational experiences of all learners. It is based on The CIRCLE Framework, a collaboration between practitioners in Edinburgh City, 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.​ | | |
| * Dyslexia and Inclusive Practices | |  |  |
| Report | [Making Sense of Dyslexia: Education for Children and Young People with Dyslexia in Scotland](http://edscot.org.uk/t/LQE-4VZMP-ZIK0ZJ-2L4PUU-1/c.aspx)  Review and recommendations which resulted in the development of a range of resources to support schools to provide appropriate support for this group of learners range. This work was supported and developed by the Scottish Government, Education Scotland and Dyslexia Scotland and a range of partners. | | |
| Resources include | [Addressing Dyslexia Toolkit](http://addressingdyslexia.org/)  This free resource provides information for teachers, schools and local authorities on inclusive practice, literacy difficulties and dyslexia. It guides users through a child-centred, collaborative process of identification, assessment, support and monitoring. | | |
|  | [Dyslexia Unwrapped](https://unwrapped.dyslexiascotland.org.uk/) was developed by Dyslexia Scotland with funding from the Scottish Government.  Dyslexia Unwrapped is a separately designed, interactive, age appropriate Dyslexia Scotland website for dyslexic young people, maximising the use of graphics, audio and videos to make it dyslexia-friendly. We listened closely to the views of young people with dyslexia when developing the site, in order to make it their own, dyslexia-friendly online space. | | |
|  | [Reading](http://edscot.org.uk/t/LQE-4VZMP-ZIK0ZJ-2L4PUV-1/c.aspx) and [Writing](http://edscot.org.uk/t/LQE-4VZMP-ZIK0ZJ-2L4PUW-1/c.aspx) circles support teachers’ gain an understanding of how the literacy skills have developed for the child or young person who they are working with. The circles can be used in primary and secondary sectors and may be beneficial EAL and adults. | | |
|  | [Introduction to dyslexia and inclusive practice - Free online modules](https://education.gov.scot/improvement/practice-exemplars/introduction-to-dyslexia-and-inclusive-practice-free-online-modules/)  In response to Recommendations 1 and 2 Education Scotland, Dyslexia Scotland and the Scottish Government collaborated with partners to develop [three free incremental online modules](http://addressingdyslexia.org/free-online-learning-modules) with the support of The Open University – OpenLearn Create team. The modules aim to provide education practitioners and local authority staff with an awareness of dyslexia and inclusive practice.   * Module 1: 'Introduction to Dyslexia and Inclusive Practice' * Module 2: 'Supporting Dyslexia, Inclusive Practice and Literacy' * Module 3: 'Dyslexia: Identification and Support'   The free online modules have been developed to support General Teaching Council for Scotland (GTCS) Professional Standards, Professional Update and individual applications for Professional Recognition. | | |
| * Autism |  | | |
| Resources include | [The Autism Toolbox](http://www.autismtoolbox.co.uk/)  The Autism Toolbox is a free online resource developed to support the inclusion of autistic learners  in Scottish Early Learning and Childcare settings, Primary and Secondary schools. The Toolbox supports the Scottish Strategy for Autism which aims to build on improvements to autism services and increase access to these. | | |
|  | [National Improvement Hub](https://education.gov.scot/improvement/search/?OriginSubsite=3&query=Autism) | | |
| * Children’s Rights and participation | | | |
| Legislation/national and Education Scotland strategy/policy/guidance | [The Children and Young People (Scotland) Act 2014](http://www.legislation.gov.uk/asp/2014/8/contents/enacted): The Children and Young People (Scotland) Act (2014) places a duty on local authorities and schools to ensure the wellbeing of children and young people is safeguarded, supported and promoted. This has been an important addition to inclusive education legislation because the experience of the child or young person and the extent to which they feel included impacts on their wellbeing. The voice of the child or young person is essential in understanding their needs and ensuring their wellbeing is safeguarded, supported and promoted. Fostering strong relationships between staff and children and young people is essential to this practice. | | |
| Key publications/resources | [Learner Participation in Education Setting 3-18, 2018](https://education.gov.scot/improvement/self-evaluation/learner-participation-in-educational-settings-3-18)  Guidance and support materials to help schools and early years settings develop an understanding of learner participation and plan for implementation within their setting.   * The guidance offers : * a clear definition of learner participation * principles for participation * the rationale and benefits of participation * an outline of the four arenas in which participation happens. * five film case studies which exemplify practice in the arenas and a number of other support documents. | | |
| Professional learning | [Recognising and realising children’s rights: A professional learning resource to promote self-evaluation and improvement planning](https://education.gov.scot/improvement/learning-resources/recognising-and-realising-childrens-rights/)   * This is a one day professional learning module which: * Raises awareness and develops knowledge and understanding of the United Nation Convention of the Rights of the Child (UNCRC); * Allows establishments to self-evaluate their practice in light of the UNCRC; * Supports improvement planning within establishments. | | |
|  | [Recognising and Realising Children's Rights in Youth Work](https://education.gov.scot/improvement/learning-resources/recognising-and-realising-children-s-rights-in-youth-work/)  ​This is a professional learning resource aims to raise knowledge and awareness of United Nations Conventions of the Rights of the Child (UNCRC). | | |
| Support for readiness to learn | | | |
| Legislation/national and Education Scotland strategy/policy/guidance | In its [Mental Health Strategy 2017-2027](https://www.gov.scot/Publications/2017/03/1750), the Scottish Government committed to a review of Personal and Social Education (PSE); the role of pastoral guidance in local authority schools; and services for counselling for children and young people. | | |
| Key publications | The review is taking place in three phases. Phase 1, a review of communications and initial exploration of PSE teaching resources, was completed in August 2017 and the outcome [published on the Scottish Government’s website](https://beta.gov.scot/publications/schools-personal-and-social-education-review/). Phase 2 has been a thematic inspection of delivery of PSE and health and wellbeing in schools and early learning settings across Scotland, carried out by Education Scotland. The following report contains the findings of Education Scotland's thematic inspection.  [[https://education.gov.scot/_layouts/images/icpdf.png](https://education.gov.scot/Documents/EducationScotlandPSEReportAug2018_.pdf)PDF file: Thematic inspection of personal and social education (PSE) and health and wellbeing in Scotland’s schools and early learning and childcare settings (703 KB)](https://education.gov.scot/Documents/EducationScotlandPSEReportAug2018_.pdf)  Phase 3 was the analysis of findings and development of recommendations. The final [PSE Review report and recommendations](https://www.gov.scot/publications/review-personal-social-education-preparing-scotlands-children-young-people-learning-work-life/) and a PSE Delivery and Implementation Group, jointly chaired by Scottish Government and COSLA will be established to monitor progress against each of the recommendations. | | |
| * Safeguarding |  | | |
| Legislation / national strategy / policy | [National Guidance for Child Protection in Scotland](http://www.gov.scot/Resource/0045/00450733.pdf)  [National Framework for Child Protection Learning and Development in Scotland 2012](http://www.gov.scot/Resource/0040/00409124.pdf)  **Prevent, Section 26 of the Counter-terrorism and Security Act, 2015** places a duty on central bodies to have’ *due regard to the need to prevent people being drawn into terrorism’ Revised Prevent Duty Guidance* | | |
| Key publications | [Equally Safe : Scotland's strategy to eradicate violence against women](https://www.gov.scot/publications/equally-safe-scotlands-strategy-prevent-eradicate-violence-against-women-girls/)  **Child Sexual Exploitation (CSE)**  Education Scotland has lead responsibility for the following actions in the [National Action Plan to Prevent and Tackle Child Sexual Exploitation](https://www.gov.scot/Resource/0049/00497283.pdf)   * Support schools, colleges and education services in undertaking their safeguarding responsibilities. * Deliver regional safeguarding events for education staff to share learning * Train a further 1,860 young mentors to develop the skills to identify abusive and violent behaviours and develop safe options to support and challenge their peers   **Female Genital Mutilation (FGM)**  Education Scotland has lead responsibility for the following actions in [Scotland's National Action Plan to Prevent and Eradicate FGM](https://beta.gov.scot/binaries/content/documents/govscot/publications/report/2016/02/scotlands-national-action-plan-prevent-eradicate-fgm/documents/00493752-pdf/00493752-pdf/govscot:document/) :   * Education Scotland will review, update and develop learning resources that can be used in the classroom in an age appropriate manner. * To develop and maintain FGM educational materials and resources for teachers to support children, parents/carers and other networks, to include annual safeguarding update   **Missing persons**  Education Scotland has supporting responsibility for the following action within [National Missing Persons Framework for Scotland](https://beta.gov.scot/publications/national-missing-persons-framework-scotland/) :  **6.3:** Educate children and young people about the risks of going missing:   * Improve awareness among children and young people about the risks of going missing and the fact that there are services that they can turn to for support if they need them. * Education Scotland should lead on the development of this work to ensure it is appropriate for school-age children. * Plans for the development of appropriate materials which can be delivered in schools are underway. | | |
| Resources | [CSE webpage](https://education.gov.scot/improvement/learning-resources/Child%20Sexual%20Exploitation%20(CSE):%20The%20national%20plan%20and%20key%20resources) - Child Sexual Exploitation on the National Improvement Hub providing information & signposting for practitioners  [FGM webpage](https://education.gov.scot/improvement/learning-resources/Female%20genital%20mutilation%20(FGM)) - Female Genital Mutilation on the National Improvement Hub providing information & signposting for practitioners  [Prevent webpage](https://education.gov.scot/improvement/learning-resources/Prevent%20duty%20guidance) - Prevent page on the National Improvement Hub providing information, professional learning & signposting on Prevent duty guidance | | |
| * Corporate Parenting |  | | |
| Legislation / national strategy / policy | [Children and Young People (Scotland) Act 2014 (Part 9)](http://www.legislation.gov.uk/asp/2014/8/part/9/enacted): Current legislation on corporate parenting  [Statutory guidance on Part 9 (Corporate Parenting) of the CYP Act 2014](https://www.gov.scot/publications/statutory-guidance-part-9-corporate-parenting-children-young-people-scotland/pages/5/): Current statutory guidance | | |
| Key publications | [Core Tasks for Designated Managers](https://www.webarchive.org.uk/wayback/archive/20180516113834/http:/www.gov.scot/Publications/2008/09/09143710/16): to ensure improvement in outcomes for looked after CYP.  [Educational Outcomes Report](https://www.gov.scot/publications/education-outcomes-looked-children-2017-18/) 2017-18 | | |
| Resources | [National Improvement Hub – Corporate Parenting Summary Page](https://education.gov.scot/improvement/learning-resources/summary-information-relating-to-corporate-parenting) | | |
| * Vulnerable Groups |  | | |
| Legislation / national strategy / policy | Gypsy Travellers: [Improving the lives of Gypsy/Travellers: 2019-2021](https://www.gov.scot/publications/improving-lives-scotlands-gypsy-travellers-2019-2021/)  Offender Learners: [Preventing offending: Getting it right for children and young people](https://www2.gov.scot/Resource/0047/00479251.pdf) Asylum Seekers and Refugees: [Refugees and asylum seekers - Policy](http://www.legislation.gov.uk/asp/2016/9/contents)Young Carers: [Carers (Scotland Act) 2016](http://www.legislation.gov.uk/asp/2016/9/contents) Chapter 2 & [Carers strategic policy statement: consultation Section 5](https://www.gov.scot/publications/carers-strategic-policy-statement-draft-consultation/pages/6/) Service family Children: | | |
| Key publications | Gypsy Travellers: [Improving Outcomes for Children and Young People from Travelling Cultures](https://education.gov.scot/improvement/learning-resources/summary-information-relating-to-corporate-parenting): Guidance  Offender Learners: [Preventing Offending – Improving our approach to workforce development](https://cycj.org.uk/wp-content/uploads/2019/06/LAUNCH-Preventing-offending-Improving-our-approach-to-workforce-development-June-2019-1.pdf)  Asylum Seekers and Refugees: [New Scots – refugee integration strategy 2018 to 2022](https://www.gov.scot/publications/new-scots-refugee-integration-strategy-2018-2022/) Young Carers: [Carers (Scotland) Act 2016: statutory guidance](https://www.gov.scot/publications/carers-scotland-act-2016-statutory-guidance/)Service family Children: [Welcome to Scotland: a guide for service personnel and their families moving to Scotland](https://www.gov.scot/publications/welcome-scotland-guide-service-personnel-families-moving-scotland/) | | |
| Resources | Key National Improvement Hub Pages (other pages available) :  Gypsy Travellers: [Learning journey: A celebration of gypsy/traveller communities in Scotland](https://education.gov.scot/improvement/practice-exemplars/learning-journey-a-celebration-of-gypsy-traveller-communities-in-scotland/)  Offender Learners:[Educational exclusion and inclusion - common themes from the Improving Life Chances Implementation Group](https://education.gov.scot/improvement/practice-exemplars/educational-exclusion-and-inclusion-common-themes-from-the-improving-life-chances-implementation-group/)  Asylum Seekers and Refugees: [Working with young unaccompanied asylum seekers and refugees](https://education.gov.scot/improvement/practice-exemplars/working-with-young-unaccompanied-asylum-seekers-and-refugees/)  Service family Children: [Armed Forces Children’s Education](https://education.gov.scot/improvement/learning-resources/forces-childrens-education) & [Children and young people from service families - Professional learning resource](https://education.gov.scot/improvement/learning-resources/children-and-young-people-from-service-families-professional-learning-resource)  Supporting Service for Young Carer’s: [Carer’s Trust](https://carers.org/about-us/about-young-carers) | | |