

Equality and Equity Toolkit

1. How to use this Toolkit

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Introduction

No child or young person should be disadvantaged or denied the opportunity to fulfil their potential due to their family circumstances, health, gender or ethnicity. Sadly, sometimes these factors can lead to challenges in the relationship between home and school. However, by working in partnership with other organisations, families and the local community, schools and nurseries can help to reduce the impact of some of the challenges by building connection and understanding.

How to use this Toolkit

The Equality and Equity Toolkit has been designed to help school communities (parents, pupils, staff and others working alongside and with the school) to think about equity and equality and how they can work together to support these principles in their school community.

The Toolkit takes a look at the background and meaning of equity and equality, and how they impact on different people. For teachers, there is information on how they link to professional standards.

You will find a Healthcheck that you can use together to understand how you are doing, and where you might want to focus some attention. There is help in the shape of hints and tips on planning and evaluating work, and lots of case studies to understand what other schools have done.

We also list organisations and resources that may be able to help.

As you build your work around equality and equity, use the Healthcheck to understand how well you are progressing, and to identify next steps or a new focus.

We hope this Toolkit will build understanding around working in partnership with others, and how it can bring a different perspective to school initiatives.

Toolkit Contents

The contents are downloadable.

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2. Jargon Buster

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Term/Acronym	What does it mean?
Accreditation	Recognition for completed work, eg award or qualification certificate.
ADD/ADHD	Attention deficit hyperactivity disorder (ADHD) is a condition that affects people's behaviour. Children with ADHD can seem restless, may have trouble concentrating and may act on impulse.
Apprenticeship/ Foundation Apprenticeship	Apprenticeships are an opportunity for young people to move between education to employment, by learning on the job. Foundation Apprenticeships involve work-based learning for S5 or S6 pupils. They spend time out of school at college or with a local employer and complete the apprenticeship alongside their school/college studies.
ASL (Additional Support for Learning)	Additional support for learning means giving children extra help or support so they can get the most out of their education. A child or young person has additional support needs if they need more or different support than what is usually provided in schools or early learning and childcare centers, to children of the same age. This support is usually referred to as additional support for learning. There is a range of support needs and it is likely that most children will require some additional support with their learning at some time in their education.
ASN (See ASL)	
Attainment	Achievement is recognition of the success a learner has had, both in school and outside school. Attainment is part of achievement; it describes the levels and standards a learner has achieved eg completing a certain level or getting a qualification. Parents have an important role in both.

Term/Acronym	What does it mean?
Autism	Autistic Spectrum Disorder (ASD) is usually called autism and is something you are born with. Autism means that the way someone thinks about, and experiences, the world is different to neuro-typical people. This means someone with autism can behave differently and have different strengths and difficulties. For example, autism can make it hard for someone to express themselves in social situations, but they may also be very knowledgeable and passionate about topics that interest them.
Black, Asian and Minority Ethnic (BAME)/Black & Minority Ethnic (BME)	These terms are commonly used by government, public bodies, media and others when referring to ethnic minority groups.
BGE (Broad General Education)	This is the learning which is done from the age of 3 to 15 - up to the end of S3. The aim is to make sure children have a wide range of learning until S4 when they will start to specialise in different subjects.
Curriculum	This refers to the lessons and study areas taught in a school and the knowledge and skills pupils are expected to gather.
Deprivation	The lack of material belongings considered to be necessities in society. Without these, families are considered to be living in poverty or with severe financial difficulties.
DYW Developing our Young Workforce	DYW is the Scottish Government's Youth Employment strategy which aims to get young people ready for the world of work. Regional groups help connect employers with education.
Dyslexia	A term for disorders that involve difficulty in learning to read or interpret words, letters, and other symbols, but that do not affect general intelligence.

Term/Acronym	What does it mean?
EAL - English as an Additional Language	<p>This includes children/young people and parents:</p> <ul style="list-style-type: none"> • who have recently arrived in Scotland from another country and are new to learning English • who have always lived in this country but use a language other than English at home
ELC/Early Learning & Childcare setting	<p>Early Learning & Childcare settings include family centres, nursery schools, nursery classes attached to primary schools, and childminders. These places may be run by local authorities, private businesses, voluntary sector organisations or self-employed individuals.</p>
Equality	<p>Equality is defined in legislation and is designed to make sure every person has an equal opportunity to make the most of their lives and talents.</p>
Equity	<p>Equity is a policy concept and approach that aims to focus on treating people fairly and providing additional or different support where required. Equity in education means that personal or social circumstances are not obstacles to achievement and that all children and young people are well supported and have the same opportunities to succeed.</p>
ESOL - English for Speakers of Other Languages	<p>A service usually organised by the local authority to provide English language classes and other information for those people whose first language is not English.</p>
Extra-curricular	<p>Something extra-curricular takes place in addition to regular school and class activities. This might be organised in the community, by a family or through the school. It includes such things such as school clubs, Active Schools, local sports clubs or Scouts/Girl Guides.</p>
Family Learning	<p>Family Learning encourages family members to learn together. Family learning activities can be designed to help parents support their child's learning.</p>

Term/Acronym	What does it mean?
Family Learning Worker	This person may develop and run courses and activities for families, so they can help support their child's learning.
FME	Free (School) Meal Entitlement.
IDL/Interdisciplinary Learning	Learning across different subjects or disciplines.
Literacy	Literacy means being able to communicate by reading, writing, listening and talking. Literacy is part of all learning and is the responsibility of all teachers. It is also part of the Languages curricular area.
Numeracy	<p>Being able to use numbers to solve real-life problems by counting, doing calculations, measuring, understanding graphs, charts and results. Numeracy is part of all learning and is the responsibility of all teachers. It is also part of the Mathematics curricular area. It includes:</p> <ul style="list-style-type: none"> • Number processes - eg addition, subtraction, multiplication and division • Money, time and measurement • Information handling
Parent Council	The representative group for parents and carers in schools and nurseries. They are statutory bodies although they work as a voluntary group with a constitution. Parent Councils have rights and responsibilities and are the body which represents the Parent Forum (all the parents and carers with children at the school). (<i>See Connect's resource 'Parent Council Essentials'</i>)
Parent Forum	All parents and carers of children at a school are automatically members of the Parent Forum.

Term/Acronym	What does it mean?
PEF/Pupil Equity Funding	This money is given to schools to help support children who may be falling behind because their family is experiencing poverty or other financial difficulties. The aim is to support children in P1 to S3 and the amount a school receives depends on how many children are registered for free school meals. For every child that is registered, the school receives £1,200. The headteacher decides on how the money should be spent, in discussion with staff and parents.
Positive destination	A young person leaving secondary school has a 'positive destination' if they go into further education, higher education, training, voluntary work, employment or activity agreements. (Activity agreements are plans to help a young person move towards a positive destination, with learning and activity based on their skills.)
Practitioners	All those working in a teaching or other professional role in nursery or school.
School community	All those who have a stake in the school and in the welfare of children and young people. This includes school staff, pupils and families and supporters of the school.
Senior Phase	The senior phase runs from S4 to S6 (from around ages 15 to 18).
SIMD (Scottish Index of Multiple Deprivation)	This is used by the Scottish Government to identify areas of multiple deprivation. They look at the following things: income, employment, education, health, access to services, crime and housing. The results can help improve understanding about people living in an area and can help target policies and funding.

Term/Acronym	What does it mean?
Shared Parenting / Non-resident parents	Shared parenting is the phrase for families where children are cared for by parents and carers in different homes; there are different shapes and sizes of families, often with step-parents and/or parents' partners in the frame.
Volunteer	This refers to anyone who supports the school's goals by giving their time, effort or skills.
Wider achievement	Wider Achievement is a term covering all the activities and work a young person does in or out of school, for example: voluntary work, work experience, fundraising, sports and hobbies.
Wider community	Includes cultural organisations, health and social services, senior citizens, faith groups, local government, local businesses, community groups, etc

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Equality and Equity Toolkit

3. A Guide to Equality and Equity

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3. A Guide to Equality and Equity

In this section, we will think about what Equality and Equity mean, what they look like and why they are important.

When you finish this section, you will have a clear understanding of:

- the Equality Act 2010 and the protected characteristics
- why school communities should have an Equity Policy
- what the policy should include.

What is Equality and Equity?

The [Equality and Human Rights Commission](#) describes equality as: ‘Ensuring that every individual has an equal opportunity to make the most of their lives and talents.’ In other words, equality means ensuring everyone has equal opportunities, receives fair, non-discriminatory treatment and the support they need to fulfil their potential. Equity is a policy principle that supports equality principles and is increasingly focussed on poverty and financial hardship.

Why should we think about Equality and Equity?

Every school community involves families from many different backgrounds. An Equality and Equity Policy which is accessible to all will highlight the importance of everyone’s obligations under the Equality Act 2010 and the need to involve and engage parents of all backgrounds in the school community and children’s learning.

An Equality and Equity Policy also highlights the importance of mutual respect and the fact that all families have something to bring. It recognises that some groups may face extra barriers or be more likely to experience discrimination. An Equality and Equity policy can reflect the legal duty on public bodies to actively promote equality, eliminate discrimination¹ and foster good relations between people with different characteristics.

The Equality Act enables schools to take action (known as positive action) to tackle the particular disadvantage, different needs or disproportionately low participation of a particular group of pupils or families, provided certain conditions are met.

¹ Unlawful discrimination is defined in the Act as: Direct discrimination (including discrimination based on perception or association). Indirect discrimination. Discrimination arising from disability. Failure to make reasonable adjustments (for disabled people).

This could include targeted provision, resources or putting in place additional or bespoke provision to benefit a particular disadvantaged pupil.

What is the Equality Act 2010?

The Act legally protects people from discrimination in the workplace and in wider society, including schools. As well as protecting individuals from unfair treatment, this law also promotes a fair and more equal society. Specifically, Section 149² of the Equality Act 2010 places a general duty on public authorities to have due regard to: eliminating discrimination, harassment and victimisation; advancing equality of opportunity; and fostering good relations between persons who share a protected characteristic and those who do not.

What does the Equality Act 2010 say?

There are nine characteristics³ protected under the Equality Act; listed below. This means a person with these characteristics cannot be discriminated against.

- **Age** - a particular age group (for example, 18 year olds) or range of ages (for example 18 to 30 year olds).
- **Race** - race, colour, nationality (including citizenship) ethnic or national origins.
- **Disability** - a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.
- **Religion or belief** - religion, including a lack of religion. Belief refers to any religious or philosophical belief and includes a lack of belief.
- **Gender reassignment** - proposing to reassign gender, is undergoing a process to reassign gender, or has completed this process.
- **Marriage and civil partnership** - legally married or in a civil partnership. Marriage can either be between a man and a woman, or between partners of the same sex. Civil partnership is currently between partners of the same sex (NB the law is to be changed to extend civil partnership to a woman and a man).
- **Pregnancy and maternity** - in a non-work situation, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.
- **Sex** - being a man or a woman.

² [Section 149 of the Equality Act 2010](#)

³ [Protected Characteristics](#)

- **Sexual orientation** - heterosexual, gay, lesbian or bisexual, or perceived to have a particular sexual orientation, or connected to someone who has a particular sexual orientation.

It is worth noting that these characteristics can combine, and people can experience multiple forms of discrimination e.g., if they are from a minority ethnic group but also disabled and older.

Under the Equality Act⁴ it is unlawful to discriminate, harass or victimise another person because they have any of the protected characteristics so a person could make a complaint if they believe they have been subject to less favourable treatment because of any of these characteristics.

Other areas you may want to consider under the equity heading are:

- those families who are on low incomes or facing financial difficulties
- people who don't read or write well and what might be required to produce information that is accessible to them
- people who may have less internet access and availability of devices (computers etc)
- separated/divorced parents or people who are sharing parenting.
- those families with a parent in prison
- kinship, foster, adoptive parents/carers.

Why should we have an Equality and Equity Policy?

This would show clearly that everyone:

- is working to include all the school community
- is aware of diversity
- has respect for all
- believes everyone matters
- appreciates families may require varying levels of support
- recognises and is committed to meeting our obligations under the Equality Act 2010.

⁴ <https://www.equalityhumanrights.com/en/equality-act/equality-act-2010>

What should an Equality and Equity Policy say?

Every school community is unique so there is no one single Equality Policy that your school community can simply download and adopt unchanged, although this Toolkit does include a sample policy to use as a guide. Equality and Equity are more about meeting the general principles rather than having a fixed set of rules. A school community should be working to make sure it remains open and inclusive for everyone. An Equality and Equity Policy should be co-produced by school staff, children and young people, and parents to make sure under-represented groups have a voice.

Things to consider are listed below:

- **Diversity** - does the work try to represent all social groups in the school community?
- **Inclusion** - are any groups/people excluded or discriminated against in the school? (Don't forget, discrimination can sometimes be unintentional, and indirect, for example when a rule that looks straightforward doesn't apply equally to everyone - e.g. if certain hairstyles are banned, does that impact on different religions?)
- **Access** - is the school community and its activities accessible to all parents/carers? Is information available in different languages, for instance?
- **Is everyone in the school community aware of the policy?** - this includes pupils, all staff, parents and families, volunteers and friends/supporters of the school
- **Reviewing the policy** - how often will this be done and by whom?

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4. Linking Equality and Equity to Professional Standards

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Linking Equality and Equity to Professional Standards, Policy and Research

Teachers and others will learn:

- how Equality and Equity is woven into policy and legislation relating to education in Scotland
- what research says
- how the policy and legislation hopes to have an impact on outcomes for young people.

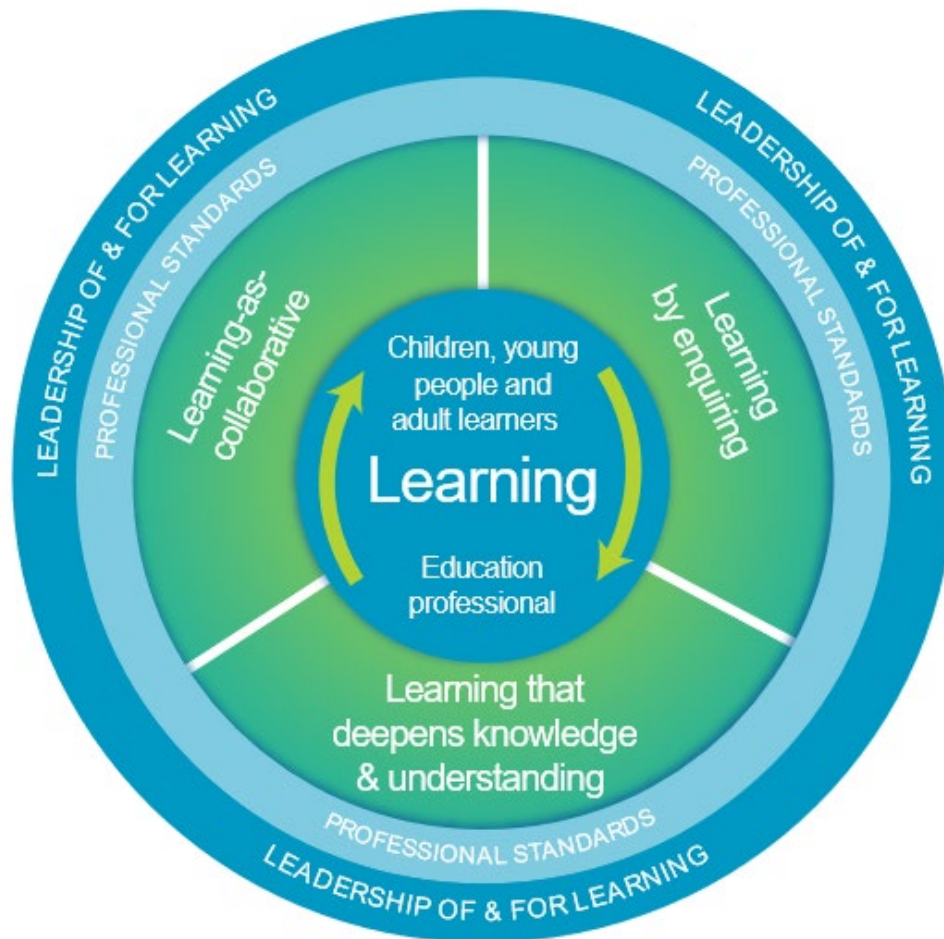
For teachers and school leaders, the Equity and Equality Toolkit is founded on the National Model of Professional Learning, which identifies the key principles and features of effective learning that will build capacity and promote collaborative practices.

The General Teaching Council of Scotland (GTCS) Professional Standard for Career Long Professional Learning and the Teaching Standards also have professional values at their core.

‘Learning for Sustainability’ is a whole-school commitment that helps the school and its wider community develop the knowledge, skills, attitudes, values and practices needed to take decisions which are compatible with a sustainable future in a just and equitable world. Learning for sustainability has been embedded within the Standard for Career-Long Professional Learning to support teachers in actively embracing and promoting principles and practices of sustainability in all aspects of their work.

Professional values play a critical role in the journey to effective parental and family engagement. However, they can be difficult areas to ‘measure’ and ‘evidence’ in practice. GTCS information on Professional Standards into Action advances thinking and reflection on values so that teaching professionals can:

- reflect on the values
- understand what they mean in practice
- consider these as a meaningful part of self-evaluation and future planning for professional learning.



National Model for Professional Learning (2019), Education Scotland

<https://education.gov.scot/improvement/self-evaluation/a-national-model-of-professional-learning/>

GTCS Standard for Registration and Standard for Career Long Professional Learning (2012), General Teaching Council for Scotland

<https://www.gtcs.org.uk/professional-standards/standards-for-registration.aspx>
<http://www.gtcs.org.uk/web/FILES/the-standards/standard-for-career-long-professional-learning-1212.pdf>

Key points are set out below.

- Development in any setting should be a systematic continuous process.
- Any development needs to start from where you are.
- There are no generic or easy solutions, it takes time.
- Setting and practitioner agency are crucial.
- Build in evaluation to the process, and evaluate as you go.
- Your actions should be matched to GTCS standards.

You may find the following research useful in exploring the topics of equity and equality.

Dispelling the Myth of Parental ‘Poverty of Aspiration’: Morag Treanor (2017), Centre for Research on Families and Relationships, Stirling University

<https://connect.scot/teacher-professional/resources/dispelling-myth-parental-poverty-aspiration-morag-treanor>

- The poverty of aspiration is a myth that transfers responsibility for aspirations and achievement from governments and schools to parents and children.
- School is important to, and for, children living in poverty.
- All parents want the best for their child(ren) but lower income parents are less likely to know what is possible or how to achieve it.
- Lower income parents are less likely to know how to support their child’s learning.

OR you can watch Morag present her findings to the South East Area Collaborative, “Can we put the ‘poverty of aspiration’ myth to bed now”

<https://www.youtube.com/watch?v=5-wwQNiekLg>

Closing the Attainment Gap in Scottish Education: Edward Sosu and Sue Ellis (2014), Joseph Rowntree Foundation, <https://www.jrf.org.uk/report/closing-attainment-gap-scottish-education>

Parental aspirations have very little to do with closing the gap - they are high for almost all parents! The key is making ambitions a reality by building confidence and providing the technical and social know-how to help their children to achieve. This is best done through planned highly structured programmes where parents feel supported by professionals. These should provide parents with structured materials and guidance on how to support learning in the home.

UNCRC - United Nations Convention on the Rights of the Child

The United Nations Convention on the Rights of the Child, or UNCRC is the most complete statement of children’s rights ever produced and is the most widely ratified international human rights treaty in history.

The Convention has 54 articles covering all aspects of a child’s life and it sets out the civil, political, economic, social and cultural rights that all children are entitled to whatever their ethnicity, gender, religion, language, abilities, or any other status. It also explains how adults and governments must work together to make sure all children can enjoy their rights.

The following articles are particularly important when considering Equality and Equity:

- Article 2 - non-discrimination
- Article 3 - best interests of the child
- Article 5 - parental guidance
- Article 12 - respect for the views of the child
- Article 13 - freedom of expression
- Article 28 - right to education
- Article 29 - goals of education.

Read the full convention here: http://www.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_PRESS200910web.pdf

Read a summary here: https://www.unicef.org.uk/wp-content/uploads/2019/10/UNCRC_summary-1_1.pdf

7 Steps to: Mitigating Unconscious Bias in Teaching and Learning (2015),
R Muneer, D Cotton, and J Winter Plymouth University
<https://www2.le.ac.uk/departments/physics/people/equality/Documents/7-steps-to-mitigating-unconscious-bias-in-teaching-and-learning/view>

- Recognise that everyone is subject to unconscious bias.
- Avoid snap decisions and consider assessment criteria carefully.
- Incorporate examples which questions stereotypes and value diversity.
- Encourage participation of under-represented groups in class.
- Adopt an affirming approach.
- Create an atmosphere of openness in discussing biases and best practice to minimise them.

South East Improvement Collaborative has produced this film:
<https://www.youtube.com/watch?v=0Heg3leiirc&feature=youtu.be>

10 Steps to Equity in Education (2008), Office for Economic Co-operation and Development (OECD)
<https://www.oecd.org/education/school/39989494.pdf>

National Improvement Framework
<https://education.gov.scot/education-scotland/what-we-do/implementing-the-national-improvement-framework>

Getting it Right for Every Child (GIRFEC)

<https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/getting-it-right-for-every-child-girfec>

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5. Epstein's model of school-family-community partnerships

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Epstein's model of school-family-community partnerships

In this section, teams will build understanding that:

- schools, families and communities all have a role in making sure children and young people have equity in learning and education
- schools, families and communities achieve most by working together in partnerships where everyone is equally important
- relationships between families and school staff are the starting point for this work, so needs and priorities are understood
- families need to know what is happening in school so they can support learning
- different strategies need to be used to engage more and different families.

The way schools care about children is reflected in the way schools care about children's families (Epstein, 1995)

Dr Joyce Epstein's **School-Family-Community Partnership Model** is an influential model in parental engagement research. Using a partnership model recognises that parents, teachers, and others in the community share responsibility for a young person's learning and development. When parents, teachers, pupils, and others view one another as partners in learning, a caring community forms around young people.

You can read about the six types of involvement below.

Involvement type	Description
Supporting Families supporting, nurturing, loving, understanding	Help all families understand child and adolescent development and help them to support their child's learning at home. Help nurseries/schools understand families' backgrounds, cultures and goals for their children.
Communicating relating, reviewing, and connecting	Make sure there are effective, family-friendly forms of nursery/school-to-home and nursery/home-to-school communications about learning and children's progress.
Volunteering supervising, advising, giving skills and time	Offer families and others the opportunity to support the school community by providing support and flexibility so that families know their time and talents are welcomed and valued.

Involvement type	Description
Learning at Home managing, recognising, interacting, enriching and rewarding	Provide information to families on how they can help support learning at home and recognise what they already do. Provide opportunities for young people to demonstrate their learning.
Decision-making contributing, considering, participating	Include parents in school decisions and develop parent leaders and representatives.
Collaborating with the community co-operating, assisting, developing, problem-solving, and sharing	Use resources and services from the community for families, children & young people, and the school and provide services for the community.

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Evaluation as part of Planning

Why evaluate?

- If you don't evaluate, you won't be able to show your work is making a difference to Equality and Equity in the school community.
- If the work is not making a difference, you will know and be able to change.
- Evaluating work is a key component of school improvement.
- Use results to inform the next steps.

Why is it vital to include evaluation at the planning stage?

- Evaluation is a process; if you don't have data from the beginning to compare, then the full impact of the work may not be understood.
- Regular evaluation gives you the ability to redesign or drop work where it is not having the impact you want, saving time and effort.
- If you only gather evidence towards the end of the project, you might miss crucial learning points.

How to collect evidence

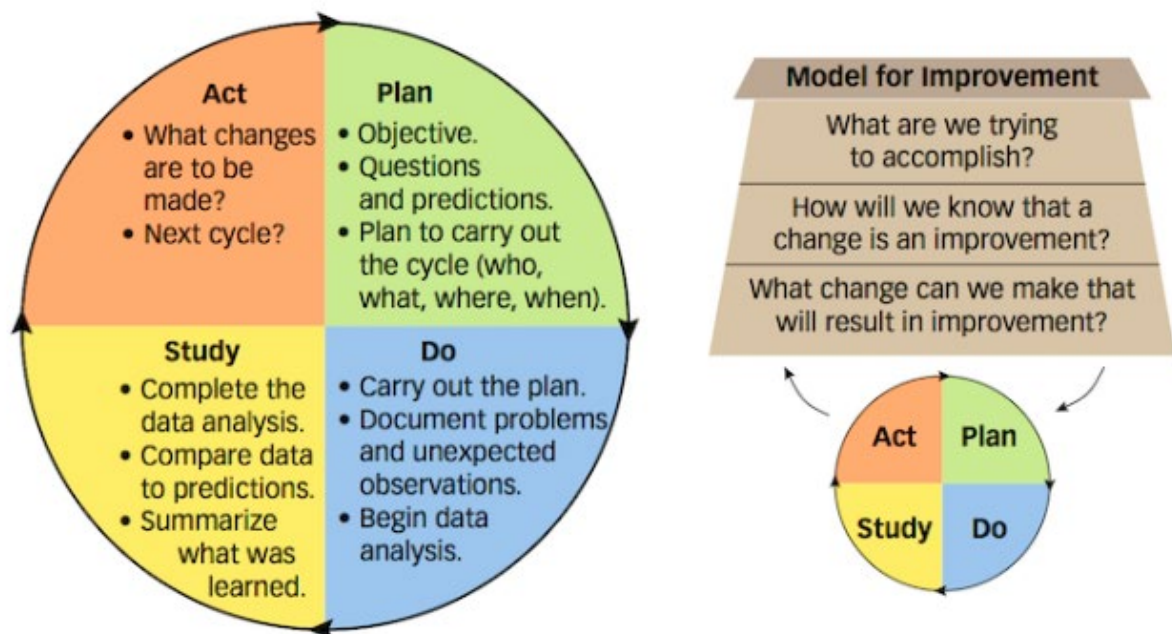
There are many ways to collect evidence and we will share some with you.

Planning and Evaluation

This section will help you think about planning and how you might evaluate your work.

1. A tool to help you think about evaluation as part of your planning.
2. Primary and secondary school examples of planning and evaluation.
3. Work through the scenarios and decide how you would evaluate each one.

1. Planning Tool



2. Examples of planning and evaluation

2.1 Secondary school example

Objective: raise awareness of additional support needs and inclusion

Actions

- Developed a film to explain why inclusion is important and what happens in class to make sure all children are learning well.
- Developed a film and articles for the school newsletter/Facebook Page about different additional support needs and how the school staff work to support children.
- The Parent Council set up a subcommittee to discuss additional support needs.
- A meeting with school leaders and local authority officers to discuss whether there was adequate support for class teachers.
- The school set up regular focus groups to discuss how pupils and families could be supported.

Methods of evaluation

- Online feedback forms/polls.
- Phone/online meeting interviews.
- Five words exercise - ask a small group of people involved in the work to describe the experience using five words. This could be organisers, volunteers or those taking part.

2.2 Primary school example

Objective: targeted group of P2 pupils will make 12 months progress in reading skills

Actions

- Online family reading evening to demonstrate activities for reading at home.
- Parent-teacher-pupil online meeting to talk about reading goals and reading progress.
- Extreme reading competition.

Methods of evaluation

- Online feedback forms/polls.
- Phone/online meeting interviews.
- Body map.

3. Scenarios

1. Building Relationships

A school felt that relationships could be improved with some families and the local community. They invited staff, parents, pupils, a community councillor, and the manager of the community centre to join a team, which set the following goals:

- to build positive relationships within the school and across the local community
- make connections with parents who were reluctant to come into school
- build trust and respect across the school community.

The team organised a series of community cafes run by each class. Pupils acted as hosts, waited on tables and provided entertainment.

Once the cafes were running well, the team introduced learning activities for children and families including numeracy games.

How should the team evaluate this project to show they have made a difference and reached their goals?

2. Engaging Boys

A Headteacher and Parent Council were concerned that many boys seemed to be uninterested in school and learning. They also recognised the positive influence dads and other male role models may have on young boys. They wanted to show boys that learning could be fun and engage them more in class.

They organised a series of Boys' Nights and asked boys to invite a male adult - eg dad, older brother, uncle, grandad to attend an evening of activities including games such as Lego, playing cards, board games, activities such as table tennis and darts and activities based on life skills such as cookery and gardening.

How should the team evaluate this project to show they have made a difference and reached their goals?

3. Engaging parents from ethnic and cultural minorities (1)

There is a large group of families from Eastern Europe. Many parents take their children to the school gates but don't interact with the other parents or members of staff. The Parent Council identified these parents are also reluctant to attend events as they don't speak English very well.

The Equity Team helped to organise the following to engage parents who have English as an additional language:

- an online potluck supper with children helping to share family recipes and traditional dishes
- a team of helpers to help translate messages from the school for parents; the translators included pupils and people from the local community
- built a working relationship with local community groups who were involved with families from ethnic and cultural minorities to help engage with the families.

How should the team evaluate this project to show they have made a difference and reached their goals?

4. Engaging parents from ethnic and cultural minorities (2)

A group of asylum seeker families have joined the school community. Although their spoken English is good, the parents told the Headteacher that when they attended their first Parent Council meeting and school events they found them quite intimidating and didn't want to attend any more. They also don't know how to help with their child's homework.

A team of staff worked with parents and the Parent Council to organise the following:

- using Connect's *How to be a welcoming Parent Council* resource, they were able to identify ways to improve how meetings were run
- set up a group to sense check school communication and make sure it was in parent-friendly language
- meetings with the local authority and the Refugee Council Scotland to discuss ways to engage the refugee families
- films presented by young people and parents with advice on helping to support homework
- a homework/study club for parents and young people with translators.

How should the team evaluate this project to show they have made a difference and reached their goals?

5. Family Learning

A team of parents, learning support staff and members of the community wanted to increase the opportunities for family learning so parents would feel more confident in helping support their child's learning. The team wanted to highlight the learning already happening at home and give families helpful tips for activities. They especially wanted to change how the school worked in partnership with families - *less 'doing to', more 'doing with'*.

They organised the following:

- parent and child cookery classes
- an intergenerational project working with the local community centre and to offer time for senior citizens to share stories of local history with pupils
- gathered ideas of family learning activities from parents and used these to develop online resources
- parents were invited to join their child in class to learn more about how numeracy and literacy was taught and how they could help support this at home.

How should the team evaluate this project to show they have made a difference and reached their goals?

6. Raising awareness of Additional Support Needs

A school has a significant group of pupils with additional support needs, including children with autism and some with social/behavioural issues.

Some parents have complained to the school and Parent Council about these pupils being in class as they are disruptive, and parents feel this has affected their own child's learning.

Staff, members of the Parent Council and other parents worked together to raise awareness of additional support needs and inclusion. Their work included:

- developing a leaflet and film to explain why inclusion is important and what happens in class to make sure all children are learning well
- developing a film and articles for the school newsletter/Facebook
Page about different additional support needs and how the school staff work to support children
- the Parent Council set up a subcommittee to discuss additional support needs
- a meeting with school leaders and local authority officers to discuss whether there was adequate support for class teachers

- setting up regular focus groups to discuss how pupils and families could be supported.

How should the team evaluate this project to show they have made a difference and reached their goals?

7. Developing the Young Workforce

A secondary school wanted to raise awareness of post-school options amongst the young people and families. The school was in an area of deprivation and parents didn't feel the young people were given enough opportunities.

The school worked with parents, local employers and colleges to organise an event to showcase the many choices for young people when they leave school and what subjects and courses would help them reach their goals.

The event included:

- stalls run by teachers, learning centres and local employers
- careers information
- presentations by parents and former pupils to show how different subjects were used in their job
- interactive sessions run by teachers
- discussion groups with refreshments.

How should the team evaluate this project to show they have made a difference and reached their goals?

8. Involving everyone in school improvement

A school struggled to engage parents and pupils in school improvement. They worked with parents and pupils to organise a family-friendly event to gather ideas about how to change this.

The team worked with the school catering team, local supermarkets and restaurants to organise a discussion dinner.

On each table there were statements written on flipchart paper; everyone was asked to discuss these whilst enjoying the food. People were encouraged to write comments on paper or use different stickers to show what they thought. The statements included: *Do you know how to support your child's learning and if not, how could we help? Do you feel welcome in the school? What do you enjoy/dislike about parents' evenings and how could we improve them? How could we improve our support for mental health?*

Following the event, parents were asked to join groups to work together to develop and take forward the main themes the groups discussed.

How should the team evaluate this project to show they have made a difference and reached their goals?

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Equality and Equity Toolkit

7. Discussion Points

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Discussion points

Working as a team of school staff, pupils, parents, members of the local community, etc, use these questions to start a discussion around Equality and Equity. Ask someone to take notes to reflect everyone's comments, identify good practice, and areas for change.

- What does Equality and Equity look like in your school community? What is working well and what needs to change/improve? Have another look at the protected characteristics in Section 2 while you think about this.
- Is everyone in your school community aware of Equality and Equity?
- What are the challenges you face to improving Equality and Equity within your school community?
- Are you aware of unconscious bias? How does unconscious bias - where people make assumptions about others - present a challenge in your community?
- If you have Pupil Equity Funding, how has it made a difference to children and young people? Which areas of Equality and Equity have been addressed?
- How welcoming is the school? How do you know?
- Does the school's Parent Council represent/reflect the school community? If not, how can this be addressed?
- How well does the school support families of children with additional support needs?
- How focused is your school community on closing the poverty-related attainment gap?
- Which local and/or national partners are involved with the school community to support Equality and Equity?
- How are the voices of under-represented children and young people heard, for example, those who are looked-after, those with caring responsibilities, youngsters affected by imprisonment?
- Is the school accessible and welcoming to different types of families?

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Equality and Equity Toolkit

8. Healthcheck

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Equality and Equity Health Check

(an audit tool to support focus on Equality and Equity priorities)

- Following on from the previous discussion, the aim of this activity is to look at what is currently happening in the school community to make sure everyone is treated equally.
- Ask each member of the team to complete the health check; this may produce some interesting results as different people have different perceptions, understanding and awareness of what is happening.
- Consider what is working well and where there is room for improvement.
- NB: some of the statements may not be relevant in your school community.
- Remember, you can't do everything! Focus on priorities – it's all about taking small, achievable, and measurable steps.

Equality and Equity Health Check

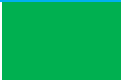



Using the tick boxes, select an option:

GREEN: Very well implemented

ORANGE: Good start

RED: Needs improvement

BLANK: Don't know

				
General				
The nursery/school has an up-to-date Equality and Fairness Policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our Equality and Fairness Policy is written in a way to make it as accessible as possible to everyone in the school community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In order to represent all families, we survey parents and carers to identify and understand diversity in our nursery/school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The nursery/school gives a great welcome to parents and other visitors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent Council/volunteers				
Everyone on the Parent Council understands they should try to represent <i>all</i> parents with children at the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school protects the rights of its volunteers, parents, children and staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We are aware of the skills parents and families may be able to offer the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Equality and Equity are always/regularly discussed at Parent Council meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Events and Activities				
Our school/nursery organises events and activities to promote equality and celebrate difference eg religious festivals, Black History Month, additional support needs, LGBTI+ issues, etc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We organise social events for our school community to celebrate diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social and fundraising events are planned and organised in a way that allows every family to access them – and includes free events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Equality and Equity Health Check

Our fundraising activities take into account those with disabilities, differing religious beliefs, financial hardship and differing lifestyles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school community organises events and activities to include fathers and other male family members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We make sure our meetings and events are accessible to all	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We respect the religious beliefs and practices of all staff and families, and work to meet people's needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family meetings are organised at different times or with a crèche/funding for babysitters so parents can attend and uses online platforms if parents prefer this	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school makes parent consultation appointments available at different times and organises online meetings so all families are included	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We use community venues for parent or family engagement events or parents' evenings to attract more families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school runs activities during holidays eg lunch clubs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication				
We work to make sure communication is accessible to all families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school and Parent Council works with faith groups and other relevant organisations to help promote diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Headteacher/depute head/senior members of staff have an <i>open door</i> policy for parents to talk about family circumstances and issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All parents are aware of how to communicate with the school and their child's teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school community finds ways to support families with information on such things as nutrition, health, parenting, doing school work at home, learning in school, etc	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Equality and Equity Health Check

Communication from the school and Parent Council is inclusive and welcoming to all and ensures accessibility eg appropriate formats and fonts are used if parents are visually impaired, have dyslexia etc and also reflects diversity eg photographs or posters feature parents and carers which reflect difference	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The nursery/school has a room for parents and families to meet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All families know how to access family learning opportunities which are delivered in ways that work for families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We always ask families for feedback on school events/activities, including parent consultations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school community works with local employers, colleges and universities to offer a variety of opportunities to all pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school/nursery are aware of local resources to help support and engage all families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Digital access				
We ensure our families have equal opportunities to access ICT facilities and resources because we know some families do not have this at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school has a homework/learning at home policy which recognises some children and young people may not have access to IT or other equipment/materials; this is reflected in the work set by teachers and alternative arrangements are offered eg a homework club	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school community offers IT facilities/drop-in/online sessions for families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If a family is isolating/shielding or the class/school has closed due to Covid-19 restrictions, the school makes sure there is provision for learning at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families				
The school/nursery is aware that families come in many shapes and sizes and welcomes everyone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We work to make sure all parents, no matter their circumstances, are kept up to date with their child's learning and progress (unless there is a valid reason for this not to happen)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Equality and Equity Health Check

Parents and families have opportunities to get to know one another outside school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families have access to a Family Link/Support/Learning Worker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Decision Making				
Families are involved in planning how to use Pupil Equity Funding (PEF)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families and pupils are involved in improvement planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Families and pupils take part in focus groups to discuss equality issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School equality policies are developed and regularly reviewed as a whole school community with refreshers every year for new Parent Council members and new families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Money worries				
The school and Parent Council are aware of the challenges some families face financially when trying to engage with their child's learning, and work to address these	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school community has a school uniform policy which recognises that non-uniform may be a sign of hardship and a supportive approach is taken when discussing school uniform issues with children and their families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school holds additional equipment, uniform, PE kit, etc so all children and young people can participate and be included	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school community recognises that transport costs from home to school and for school trips can be a worry for young people and their families; arrangements are in place so they know how to raise this in confidence with staff, how to access help for this and other costs eg the school uniform grant and the starting school grant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school has spare paper/pens/pencils and essential equipment so young people can do their school work at home or in a supportive school environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Equality and Equity Health Check

Our school offers guidance and support for families to access free school meals, uniform grants, for instance. This includes help with completing paperwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school does not charge for resources that are essential for learning and is careful not to recommend additional resources that some may not be able to afford eg calculators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school supports families when they do not have the choice of paying for school meals with cash	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school and Parent Council discourages parents from giving gifts to class teachers and school staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school community uses the <i>Cost of the School Day</i> (https://cpag.org.uk/cost-of-the-school-day) resources to help engage with families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We collect for a local foodbank/local charities supporting families but are mindful that this request can bring financial pressure onto some of our own families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
We have uniform/sports kit/outdoor equipment exchange opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff are aware of financial support available to families (eg free school meals, clothing grants, Educational Maintenance Allowance) and regularly let families know about this and offer support to apply for it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Parent Council helps the school to make sure parents know how to get support – financial, emotional, etc – and that all families feel welcome in the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our school has an affordable breakfast club and after school club and works to find funding for those who need these but can't afford them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behaviour				
Our school community has a behaviour policy which recognises that all behaviour is communication but could also be a sign of underlying issues. There is appropriate support in place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Equality and Equity Toolkit

9. Practical ideas for engaging more and different families

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Practical ideas for engaging more and different families

Here are some ideas to think about when planning improvement activities

1. The majority of parents want the best for their children. Think about the challenges the school community and some parents face when trying to get engaged with their child's learning and education; these could include:
 - family/work issues
 - literacy/language
 - their own experience of school
 - lack of confidence
 - don't know how to get involved
 - money worries
 - childcare
 - unconscious bias; assumption and perceptions held by some teachers and parents
 - disability
 - gender
 - political correctness (some people may be worried about offending others)
 - health issues.
2. Make sure everyone in the school community understands these challenges and works together to develop joint approaches to supporting parents and families.
3. Find out about the different experiences of families with children at the school; for example, how many families have English as an additional language?
4. Ask family members/pupils/community groups to act as interpreters for those with English as an additional language.
5. Send out a survey/questionnaire asking what support families need.
6. Build relationships with Home Link Workers and Community Learning and Development Workers who are often in contact with those parents/carers

who don't always get involved with the school - they may have useful tips for reaching out to them.

7. Make contact with community and/or faith groups to ensure parents from a variety of backgrounds are kept informed. Ask to speak at their meetings/events to advise them how families could be involved.
8. The personal touch can make such a difference - a phone call, a smile, asking someone how they are can help break down barriers.

Communication

1. Build up effective methods of communication using different tools. For example, work with the Parent Council to set up a Facebook page to let parents know about events and meetings.
2. Work together to create a welcome pack for new families which could include information about the school, local services and community groups. It is a nice idea to include a handwritten note from another parent to welcome them to the school.
3. Ask different parents to write an article for a newsletter, for Facebook or for a website, describing their own experiences from their careers, school life or learning.
4. Remember that not all families have access to the Internet so think about using a mix of communication methods.
5. Carry out an audit of skills amongst the parents by asking them if they are good at things like DIY, cookery, ICT, gardening, art, etc. Ask them personally if they would be willing to help out as necessary - the personal approach often works best.
6. Make sure families receive information from the school, Parent Council and local authority that is written in user-friendly language - get rid of jargon and acronyms!
7. Work with the Parent Council and other parents to develop resources to explain various aspects of the school and children's learning. You could adapt Connect resources including the list of acronyms, jargon buster, etc.

Events and Activities

1. Don't forget the three words for a successful social event - fun, family and food. What about an International Evening to share food, songs and stories?
2. Make sure events are accessible for all and don't always cost families money. Target transition times and work with the Parent Council to organise events for new parents.
3. Think about the sort of information parents need at different stages of their child's development. For example:
 - how to cope with behavioural issues
 - how to recognise/tackle substance abuse
 - helping with revision and study
 - how to support your child with post-school decisions
 - internet safety
 - sexual health and relationships
 - mental health & wellbeing.
4. The Parent Council could set up support groups, organise online workshops/presentations or provide information via social media.

Parent Council business

1. Remember that you don't have to call your group a Parent Council - the word 'council' may be off-putting to some parents. You can call your group anything you want to suit your school community. Some examples include: *Friends of...* and *Parent Partnership*.
2. Make sure your Parent Council is parent-friendly! Make sure everyone knows who is on the Parent Council by displaying photos of committee members and contact details - a generic email address is best (eg ourschoolpc@gmail.com). Encourage the Parent Council to chat to parents whenever possible.
3. Find out what financial and other support is available for Parent Councils from your local authority and how you can access this to spend on improving communication.

4. Acknowledge the different experiences of parental involvement / engagement - it's not just about being at Parent Council meetings. Promote other ways for families to be involved; think about virtual membership, class/year representatives and subcommittees.
5. Meetings don't have to be too formal; make sure you have someone to welcome and explain things to guests and new members. Make sure everyone understands any educational jargon or acronyms.

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Equality and Equity Toolkit

10. Case studies

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List of Case Studies

- These case studies should give you some good ideas about how you can work on Equality and Equity in your school community.
- Have a look at the table below to find your area of interest. Then go to the [table of contents](#) and CTRL + click on the entry to navigate the document.
- Any future supporting case studies will be added on the [Connect website](#)

Theme	School or organisation	Sector	Location
If a case study is already on National Improvement Hub, then the link is shown			
Additional Support Needs	Enquire	Primary	National
Additional Support Needs	Isobel Mair School	Primary/Secondary	East Renfrewshire
Additional Support Needs	Lockhart Campus	Primary (ASN)	North Ayrshire
.Additional Support Needs/Communication	Carrongrange High School	Secondary (ASN)	Falkirk
Communication	Meldrum Primary	Primary	Aberdeenshire
Developing the Young Workforce https://education.gov.scot/improvement/practice-exemplars/dyw-interesting-practice-helping-young-people-realise-their-aspirations-craigroyston-community-high-school/	Craigroyston Community High	Secondary	Edinburgh

Theme	School or organisation	Sector	Location
Developing the Young Workforce https://education.gov.scot/improvement/practice-exemplars/dyw-interesting-practice-tailored-learning-pathways-to-meet-the-needs-of-all-sanderson-high-school/	Sanderson High	Secondary (ASN)	South Lanarkshire
Digital access	Anderston Primary	Primary	Glasgow
Diverse communities	Anderston Primary	Primary	Glasgow
Diverse communities Gypsy/Travellers https://education.gov.scot/improvement/practice-exemplars/par20-gypsy-traveller-education-group/	South Lanarkshire	Secondary	South Lanarkshire
Diverse communities	Maisondieu Primary	Primary	Angus
Diverse communities/inclusion young BME women https://education.gov.scot/improvement/learning-resources/inc81-heritage-and-inclusion/	City of Edinburgh	Secondary	Edinburgh
EAL/ESOL	Caledonia Primary	Primary	North Ayrshire
EAL/ESOL https://education.gov.scot/improvement/practice-exemplars/esol-through-storytelling/	Multiple	Cross-sector	Glasgow
Engaging men	Caledonia Primary	Primary	North Ayrshire
Engaging men	St Patrick's Primary	Primary	Falkirk

Theme	School or organisation	Sector	Location
Families affected by imprisonment	Families Outside	Cross-sector	National organisation
Families with money worries	Craigour Park	Primary	Edinburgh
Family Learning https://education.gov.scot/nih/Documents/sac62-aileymill-family-learning.pdf	Aileymill Primary	Primary	Inverclyde
Family Learning	Larbert High	Secondary	Falkirk
Family Learning			
Gender Equality https://education.gov.scot/improvement/practice-exemplars/gender-equality-for-primary-schools/	Dalmellington Primary	Primary	East Ayrshire
Gender stereotyping – careers information	Unknown	Secondary	Unknown
Gender stereotyping – STEM subject choice	Unknown	Secondary	Unknown
Gender stereotyping – club challenge	Unknown	Secondary	Unknown
Gender stereotyping – debate challenge	Unknown	Secondary	Unknown
Gender stereotyping – play challenge	Unknown	Early years	Unknown
Gender stereotyping – STEM challenge	Unknown	Secondary	Unknown
Health & Wellbeing food choices	St Francis Primary	Primary	Glasgow

Theme	School or organisation	Sector	Location
Health & Wellbeing: food education https://education.gov.scot/improvement/practice-exemplars/hwb43-giffnock-primary/	Giffnock Primary	Primary	East Renfrewshire
Health & Wellbeing: food education https://education.gov.scot/improvement/practice-exemplars/hwb48-stjosephs/	St Joseph's Primary	Primary	East Renfrewshire
Health & Wellbeing	Kilwinning Academy	Secondary	North Ayrshire
Health & Wellbeing: Kindness challenge	Primary	Primary	Unknown
Literacy and Numeracy	Mayfield Primary	Primary	North Ayrshire
Mental Health & Wellbeing	Maisondieu Primary	Primary	Angus
Numeracy/Engaging local community	Carleton Primary	Primary	Fife
Pupil Equity Funding (PEF)	Levenmouth Academy	Secondary	Fife
Supporting families – cost of school day	Ardler Primary	Primary	Dundee
Supporting families – cost of school day	St Catherine's Primary	Primary	Edinburgh
Supporting families – impact of home link worker https://education.gov.scot/improvement/practice-exemplars/home-school-link-practitioner/	New Cumnock Primary	Primary	East Ayrshire

Theme	School or organisation	Sector	Location
Supporting families	Riverbank Primary	Primary	Glasgow
Supporting families	Rosebank Primary	Primary	Dundee
Supporting families	St Mark's Primary	Primary	East Renfrewshire
Supporting families	St Roch's Primary	Primary	Glasgow

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Theme: Additional Support Needs

Using technology to support learning and communication at Isabel Mair School, East Renfrewshire

What was the challenge/objective?

The headteacher and staff wanted to give youngsters a chance to take a more active part in learning by increasing their use of digital technology. They also wanted to improve communication skills through the use of ICT.

Who was involved?

Headteacher and school staff

Pupils

What was done?

The staff and youngsters discussed how they used iPads, interactive whiteboards, iPod Touch and other devices in their learning.



[Word file: Isabel Mair School – Using technology to support learners with complex needs to communicate](#)

What was the impact and how did you evaluate the work?

Technology helped youngsters to communicate in a way that suited them and how they learn. For example: if a speech impediment is a barrier to communication for a child, high quality technology helps them to communicate and learn in a more creative way.

Discussion point: how could parents/carers be involved in this work?

Theme: Additional Support Needs/Transitions

Building a supportive community for the transition to a new ASN campus in 2021, North Ayrshire Council

A new Additional Support Needs School will be opened in 2021 to be situated next to Auchenhavie Academy. The new Lockhart Campus will bring together pupils from Haysholm, Stanecastle, James Reid and James MacFarlane schools.

What was the challenge/objective?

To build a community across all four campuses in preparation for the transition to a new ASN Campus in 2021. To support parents and carers to prepare their child for transition and reduce isolation for families.

Who was involved?

Family Learning Workers

School staff across all four ASN schools

Multiple agencies including educational psychology and the lead officer for mental health and wellbeing

Phunky Foods

Parents/carers

What was done?

Development of a Parent/Carer Hub

The Parent/Carer Hub was developed to give parents/carers the opportunity to come together on a regular basis, to build relationships with one another and to increase confidence, skills and knowledge across a wide range of topics.

Parents were consulted on the design and focus of each Hub. After one face-to-face session, the Hubs were moved to a temporary online platform which did affect attendance at first, but this improved over time.

So far, the Parent/Carer Hubs have offered:

- February 2020: the Family Learning Team introduced parents to adult learning opportunities at Ayrshire College
- March 2020: The face-to-face sessions about transitions for school leavers had to be cancelled due to Covid-19 restrictions. Parents/carers were sent information on available support via email which included signposting to ENABLE Scotland, CEiS Ayrshire, Prince's Trust, Ayrshire College, Rainbow House, Independent Living Fund Scotland, NHS, Skills Development Scotland, NAC Employability, Money Matters and Sense Scotland
- July 2020: Emotional Wellbeing for the whole family with NAC Health and Social Care, Salvesen Mindroom Centre and NAC's PT of Health and Wellbeing
- August 2020: Supporting Siblings and Young Carers with NAC Carers Team and SIBS UK
- October–November 2020: Autism and Asperger Syndrome Q&A with Dr Luke Beardon – requested by parents/carers
- January 2021: Sexual health, puberty and relationships was postponed so will be run in January with Education Scotland and NHS
- October–November 2020: Autism and Asperger Syndrome Q&A with Dr Luke Beardon, as requested by parents/carers.

Newsletters

During the consultation period, 26 parents said they would find a monthly newsletter useful as a one-stop source for updates about the Hub, family learning programmes and local/North Ayrshire-wide support. As of November 2020, there were over 70 parents/carers subscribed to and accessing the newsletter. Past newsletters are available on the website.

Resource Packs

These were developed to engage parents/carers in their child's learning and give them information about support at home and in the local community.

Individual resource boxes were gifted to every child across all four ASN schools. Each box contained a detailed booklet filled with inclusive activity ideas and a variety of resources. Families were invited to take part in a virtual Wellbeing Wednesday programme which included a *How*

to video of an activity from the pack; families were invited to comment on the resource box and to send photographs/films of how they used them at home.

Family Cooking

In response to family consultation before schools closed, Family Cooking Sessions were offered in each school. The content of each session was adapted according to needs and families were invited to choose their favourite recipe to follow. The Engagement Co-ordinator for Phunky Foods helped to support the teaching of cooking skills and offered bespoke family advice. Unfortunately, due to Covid-19 restrictions, only one face-to-face session took place.

In November/December 2020, families were invited to an online Family Cooking and Crafts Programme called *Creative Christmas with FLT*. Five families from each school will receive a food package filled with everything they need to complete two recipes and two crafts.

Families can access live sessions or use an adapted booklet with simple *How to* clips. They are also invited to send in their favourite family recipes which will be included in a *Lockhart Campus Family Recipe Book* as part of the transition project.

What would you do differently?

- **Parent/Carer Hub:** when restrictions allow, the team plan to ask parents/carers to be more involved with planning and setting agendas, so the Hub will be sustainable moving forwards and parents/carers will continue to lead this together once the transition to the Lockhart Campus is underway.
- **Newsletters:** In November 2020, the team were able to run family programmes in a blended learning format and hoped to include photographs and family feedback in the newsletters. They also hoped to involve parents/carers more when formatting the newsletter and ask hoped families would work on future newsletters within their Hub meetings.
- **Resource packs:** the team plan to make the feedback process more inclusive and accessible.
- **What was the impact and how was the work evaluated?**

- **Parent/Carer Hub:** families provided positive feedback via evaluations that matched to the project outcomes. Families commented they felt less isolated and how they enjoyed connecting with other parents/carers and listening to their experiences. Families agreed that sessions built up their knowledge and skills on different topics and improved their confidence.

Comments from parents/carers:

'I enjoyed listening to other parent's perspectives and experiences; It's a great idea to give us parents more information and an insight into Autism and Asperger Syndrome; I felt reassured that I am doing the right things for my child; I enjoyed having a voice and giving my input. I felt listened to and supported.'

- **Newsletters:** Parents/carers have been able to access a variety of useful information in a simple manner and in one place, straight to their email inbox. They can plan which Hub meetings or programmes would be beneficial to attend. They can discover local services, projects or events in their area that can support their family.

Comments from parents/carers: *'I have found it useful having one place to find out about meetings and local places for support; It is easy to access and useful in a digital format to read in your own time and share with others.'*

- **Resource Pack:** The impact of the boxes was measured via a survey, through engagement on social media and family comments.

Comments from parents/carers: *'We are very grateful for the resources in the box; the booklet is full of fun ideas and we as a family are enjoying engaging in home learning activities. Thank you so much; We received three boxes as I have three children who go to ASN schools. There was a lot of variety in the boxes, lots of fun for different ages and needs, something to suit everyone; Perfect for any future lockdowns or self-isolation. There is a lot in the box for us to use and try so will last us a long time.'*

- **Family Cookery:** At the time of writing, this was running as a pilot.

Comments from parents/carers: *'My child tried some new foods he has never tried before and I'm so pleased! My child can sometimes get distressed when I visit school, as he connects me with 'home' and thinks it is home time whenever I visit. I was reluctant to attend the session due to this, but I am so glad that I did. We both enjoyed it very much and I have appreciated the opportunity to try a fun, inclusive learning activity together in his school; I am a Primary 1 parent; I haven't met any other parents/carers yet and can sometimes feel isolated. I liked meeting other families and look forward to attending more programmes in the future.'*

Theme: Additional Support Needs/Communications

Improving communication at Carrongrange High School, Falkirk

What was the challenge/objective?

Carrongrange High School is a secondary school for pupils with moderate, severe and complex additional support needs. As the school has a wide catchment area, it is often difficult for families to come into school. However, they are encouraged to share in the life of the school in ways which suit them.

The Parent Council had identified communication as an area for improvement and so a team of staff and parents set themselves a goal of making communication more effective and to improve family engagement with the aim of reaching a 5% increase in parental participation at school events such as parents' night and *MovingOn Days* (see below).

The team had the following objectives:

- to improve communications with parents/families
- improve and increase parental activity in school life
- develop the role of the Family Support Worker
- ensure families are aware of summer activity clubs and programmes
- develop enhanced mindfulness programmes to include pupils and parents
- include parental skills and experiences in the pupil *Planning my Learning Journey* programme.

Who was involved?

School staff

Family Support Worker

Parents

Community organisations and local businesses

What was done?

- The majority of parents signed up to the Seesaw App which improved communication and joint planning.
- Seesaw allowed families to communicate easily with staff, receive regular updates of their child's day-to-day experiences and, see how they engage, participate and improve at school.
- The school organised the *Moving On Day*
 - to raise awareness about the opportunities available to senior pupils when they left school
 - in order to encourage attendance, families were given a raffle ticket with the chance to win a family ticket to the local panto
 - the event included stalls from local organisations and businesses, pupil presentations and, a creche facility
 - transport was subsidised for families, if required.
- the team helped senior pupils to run a parents' café once a month which gave family members the chance to meet in an informal setting to share experiences and socialise.

What was the impact and how did you evaluate the work?

- Using the Seesaw App, parents were able to see their child working in class and could then copy and reinforce the learning at home.
- During the *Moving On Day*, a survey was carried out to ask parents about family engagement and highlighted parents were interested in working with the school and how they could help with various activities within and out with school hours. As a result, a small group of parents now regularly support young people in a range of activities.
- The café helped to develop closer, positive and supportive relationships between families and the school. Some parents who attended the café took part in mindfulness training to support mental and physical health & wellbeing in the school community.
- The school saw an increase in after-school family learning experiences including cookery lessons which were funded through PEF (Pupil Equity Funding). Families were invited to take part in lessons presented by the Home Economics teacher and were then given the ingredients to make the meal at home. Families also took part in STEM activities together with activity booklets to use at home.

Theme: Additional Support Needs

Advice for building positive relationships, a parent speaks (from Enquire)

If a child has additional support needs, then there needs to be positive and respectful relationships between families and school.

Here are some suggestions from a mum whose daughter has a learning difficulty and who wanted to share her experience with other parents and school communities.

'My daughter is in P7 and gets a fair bit of support with her learning and anxiety. I've been talking to the school about what support she needs since P2. I've always tried to have a good relationship with them and most of the time its worked. I'm a bit of a worrier so I feel better if I'm involved with the school and know what's going on for her and that she's ok.'

1. Share what your child is telling you at home

'My daughter's dyslexia really affects how she feels about herself and school. She gets very upset about being different from the other children and feels stupid which means sometimes she doesn't always want to go to school or ask for help. I told the school how she feels and I think it helped. Her teacher looked at how she could provide positive feedback and made sure my daughter knew to ask for help when she needed it. Her teacher also asked if she wanted to take part in sessions to help build confidence and she did – they've also really helped.'

2. Don't be afraid to make suggestions about what might help

'Over the years I've made quite a few suggestions to the school – from ideas about equipment to help my daughter with her reading and spelling – to asking that the school let me know when any assessments or tests are going to happen so I can prepare my daughter for them. The school listened to my suggestions and put quite a few in place.'

3. Feel confident to chase things up with the school if actions haven't happened

'During one school year, my meetings with the school stopped because of changes in school staff. At the start of the new term, I got in touch with the school and reminded them we hadn't had a meeting in a while. They were happy with my daughter's progress but suggested that we reinstate the meetings once a term.'

4. If you are attending a school meeting share the things you'd like to cover in advance

'I was worried that nobody was talking about my daughter's move to high school. Before the next planning meeting I emailed the school to ask if we could have time in the meeting to discuss how the high school would know about my child's needs and if I would get the chance to talk to the high school about how she would cope with the different subjects, teachers and classrooms. I also asked if we could talk about using more IT in P7 to help her get used to using it in high school.'

5. Think about if what you are asking for from the school is reasonable and think about other options that might work

'I spoke to the school about the fact that my daughter's extra support with maths and reading always happened when the rest of the school were doing art. Art is a subject my daughter is really good at and she was getting quite upset at missing the bit of school she feels good about. The school explained that the pupil support teacher was only in school at particular times of the week and so it was impossible to change the time of the support sessions. I felt this was reasonable but the class teacher then came back to me to say she could look at changing some of the times the class did art which meant children getting extra support didn't always miss out.'

6. If you are upset about something going on in school take a deep breath before getting in touch

'I get quite emotional if my child is upset about something in school. I used to email straight away to raise my concern but now I take a bit of time to think about what I want to say. I don't think sending angry or emotional messages to the school really helps. I try to think about what's likely to get the best response from the school and for my daughter.'

7. If you have a good meeting with the school, tell them!

'If a meeting with the school has gone well, I usually send an email to say I found it helpful. Depending on what the meeting was about I also sometimes use the email as a way to share what I think has been agreed! It's a good way to check back on what was supposed to happen before the next meeting at school.'

8. Knowing about Enquire really helped

'I wasn't sure what I could and couldn't ask but reading Enquire's Parents' guide to additional support for learning helped me realise it's ok to ask questions. It just made me feel more confident that I've a right to be involved. I didn't know about some of the support that was available from the school and if I hadn't spoken to them about how my daughter was feeling she wouldn't have got the support she did.'

Enquire provides advice on understanding additional support for learning legislation for families and professionals.

Website: <https://enquire.org.uk/>

Their helpline number is: 0345 123 2303

Theme: Communication

Parent 101 Workshop: The Essentials at Meldrum Primary, Aberdeenshire

Meldrum School is situated in the town of Oldmeldrum, six miles from Inverurie and seventeen miles from Aberdeen.

The school aims to be a vibrant and inclusive learning community, providing a safe and nurturing environment, promoting equality and fairness.

What was the challenge/objective?

To make sure all new (and existing) parents had up-to-date information on the school community, knew where to go for advice and support and understood the role of the Parent Council.



Who was involved?

Parent Council members

School staff

What was done?

The active parents group called Meldrum Parents in Partnership (MPIP) developed a YouTube workshop to support new parents at the school. The idea of a 101 workshop was initiated by an MPIP Parent Council member after her child started Meldrum School.

The workshop was targeted primarily at new Primary 1 parents but was also a useful tool for any new parents to the school.

The 16-minute-long YouTube workshop addressed such areas as navigating the school website, the school handbook, the school calendar, class termly updates and school meals. It described a typical school day and covers various aspects of the Curriculum for Excellence framework. It also provides information on music tuition and Active Schools Aberdeenshire as well as the school's after-school club.

There is also information and links to other useful websites such as Parentzone, Education Scotland and Connect.

You can see the 101 workshop here:

<https://www.youtube.com/watch?v=uuipAzDNtHw&t=47s>

Theme: Developing the Young Workforce

Helping young people to realise their career aspirations at Craigroyston Community High School, Edinburgh

What was the challenge / objective?

Headteacher Steve Ross placed a strong emphasis on employability when redesigning the curriculum to meet the needs of all learners. The school vision includes the following statement: *'The school will ensure every young person leaves Craigroyston at the end of S6 with a portfolio of qualifications, skills, experiences and a knowledge of the job market so that they can enter a sustained, positive destination of further/higher education, apprenticeship or employment.'*

The objectives were to:

- increase sustained positive destinations for all learners in the school community
- increase employment opportunities for students using associated business partners
- provide Equality and Equity for all learners
- support sustained employment. Historically businesses lose younger staff only to try to replace them. This initiative provides a yearlong introduction with support measures in place to prevent drop out.

Who was involved?

Senior staff

Senior Phase pupils

Business partners

Third sector organisations

DYW Co-ordinator

What was done?

In order to improve young people's employability and career management skills, the Senior Phase timetable allowed learners to select from a wide range of work-related courses to work in industry, start apprenticeships or employment. Once the student had successfully completed their placements, they go on to a guaranteed full-time Modern Apprenticeship with the prospective employer.

The school engaged businesses through a partnership approach. Examples included using businesses already associated to the school and community, networking evenings, recommendations from staff and stakeholders etc. Students applied and were interviewed by the businesses and a staff member.

The school embraced employability with S2/S3 joint classes where businesses were equally involved in teaching within the broad general education.

What was the impact and how did you evaluate the work?

The school found that businesses were proactive, supportive and actively keen to be involved in schools. The pre-apprenticeship/employment courses were a benefit to all.

Everyone involved was extremely positive, for example:

- a pupil attending university had their modern apprenticeship position put on hold until they completed their degree
- looked-after students were in sustained destinations on their apprenticeships
- students were motivated to enquire about modern apprenticeships; one pupil even sought their own
- parent/carer engagement increased significantly
- staff gained a better understanding of necessary skills needed beyond school.

Link to full case study:

<https://education.gov.scot/improvement/practice-exemplars/dyw-interesting-practice-helping-young-people-realise-their-aspirations-craigroyston-community-high-school/>

Theme: Developing the Young Workforce

Education for Work to meet the needs of all at Sanderson High School, South Lanarkshire

Sanderson High School is a non-denominational ASN secondary school in East Kilbride and caters for pupils with Additional Support Needs from S1–6. All pupils are challenged to reach their full potential both in attainment and through recognising their gifts and talents in all areas.

What was the challenge/objective?

The school's Position Statement says: *'All young people will learn about the world of work; and where appropriate all young people will participate in suitable work experiences; and all young people will have a clearly defined and individualised pathway from S1 – S6, resulting in sustainable, meaningful post-school destinations.'*

Aims:

- The skills and qualities that pupils with additional support needs can and will bring to the workforce are recognised
- All pupils know why they are learning skills; and they know when, where and how to apply them in a variety of settings and they have the confidence to do so
- All staff understand they are responsible for developing this young workforce and it is not just the responsibility of a *careers worker* or SDS
- Create connections with the world of work and accreditation in the Senior Phase.

Who was involved?

- Senior Management Team and teaching staff
- The Furnishing Service, Sainsburys and other local businesses
- Parents
- Calderglen High School

- Friends of Sanderson
- Skills Development Scotland

What was done?

After researching various Scottish Government schemes, the school created the subject *Education for Work (EfW)* which now forms part of learning for all year groups; The EfW department created coursework to develop employability skills and to recognise wider achievements of students. During S4 to S6, young people were offered college places, and work placements were available from S3 onwards working with *The Furnishing Service* and many other businesses.

The work placements included:

Independent Work placements

One-week independent work placements set up through South Lanarkshire Council Education department in line with local authority provision.

Flexible Work placements

Flexible one-day, half-day, two-day placements over a period of weeks at Self Found business opportunities. Also week-long Self Found placements negotiated individually with employers.

Supported Work placement

Pupils requiring support to access the world of work were supported by Sanderson High support staff throughout their placement and travel.

In House Work placement

Work placements created within Sanderson High for pupils requiring extra support but unable to access external placements. These pupils undertook a series of work opportunities within the school supported by teaching and support staff.

Enterprise Activity

The creation of several small businesses within the Sanderson High school year, during which the pupils manage agreed targets and tasks.

The Education for Work department worked with Calderglen High School to organise an Industry Day with over 30 business partners.

Throughout the course, pupils also learned:

- skills in personal profiling and self-analysis
- how to identify skills and personal qualities
- how to know what qualities employers look for
- how to interview members of the business community
- how to take part in interviews
- how to fill in job/college application forms
- how to develop their own CV.

Parental Involvement

- Parents were given information on a regular basis and parental permission was required before any pupil was placed in a work placement.
- Parents were consulted on medical and transport needs and also provided work placement opportunities.
- Pupils were asked to look for and discuss with parents possible job opportunities within their local community.
- Before young people started a week-long work placement, parents were invited to a special parents evening to discuss arrangements.
- Parents could use pupils' login and passwords for the South Lanarkshire Council's Work IT programme and use this at home.

What was the impact and how did you evaluate the work?

- Staff used the Career Education Standard to track how young people progressed and showed they had developed new skills and connections with the world of work with senior pupils gaining qualifications.
- The school went on to develop a partnership with more local employers and organisations and hopes to develop these partnerships by joining the Chamber of Commerce.
- Partner organisations commented on the positive aspects of providing opportunities to pupils from Sanderson High.

Link to full case study:

<https://education.gov.scot/improvement/practice-exemplars/dyw-interesting-practice-tailored-learning-pathways-to-meet-the-needs-of-all-sanderson-high-school/>

Theme: Digital Access

Equal Access to Digital Learning at Anderston Primary, Glasgow (2019)

Anderston Primary School is in the centre of the city of Glasgow. Most of the families are from ethnic minority groups with many parents working or studying at university.



What was the challenge/objective?

The school was aware that many children did not have access to technology at home so were at a disadvantage compared to pupils with digital access. The school community wanted to make sure that all pupils had equal access.

Who was involved?

The Partnership Action Team including school staff, parents and the Parent Council
Anderston Community Action

What was done?

The school looked at literacy and numeracy levels across the school with a focus on P1,P4 and P7. Parents helped raise funds to buy a class set of tablets for pupils to use for literacy, numeracy and project work. All parents were told where their hard-earned donations went and how the tablets could help with learning.

At parents' night, the staff and pupils showed everyone the sites pupils had been using and how these could be accessed at home or with the help of the school's community partners like Anderston Community Action <https://www.facebook.com/AnderstonCommunityAction/>

In a coordinated approach to getting parents' views the Partnership Action Team, made up of staff and parents, drew up a questionnaire for parents to complete on the tablets.

What was the impact and how did you evaluate the work?

The information collected by the team was used to inform how the school would communicate with parents in the future and fed into the School Improvement Plan.

Digital access for all pupils at Anderston is now a reality.

Theme: Diverse communities

Engaging gypsy/traveller families in education, South Lanarkshire

What was the challenge/objective?

South Lanarkshire Council aims to engage with parents and young people from Gypsy/Travelling communities and to improve their educational outcomes.

The Gypsy Traveller Education Group (GTEG) identified the need to have a different type of education to offer bespoke and staged intervention choices for Gypsy/Travelling young people and their families.

Who was involved?

GTEG; Youth, Family and Community Learning Centre

What was done?

The Gypsy Traveller Education Group (GTEG) is a Youth, Family and Community Learning Centre for S1 to S6 pupils offering an individual programme of learning across the Broad General Education and Senior Phase whilst respecting the culture and traditions of the young people and their families.

They offered pop-up venues for young people at Rutherglen, East Kilbride and Larkhall Academy. Parents were involved in their child's learning through home visits and they were provided with help with homework through non-judgemental, easy-to-understand approaches.

What was the impact and how did you evaluate the work?

The team have developed close working relationships with parents and families which are based on trust and understanding.

Parents and families are involved and engaged with their child's learning and two-way communication strengthened home-school partnership working.

Link to the full case study:

<https://education.gov.scot/improvement/practice-exemplars/par20-gypsy-traveller-education-group/>

Theme: Diverse communities

Celebrating multi-culturalism at Anderston Primary, Glasgow

What was the challenge/objective?

A team including the Parent Council, parents and carers, school staff and members of the local community were keen to embrace the multi-cultural nature of the school community and use this to encourage parent participation. Teachers highlighted the importance and value of culture and the sense of pride this gave.

The school management team were keen to add depth to the existing relationships with families and used the Partnership Schools Scotland model to bring a structure and a framework to their work.

The main objectives were to:

- celebrate the school community and the wider Anderston community
- build links across communities
- increase understanding of different cultures
- encourage a sense of belonging within the school.

Who was involved?

School staff

Parents and Parent Council

Volunteers from the local community and community workers

What was done?

The team organised cultural celebrations to highlight diversity and where parents and others showcased dance and music from different countries and donated different foods to share. They also organised playground celebrations for the Holi Festival of Colours.

'We take pride in our school and community and the fact we are connected to the world.' (Teacher)

Following a successful Community Fun Day and requests from parents, pupils and community partners, the Parent Council Chair applied for a grant to fund the event. The proposal focussed on Glasgow City Council's key investment areas of community empowerment and to showcase Anderston as a thriving place. It also linked to the Council's key objectives of improving health and wellbeing by building community links with a particular focus on welcoming parents of new P1 pupils.

The Fun Day was an opportunity for families to join together to celebrate the school and to demonstrate the variety of cultures attending or living near the school. The grant was spent on improving activities during the event including fairground rides, food stalls, activities linked to learning goals, music events, physical activities, etc.

The school worked to build strong, informal relationships with parents with the focus on trust, collaboration and two-way communication. Parents were encouraged to move in and out of activities as they please so they could be involved in a way that suited them. Parents were invited to help in class, for example parents were invited to read to pupils in their native language.

Teachers were encouraged to present newsletters and other communication in an informal and chatty style.

The school was able to make the most of parental skills such as ICT and STEM.

What was the impact and how did you evaluate the work?

- The school always evaluate their projects by speaking to pupils and teachers about their experiences, they ask if they enjoyed them or if they were beneficial. This is always done on an informal basis to ensure they are reflective and continuously improving
- The team noted more and different parents were involved in:
 - after-school clubs
 - extra-curricular activities
 - helping to support learning in class
 - one-off events such as the school fete which was moved to August to engage new P1 families.
- Teachers noted how proud pupils were when their parents helped in class and took an interest in their learning
- Improved relationships and the change to informal communication led to more parents coming into the school to ask questions and discuss how they can help to support their child.
- The headteacher reported the school had built trusting and respectful relationships which made it easier to address issues with families in a non-confrontational way.
- Comment from a parent – *'Parents are now more willing to work with the school rather than against the school ... parents feel empowered to become involved with the school ... previously there were just a few parents.'*
- School staff felt their parental engagement activities benefitted all pupils rather than focussing on individual pupils
- Comment from a teacher – *'much more inclusive and involving everybody rather than parental engagement being about 'how my child is doing in school'.'*
- Some parents developed new skills, for example by improving English language skills and increasing their understanding of the Scottish education system.
- Many parents reported their involvement had brought school and home much closer together and their children were more likely to talk about their learning and any issues were quickly resolved.

Theme: Diverse communities

Working with parents as part of the 1+2 programme at Maisondieu Primary, Angus

Maisondieu Primary is situated in the Angus town of Brechin and has a roll of approximately 354 pupils. They already had a culture of parental engagement with many family members helping in schools to improve the learning experience of pupils and to give parents a better understanding of the school's work. Parents have worked in school with reading and maths, playing games, supervising craft activities and helping to deliver cycle training. Some parents and members of the community also give up their time to help with extra-curricular activities such as the gardening and games clubs.

What was the challenge/objective?

According to the 1+2 approach to modern languages, each child in Scotland should have the right to learn a second language or a third. A team at Maisondieu Primary wanted to explore parental engagement to support the use of other languages in the school.

The objectives were to:

- ensure and explore parental engagement to support the use of other languages in the school
- consider the role of the students' home language(s) as part of the process of language acquisition and development
- invite parents whose children have English as an additional language to take part in a variety of activities in the classroom, playground, assemblies and school events
- understand that parents' participation affects children's sense of identity, belonging and their ability to make friends and cope within the new culture and ethos of the school
- build capacity for the teaching of other languages and develop staff confidence.

Who was involved?

Class teachers and school staff

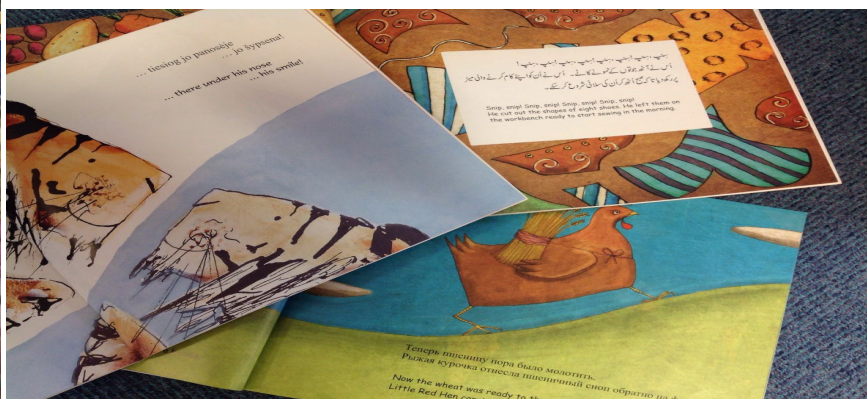
Parents

Headteacher

What was done?

Parents with English as an additional language were invited to take part in a story-telling activity in the classroom where the parent read the story in their native language followed by the teacher reading the same story in English.

Over a four-week period the children sampled Polish, Russian, Sinhalese and Mandarin.



The existing EAL Cluster Parent Group helped to identify activities to attract other parents and also held regular meetings to discuss progress. The school and team organised a French soiree including refreshments, demonstrations and activities. Photos show families singing action song 'Head, Shoulders, Knees and Toes.'

The school continues to work with EAL parents to increase involvement in school and learning.

The school also relaunched a popular French taster for parents with a creche to include those with childcare issues.

The school introduced a *Language of the Month* and homework diaries included information on the 1+2 programme and how parents may support their child's learning at home.

What was the impact and how did you evaluate the work?

Feedback from pupils, parents and teachers about how this activity raised their awareness of the importance of language learning was positive.

Children commented: *'I am looking forward to using the language; I might use the words if I travel to Russia or if I meet a person who speaks the language in the school; I feel pretty good sharing my language.'*

What did the parents say? *'They were asking questions and they wanted to write their names in Russian; I feel pleased to see that they were interested; the pupils were smiling and trying to say the words.'*

The teachers commented: *'It was really good to have dual language books and read the same story in different languages. It is achievable and fits within 1+2 languages approach; I enjoyed having mums in class as it gives you confidence as they can speak and read in their language and in English; pupils broadened their view of the world; Now it is less alien to everyone.'*

Theme: Diverse communities

Reducing levels of isolation for young ethnic women in Edinburgh

What was the challenge/objective?

Research carried out by Action for Children found that due to cultural barriers, many young women from Sikh and Muslim families have limited opportunities to take part in extra-curricular activities and further education.

Action for Children's Heritage and Inclusion Project aimed to reduce levels of isolation felt by young ethnic women in Edinburgh by raising awareness of their own heritage and increase their participation within their own communities.

Who was involved?

The Action for Children Heritage and Inclusion Project

What was done?

The project workers spent time with young women from Black, Minority, Ethnicity (BME) backgrounds in Edinburgh to research and develop heritage learning using oral histories, archives and art collections.

The team helped these young women to take part in the Duke of Edinburgh Award scheme and to produce two videos highlighting issues around equality and inclusion.

'My Heritage' is a six minute video featuring young women from different cultural backgrounds and focusses on equality issues relating to gender, race, culture and religion.

The young women explore the importance of their culture and heritage and of challenging the assumptions and misconceptions of others. 'Everyone has a choice' is a central message of the video.

'Cultural Inclusion' is a three minute video where members of the project highlight the importance of understanding other people's culture and religion. The young women focus on the need to challenge preconceptions and show that understanding different cultures is the first step to inclusion.

These videos are used to hold open, honest conversations about gender, race, culture and religion and challenge misinformation.

Levels of participation in Duke of Edinburgh Award programme were negotiated and adapted to be inclusive for all young people, raising the statistics in Scotland considerably for participation by diverse groups.

The project:

- delivers cultural awareness through art and film
- supports positive destinations
- delivers awareness of services available to young women focusing on young women's rights
- supports refugee and asylum seekers.

What was the impact and how did you evaluate the work?

There are now more ethnically and culturally diverse girls participating in the award in Edinburgh than in the rest of Scotland.

The inclusive activities increase self-esteem, confidence, and cultural awareness.

For more information go to:

<https://education.gov.scot/improvement/learning-resources/inc81-heritage-and-inclusion/>

Theme: Engaging Men

The Boys Night at St Patrick's RC Primary, Falkirk (ongoing)



St Patrick's RC is in the town of Denny and has the motto *One Big Family, One Great School!* The school provides a range of informal learning activities at the after-school clubs.

What was the challenge/objective?

The Headteacher and Parent Council at St Patrick's were concerned that many boys seemed to be uninterested in school and learning. They also recognised the positive influence dads and other male role models may have on young boys and so set up the Boys' Night.

Why?

- Variety of factors – probably similar to those experienced by many schools – eg, lack of ambition in many boys; lack of interest in literacy at top end of school; not 'cool' to fully engage with learning.
- More seriously – poor life choices'
- Wanted to tackle this by raising aspirations'

Research shows that engaging dads/male carers can:

- reduce the frequency of behaviour problems in boys and psychological problems in young women; it also enhances cognitive development while decreasing criminality (*Sarkadi et al, 2008*)
- result in better attainment, better exam results, better behaviour, higher educational expectations, better social & emotional outcomes (*Goldman, 2005*).

Who was involved?

The Headteacher and other staff

Parent Council

What was done?

- Each boy was asked to invite a male adult – dad, cousin, grandpa, older brother, etc to a night exclusively for the boys!
- The idea was to *get males in the door* to have a great night and make sure they would come back again.
- Show everyone that learning can be fun.
- The fun involved:
 - science experiments
 - games such as K'Nex, dominoes, playing cards, Connect 4, Wii
 - activities such as snooker, table tennis, basketball, darts, hoopla
 - food and drink.

Boys' night version 1

- P1-P7 boys and a male role model and to ensure it was accessible to all, irrespective of family circumstances.
- Over 200 boys attended, and it was wonderful to watch boys, big and small, playing and learning together.

Boys' night version 2

- Split into two groups: P1-P4 and P5-P7.
- Introduced literacy and more science.
- Made it more structured using the boys' interests to develop the activities.
- Involved staff from the high school to strengthen transition links and work on maths and language.
- Developed outdoor learning activities such as:
 - outdoor cooking
 - den building and fire building
 - kite making
 - orienteering and other sporting activities
 - design & technology task.

What was the impact and how was the work evaluated?

The school has seen an increase in male involvement across many aspects of school life including:

- more men attending information evenings and curricular workshops
- boys are more confident when demonstrating their learning to their parents and carers
- improved engagement in learning across the curriculum
- opportunities to share thoughts and feelings about high school

- more boys involved in Young Leaders:
 - leading lunch clubs for younger pupils
 - buddying and acting as playpals
 - Acting as monitors during wet playtimes.

Feedback from the boys

'I don't get to spend that much time with my dad, just me and him. Tonight has been the best night ever.'

'I enjoyed the science experiments and I want a science kit for my birthday.'

'The author made me laugh – I am going to read his book!'

'The science experiments were great; I am going to be a scientist!!'

Feedback from the grown-ups

'I felt it was a good opportunity for myself and Calum to spend time together and to see him having fun with the other kids and teachers. We really enjoyed taking part in the activities and will definitely be attending the next Boys' Night.'

'The author captured my son's imagination... I was really impressed.'

'What a great idea, I just love being involved in my grandson's learning and watching my son as a dad''.

'The structure was good, but I didn't want it to end, we had so much fun together.'

Feedback from the mums

'My son wouldn't let me see the letter, he insisted on showing it to dad, and dad ONLY!'

'It was a night that had David talking for a few weeks after – he is definitely looking forward to the next one!'

The annual event has continued to grow in popularity and now includes a Girls' Night. In 2017, the school won 'Parents as Partners in Learning Award' at the Scottish Education Awards.

Theme: Engaging Men

Challenge your dad, grandad or anyone else who is willing to give it a go! Caledonia Primary, North Ayrshire

What was the challenge/objective?

The Headteacher was keen to encourage more male family role models into the school.

Who was involved?

- Headteacher
- Family Learning Worker

What was done?

A four-week STEM programme was organised and took place after school. The sessions were open to anyone but the school particularly wanted to encourage male family members. Each session has a low-cost *Challenge* theme and includes:

- build a bridge using a specified number of resources with a set criteria
- design, make and adapt paper plans to test which design could a) fly the furthest and b) carry the most weight
- bBuild the tallest, freestanding newspaper tower using just two resources
- design and build a catapult and test to see what objects could be used and how far the objects could be catapulted.

Children either worked collaboratively with their adult or challenged them in each session. At the end of the programme, everyone received a certificate.

What would you do differently?

The programme was a great success with high attendance and it would have been a good idea to extend the number of weeks or consider appropriate times to revisit whilst keeping families interested.

It would also have been a good idea to showcase and celebrate the success of the programme to encourage other schools to consider this model.

What was the impact and how was the work evaluated?

22 out of the 25 family members were males which encouraged more men to attend other Family Learning events planned throughout the session. Some of the male participants became involved within the life of the school through school events and volunteering opportunities. The Parent Council Chair attended the sessions and encouraged some of the male carers to join Parent Council meetings.

Impact statements and evaluation data

- 100% of families said they loved and enjoyed the activities that were on offer and were easy to replicate at home.
- 100% of families said they felt more involved within the school.
- 100% of families said they felt a benefit from attending these sessions.

Following these sessions, families were invited to a CSI STEM group, again targeting male family members and attendance remained high.

Feedback

Headteacher

'Great to see the turnout at these sessions, especially with all the males that attended as this was our initial aim. It has also been good to start seeing this having a further impact within the school through various, different events.'

Parents

- *'Great creative activities and loved spending some quality time with the boys.'*
- *'Loved the different challenges and having some friendly competition with my son.'*
- *'Great fun with my daughter and loved all the various elements to each activity.'*
- *'Tried last week's challenge at home with the rest of the family and will definitely do the same with this week's challenge too.'*
- *'Great fun with my boys.'*

- *'Lots of great fun and laughter in these sessions and love the friendly competition between my son and me. He has even taught mum the different activities too.'*
- *'Every week we looked forward to coming to these sessions and its great how everyone comes together and to see other family's different creations and designs.'*
- *'What fun challenges! This has given us such great ideas to try at home and nice to be away from any distractions for a couple of hours.'*
- *'Would definitely love to see more of these session as we love getting creative and designing. We also liked the friendly competition element to the sessions as well as this encouraged sharing and being a good sport.'*

Theme: English as an Additional Language

Working with ESOL (English for Speakers of Other Languages) parents through storytelling in Glasgow (2018-19)

What was the challenge/objective?

Family Learning Workers recognised that parents and families, for whom English was an additional language, wanted to increase their confidence and capacity to be able to read to their children in English and to support them with language-based homework.

They wanted to use a partnership approach to show how this could help parents and families gain practical skills and knowledge to engage in their children's learning through storytelling.

Who was involved?

Family Learning Team
Glasgow Clyde College
Primary school staff
Parents

What was done?

Using a family learning approach, staff from Glasgow Clyde College, along with primary school staff, delivered a course over a twelve-week period.

Families who took part reported they had difficulties in a range of areas including understanding vocabulary, pronouncing words and phrases, using character voices and not being able to follow the flow of the story, especially when it was in rhyme.

What was the impact and how did you evaluate the work?

The course was very successful, and schools have noted the following improvements and impacts on parents:

- greater knowledge and awareness of grammar and vocabulary while parents learnt the skills of reading to their children in English
- more confidence to read to their children, not only as part of homework tasks but more generally
- many parents joined the local library
- greater confidence in their own skills and learning with some going onto further learning
- improvement in children's learning and attainment levels
- better engagement in their children's learning and involvement in the life of the school.

Link to the full case study:

<https://education.gov.scot/improvement/practice-exemplars/esol-through-storytelling/>

Theme: English as an Additional Language

Setting up an EAL support group at Caledonia Primary, North Ayrshire

What was the challenge/objective?

To set up a group for families who have English as an Additional Language; most of these families were originally from Syria.

Who was involved?

Former headteacher

Family Learning Worker (FLW)

EAL parents

Local authority translator

What was done?

Families were invited to Coffee and Chat sessions and were asked what they would like to see in their community and school. The Family Learning Worker contacted a translator at North Ayrshire Council to help create inclusive invitations in English and Arabic and she also visited families to build relationships and explain the purpose of the sessions. Families attended weekly, themed sessions and this resulted in some families attending other school and family learning events.

What would you do differently?

Parents weren't involved in the initial planning process so the team decided that in future they would support families to plan and deliver future events.

What was the impact and how was the work evaluated?

- Families established networks with the school community.
- Some families started to engage in other school and family learning events.

- As the Family Learning Worker (FLW) had established relationships with families, they started to attend one-to-one family support meeting to focus on particular areas of learning.
- The families celebrated International Day of the Family.
- The work was evaluated using a variety of feedback methods.

Comments:

Former headteacher

'I have noticed more confidence and interaction from some of the families with other families in the school which has been great to see. This has also had a great impact on the children as well.'

Parent

'I have built up good relationships with the FLW and a few other parents in my child's class.' (This mum also attended one-to-one sessions and the Families Connect programme)

Parent

'Lovely to meet other families and feel more involved.'

Theme: Family Learning

Three years of family learning at Larbert High, Falkirk

What was the challenge/objective?

Many parents told teachers they weren't confident about supporting their child's learning, particularly with National qualifications; they also wanted to have a better understanding of STEM subjects.

Staff were also keen to build more positive relationships between the school, families and community.

Who was involved?

School staff

Crest

What was done?Year 1

In their launch year, the school piloted three learning opportunities for families using PEF money:

- Family Learning for National 5 English & Family Learning for National 5 Maths
- targeted small groups of families with youngsters who were most at risk of underperformance
- families attended weekly evening sessions to learn about the courses. Parents sat assessments, prelims and some even took the final exam!

A STEM vocational programme used materials provided by CREST (a scheme to inspire young people to think and behave like scientists and engineers).

Families attended a six-week programme at the end of which they were given materials to complete a project at home.

the families attended a celebration event where they presented their projects judged by a group of industry professionals all families received a CREST award.

Year 2

Parents took part in focus groups to discuss the Year 1 programmes and their feedback highlighted areas for improvement.

- National 5 English
 - Many Year 1 participants felt the course was very intense and parts of it were not relevant to them as their child was only struggling in one area. The staff team split the course into four sections to give families more flexibility and choice. This also led to more departmental staff getting involved which spread the workload.
 - The programme was promoted to all N5 English pupils and their families but with a particular focus on FME and SIMD target groups whose families could not afford private tuition. This resulted in an increase in those attending and, more importantly the right people were in the room.
- National 5 Maths
 - This programme continued in a similar vein as due to the nature of the subject, the course could be divided into chunks.
 - Positive relationships were built between the staff and families.
- National 5 Biology
 - Following analysis of the exam results, biology was identified as an area for improvement as pupils were consistently under-performing.
 - Families attended a three-week block which included practice assignments.
- STEM Vocational Programme
 - This programme has expanded significantly thanks to funding from Education Scotland.
 - The staff were able to offer more blocks of sessions.
 - The lead teacher also trained primary school staff who then adapted and delivered the programme to suit their school.
 - The team knew they had to attract a more diverse group of parents to take part as most of those attending had STEM-related jobs.

- The Psychology of Studying
 - This one-off evening session was organised by the psychology department before prelims to help families support pupils when studying at home.
 - Parents were told about strategies they could use at home to encourage studying and families were given activities to complete together at home to aid revision.
- Parent/Teacher Book Club
 - This was set up as an informal, bi-monthly meeting for parents and teachers from Larbert High.
 - The Book Club was held in the local community library so families felt less intimidated.
 - The numbers attending increased over time.
- Parent/Pupil Transition Book Club
 - As part of the transition programme, P7 pupils and their parents met on a termly basis.
 - Books were announced and provided to families if needed.
 - P7 families then attend book club meetings at the High School where they met S1 pupils and parents to discuss not only the books, but their transition experience.
 - Parents felt confident to discuss their worries or concerns in this safe place and enjoyed hearing from parents who had *survived* the process.
 - Pupils felt they had a familiar face when going up to high school.

Year 3

During the lockdown from March 2020, the school kept in touch with families to offer support where needed and they also had a 'monitoring engagement' process led by pupil support teachers. As a result of this, the team were able to identify emerging issues for many families and they identified the top three as being mental health, establishing routines (many parents were stressed by their 'nocturnal' teenagers) and, digital access. This led to a refocus of priorities and a move away from offering family learning opportunities in case this overwhelmed parents at what was a very stressful time.

The school team designed a suite of opportunities to address these needs:

- Supporting Mental Health at Home
- Digital Learning for Families
- Healthy Sleeping Habits at Home.

What was the impact and how did you evaluate the work?

Family Learning in English and Maths

Impact was measured through attainment statistics; all pupils achieved at least one grade band higher than their predicted grades.

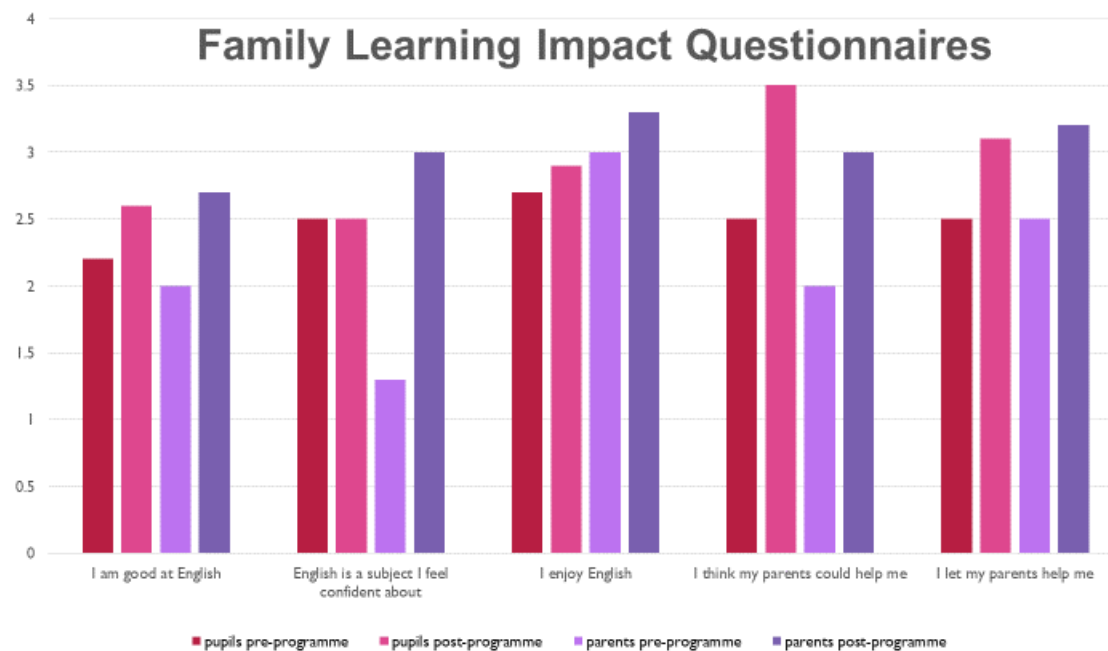
They also measured parents' and pupils' confidence (see graph below) and other qualitative data including parental relationships with the school and relationships at home.

Comments from parents

- What have you gained from this experience?
- *'Better insight into specific difficulties and challenges facing child.'*
- *'Understanding of course and ability to help my child. Shared experience with him; he now trusts my judgement more on matters within this course and other subjects.'*

How will you use the skills you have learned?

- *'Has given me the confidence to do further study myself.'*
- *'Expand my vocabulary in the workplace. More confident in identifying what I think the writer is trying to say.'*



Book Club

Anecdotal evidence remains positive. Families felt more involved in the wider life of the school and less anxious around teaching staff.

Psychology of Learning

Evaluation indicated a clear appetite for more sessions which were planned in the run-up to final exams. Although these were cancelled due to Covid-19 restrictions, the school plans to run these again in the future with follow-up evaluations to measure long-term impact.

Theme: Family Learning

Working with Barnardo's to offer family learning opportunities at Aileymill Primary, Inverclyde

What was the challenge/objective?

As an Attainment Challenge Authority, Inverclyde identified family learning as an area for improvement. The staff at Aileymill Primary wanted to provide learning opportunities for parents so they would feel more confident in supporting their children's learning at home. Ultimately, they aimed to raise attainment and reduce inequality.

Who was involved?

Class teachers and a Barnardo's Family Support Worker

What was done?

Aileymill Primary has a full-time Barnardo's Family Support Worker who leads the Family Learning Club which has been running since 2015.

Each session at the club offers both home learning and play activities and a snack area which allows parents to feel more relaxed.

Families who have been referred to Barnardo's can receive further support if needed to develop ways to develop social and emotional skills.

<https://education.gov.scot/nih/Documents/sac62-aileymill-family-learning.pdf>

What was the impact and how did you evaluate the work?

The following were noted:

- an increased number of families engaging and confidently supporting their children's learning
- more opportunities for parents to mix with other families which was really important for single parent families and those who felt isolated
- parents were happier to ask for help and support.

Theme: Families with money worries

Supporting Families at Craigour Park Primary, Edinburgh

Craigour Park Primary School is situated in the south east of the city and the majority of families are in SIMD 1–3. Approximately 40% of families are from ethnic minority groups.

What was the challenge/objective?

To make sure Parent Council events and activities were accessible for those families with money worries.

Who was involved?

Members of the Parent Council

Pupils

Teaching staff

Local supermarkets

What was done?

The Parent Council successfully ran some pop-up shops for the children at school. These were affordable shops where children could come and buy something with their money. The aim was to keep everything cheap and affordable to all so everything they sold was under 50p. The Parent Council tried to link the theme of the shop to something happening at school. For example, they sold secondhand books on World Book Day; ran a healthy fruit and veg tuck shop during Sports Week; and a pocket money toyshop during Maths Week.

The children made the shop signs and helped to bring each class along to the shops. In order to keep costs low and to be environmentally friendly, they tried to sell things that were donated such as books and toys, and the local supermarkets helped by giving the PC fruit and veg.

What was the impact and how did you evaluate the work?

A member of the Parent Council commented: *'(It) was the joy and excitement on the children's faces when they get to come and buy something.'*

'All children were able to take part in this event.'

'Each meeting the Parent Council has, we are looking for ideas of what to sell at our next shop!'

Work during the pandemic

Since the arrival of a new headteacher, the school has focused even more on supporting families and you can see the results via the following Twitter links:

<https://twitter.com/craigourpark/status/1339495471828660226?s=21>

<https://twitter.com/craigourpark/status/1337029249568567296?s=21>

<https://twitter.com/craigourpark/status/1337030317539028993?s=21>

<https://twitter.com/craigourpark/status/1336706236394446849?s=21>

<https://twitter.com/craigourpark/status/1336306770176860162?s=21>



Christmas Bags: parents and staff worked with community partners to fundraise, pack and provide a bag like this for every child in the school (all 535!) to take home.

Theme: Families affected by imprisonment

Case studies from Families Outside <https://www.familiesoutside.org.uk/content/uploads/2017/12/Families-Outside-Schools-Booklet-for-Teachers.pdf>

The impact on mental health

Pete and Jane have two young children. They live in a happy home where Pete is the main carer and earner. In 2016, Pete was sentenced to three years in prison.

Jane found herself shunned by her community, friends and family and struggled to balance work and family life. She started to get into debt, her physical health deteriorated and, she began to suffer from anxiety and depression.

As Jane's mental health got worse, the impact on the family was huge. Her eldest son, aged 7, began to show challenging behaviour at home and at school. At this point, Jane wasn't aware of what support was available to her and her family. She was heavily in debt and was so unwell with depression that she rarely left the house. It was only through the prison's Family Contact Team that she found out about Families Outside.

Jane was referred to Families Outside, who worked directly with her to understand her specific support needs and to create an action plan to help Jane and the rest of the family. This included meeting with John's school to inform them of the family's situation. At first, Jane was reluctant to take part but, the meeting went really well and meant that both teachers and Jane could keep an eye on her son's behaviour and work together to improve it.

Families Outside's Regional Support Coordinator held one-to-one sessions with Jane's son which gave him time and space to chat about his worries, fears, and feelings. According to Jane, *'the kids have had a lot of support from the school and from Families Outside. They are happy again, so I'm happy again.'*

As her son's behaviour improved, so did Jane's confidence. Families Outside continued to work closely with the family, encouraging Jane to speak to her GP about her health issues, helping to enrol her on money management courses, and giving her information about organisations that provide transport for prison visits.

Jane also attended a parenting programme and peer support sessions run by Families Outside and her local authority; these sessions helped reduce her feelings of isolation and increased her confidence and resilience.

Jane was then able to manage her finances, balance her work and family life, and both her physical and mental health improved. Her children were happier and were working well at school. Families Outside continued to support the family as they prepared for Pete's release.

Jane explained: *'My situation spiralled out of control, I felt isolated and alone. It was only thanks to Families Outside that I was able to get a handle on my situation – if only I'd known about them earlier, my situation might not have gone so out of control.'*

A son's story

John (14) was having difficulties at school with poor concentration and behaviour. His dad had been in prison all of John's life. However, John wasn't aware of his offence, and he wanted to know more. John had a strong relationship with his mum, but the anxiety and anger of not knowing why his dad was in prison was causing problems in their relationship. Mum wanted to tell John, but his dad wanted to be the one to tell him.

A (Families Outside) Family Support Coordinator (FSC) worked with John's school guidance teacher, his mum and a Family Contact Officer at the prison to organise a visit. The FSC and the Contact Officer also worked with John's dad to decide on the best way to tell John. The special visit was arranged out with visiting times, with prison agreement that dad could wear civilian clothes.

Following the visit, John's demeanour and behaviour improved both at home and school. John is much happier, and his mum feels like a weight has been lifted from her shoulders; their relationship has greatly improved. John's mum said: *'I'm so relieved that he took it so well – it feels like a huge weight has been lifted, and now it's time to move forward for us all.'*

A sister's story

'I was fifteen when my big brother first went into prison. It was really hard at first, and I still struggle with the thought of him being in prison. I always thought it was for people that had been really bad, and I didn't think he should be there! My mum told me that sometimes good people do bad things but it was still okay to love him, and that made me feel better. I was really shocked when they said he wouldn't come home for a few years. He hadn't lived with us for a long time, and he used to run away a lot and get into trouble all the time, but I never thought he would go to prison!

My mum and dad visited him first without me and my little sister. I really wanted to go to see if he was okay, but I was worried about visiting too. When my mum and dad came back, they were upset but said that he was okay and safe and promised that we could visit soon and told me what to expect.

When I visited, I was able to give him a hug, but he had to stay in his seat the whole time, which was really strange to me. I didn't know what to say at first and didn't like being watched by the prison officers and felt like everyone was watching and talking about us. That was only on the first visit though, and it soon became normal. I would visit him every week, speak to him on the phone, and make CDs for him.

Sometimes it was hard to write. I would look at a blank page for hours and would sometimes just draw him a picture instead. It didn't always get easier, sometimes I would be upset for no reason and not want to speak to anyone.

One day I told a teacher who was really nice and would help me with my homework after school where it was easier to concentrate. I didn't want to talk at first, and sometimes I would tell my brother I was mad at him, and then I would feel bad because he was in a horrible place.

Now I keep a diary. It helps me get out how I'm feeling and reminds me what I've done so I can tell him the next time I speak to him.'

Families Outside support in Tayside – why they do what they do

The Regional Family Support Coordinator (RFSC) in Tayside has been supporting three members of the same family – a mum and two younger siblings of a young man currently in prison.

When meeting with the mum, it became apparent the young man had been very disruptive and aggressive in the home before his arrest, primarily due to his addiction issues. The younger siblings were often witness to this and were not only struggling to cope with their brother's imprisonment but also with the tensions in the home before his arrest.

The RFSC worked with the mother to prepare the children for their first prison visit, talking about the things they would see and what their brother would and wouldn't be allowed to do when they were there.

The first visit went smoothly and the children said it wasn't as bad as they imagined, and they both felt okay about visiting again. Mum admitted that no-one outside the family knew about the situation.

With the family's permission, the RFSC met with the children's headteacher and both classroom teachers to discuss the situation. It was agreed between the mum, teachers, and the RFSC to organise a meeting between the RFSC and each of the children individually to explore their feelings, using material specially designed for children affected by imprisonment. The school offered additional support within school hours to both children, and the headteacher offered support to the mother, especially around homework and the behaviour of the youngest child.

As a result, the children are now able to speak freely about the situation and about their fears for the release of their brother; they are engaging well in class. The mum is less stressed as she knows the children are getting the right, ongoing support.

The RFSC supported mum to find housing options for her son on his release and signposted her to relevant agencies to support her and her son. Relationship within the home have improved as the family are more confident to share their feelings, and mum says she feels more in control of her life and her choices.

Theme: Gender stereotyping

Using debate to challenge gender stereotyping in a secondary school

What was the challenge/objective?

The school wanted to use the existing programme of debate lessons for S1 to S3 pupils to address the issue of sex/gender discrimination.

Who was involved?

Teaching staff and pupils

What was done?

A series of five lessons were developed on the theme of gender stereotyping. These lessons were carefully structured and facilitated to support thinking and development of ideas and give students a safe place to give their opinions. Staff wanted the students to gain an understanding of the issues and be challenged to consider ways to promote gender balance.

Each lesson started with a single statement, graph or statistic. The young people were then asked to discuss this in small groups and plan suggestions for the next line of debate – what questions did they have; would they like the statement or statistic to change in the future; what could they do in class, school, in the local community or at a national level to promote gender equality?

What would you do differently?

Involve parents to enhance the message at home.

What was the impact and how did you evaluate the work?

One pupil commented: *'I say my opinion whereas in other lessons I can't always get my opinion across. In this lesson I feel comfortable because I don't feel worried about the questions asked as there is no right or wrong answer.'*

Discussion point: how could the staff involve parents?

Theme: Gender stereotyping

Challenging gender stereotyping in STEM, a secondary school

What was the challenge/objective?

An S4 physics course was dominated by male pupils so the school started an experiment by placing all the girls in one class.

Who was involved?

Staff in the physics department; S4 pupils

What was done?

Physics is a course that pupils may choose to take at this stage but most girls did not take this option. It also appeared that for the last few years, girls attained high marks in the N5 exam but they tended to do worse in physics than their other subjects. This meant that even fewer girls chose to continue with physics at Higher level. The school was aware of research about the impact that being in a minority can have on a sense of belonging and wondered whether they could address this. The physics department usually had three groups for this stage with pupils randomly assigned to a group so girls would be dispersed across the classes. The school experimented with placing all the girls in one class.

What was the impact and how did you evaluate the work?

Staff reported this experiment had a positive impact with girls contributing more during lessons and appearing more confident.

In the N5 exams, they not only attained higher marks, but achieved in line with their other subjects. This seems to suggest the negative impact of being in a minority had been challenged. Staff were also delighted when five of the six girls chose to continue with physics for Higher. The school is continuing with the experiment; the results seem to support the idea that a sense of belonging is important.

Discussion point: how could the staff involve parents?

Theme: Gender stereotyping

Challenging self-selection in play at an early learning and childcare centre

What was the challenge/objective?

The block play area at a nursery tended to be dominated by a group of boys, so the staff decided to carry out some action research.

Who was involved?

Early years staff

What was done?

The staff added pink to the area, using such things as beads, ribbons and feathers. This was not intended to be a long-term arrangement as the staff were only interested in the initial impact.

They reported that the boys were horrified! It was almost as if a line had been drawn across the play area which they would not, or could not, cross. However, the girls started to explore the area in new ways.

What was the impact and how did you evaluate the work?

This experiment seemed to highlight that the way an area is set up can have a significant impact on which children interact with it. It also showed the degree to which gender stereotyping and expectations seem to be embedded in the children's thinking – even at such a young age.

After much discussion, the early years staff introduced more subtle ways of changing the play area and other spaces in the centre. They also explored ways to engage boys with their literacy and verbal skills.

Another positive impact of this research is the staff reported raised awareness of their own and the children's unconscious gender bias.

Discussion point: how could parents/families be involved in this work? - Just Like a Child, Zero Tolerance

Theme: Gender stereotyping

Countering self-selection in clubs, a secondary school

What was the challenge/objective?

This Scottish secondary school wanted to engage more students in their STEM (science, technology, engineering & maths) challenges. However, when they asked for volunteers, most young people ruled themselves out.

The school had run a successful science club for a few years but when the staff checked which students were taking part it tended to be same self-selecting group of young people. The staff knew there were many pupils who were performing well in class and had the skills to do well at the club, but they were reluctant to go to the traditional lunchtime or after-school activities.

Who was involved?

School staff

What was done?

The staff used a STEM challenge (Shell's *The Bright Ideas* Challenge) and offered it to all S2 pupils. Once the pupils had taken part and had great fun, the staff asked for groups of volunteers to take it further. Many pupils came forward and they formed mixed gender groups, which had not happened before.

What was the impact and how did you evaluate the work?

The girls admitted they would not have been attracted to the club had it not been for the experience of the STEM Challenge.

Discussion point: how could parents/families be involved in this work?

Theme: Gender stereotyping

Challenging gender perceptions in subject choice at a secondary school

What was the challenge/objective?

This secondary school was keen to encourage all students to think about STEM subjects when making their choices for courses and post-school destinations.

The staff knew it was important that pupils should experience STEM activities, but they also needed to find ways to challenge perceptions of who STEM is *for*.

Who was involved?

School staff

Pupils

Senior Leadership Team

What was done?

The school ran a weekly extracurricular club for 14 to 16 year olds which attracted a mix of students, although predominantly girls. They started two new strands separately on the subjects of gender and STEM. The students took part in a range of activities exploring stereotypes, unconscious bias, stereotype threat, and growth mindset. Alongside this, they also carried out some practical STEM activities.

The staff made sure the students understood the relevance to these activities and structured the activities to increase resilience and confidence.

The different strands were developed to become more connected, for example the students used what they had learned from both elements to critique a range of campaigns to encourage girls into STEM.

The students were asked to plan and lead their own research projects. One group carried out observations in their lessons. They focussed on questioning in the classroom and they found gender differences both in the way students were asked and how they answered questions. They presented their findings at a staff meeting.

What was the impact and how did you evaluate the work?

The opportunity to lead their own research and present the findings to staff helped to build the confidence of students, as well as their understanding of gender equality.

It also had a significant effect on the senior leadership when they heard about the impact of unconscious bias in the classroom directly from young people.

Discussion point: how could parents/families be involved in this work?

Theme: Gender stereotyping

Challenging gender perceptions in career information at a secondary school

What was the challenge/objective?

The biology department at an Edinburgh secondary school set careers as a focus for the department's development plan. The aim was to highlight the range of pathways a biology student could consider.

Who was involved?

Staff in the biology department

Pupils

What was done?

Staff were asked to produce one slide for each topic taught to show what careers are relevant to that theme. Each teacher produced one slide a week which made sure the curriculum was covered for each year group.

The slides included a job specification, guide salary, working hours, and topic links. These were incorporated into the teaching resources for that week. Staff made sure to include a range of skills levels for the chosen career and that the images reflected a diverse workforce.

What was the impact and how did you evaluate the work?

The staff received positive feedback from pupils who commented their knowledge of careers had been broadened and that they now understood that biology was not just about becoming a doctor, dentist or vet.

Discussion point – how could families be involved in this work?

Theme: Gender Equality

Gender equality at Dalmellington Primary School, East Ayrshire

What was the challenge/objective?

- To create a culture where young people are empowered to challenge inequality and promote respect for all.
- To develop an understanding of gender equality and unconscious bias.
- To recognise children's rights, of which gender equality is a crucial element.
- To empower children to challenge inequality and promote respect for all.

Who was involved?


School staff, pupils and parents

East Ayrshire Health & Wellbeing Team

NHS Ayrshire and Arran

East Ayrshire Women's Aid

What was done?

- Staff reflected on classroom environment, resources and teaching practice.
- Discussed and reflected on language used in the classroom.
- Set up a pupil group, known as Gender 10.  [PDF file: Gender 10 Toolkit \(3.3 MB\)](#)

Link to full case study:

<https://education.gov.scot/improvement/practice-exemplars/gender-equality-for-primary-schools/>

Theme: Gender/sex discrimination

Tackling sexist behaviour, a secondary school

What was the challenge/objective?

The senior management team at a secondary school were concerned to hear that sexist comments made by staff and pupils were not treated seriously.

Who was involved?

School staff

Pupils and parents

What was done?

The school set up an Equality Team, which included members of staff, pupils, and parents. They evaluated the existing policy for staff and student conduct and discovered that, although there was a policy and reporting system for racism and homophobia there was nothing about sexist incidents so, this was rectified.

The Equality Team and school leaders also took the following actions:

- provided teachers with time and space to discuss how they might challenge sexist behaviour in the classroom
- organised training on gender equality and gender stereotypes to understand the negative effects
- encouraged staff and students to challenge and report incidents using the tagline *speak out and stand up*
- gave a member of staff the responsibility to collate and respond to reports
- appointed a Leader of Diversity & Equity to promote inclusion and champion the rights of all in the school community
- sent a weekly gender-themed email to all staff including topics such as encouraging more girls to consider STEM subjects and post-school destinations, The ongoing emails aimed to create a lasting change and promote debate. The content was a mixture of links to articles, films, statistics, etc.

What would you do differently?

- Involve members of the local community and relevant organisations to join the Equity Team; this is being progressed.
- Involve families so the team planned to organise events and activities for families.
- Create a weekly/monthly email or text message for families.

What was the impact and how did you evaluate the work?

- A culture of open and honest dialogue between staff, students and parents.
- The policy helped to give teachers some guidelines and tactics for addressing the issues with colleagues and in the classroom.
- A positive impact on stakeholder attitudes.
- School can now challenge and tackle reported incidents of sexist behaviour using a targeted approach based on data.
- A mail app used to track the interaction with the weekly emails showed that people were sharing the messages and return to re-use the links.

Theme: Health & Wellbeing

The Kindness Challenge at a Primary School

What was the challenge/objective?

A primary school team was concerned about the increased levels of bullying behaviour and the effect this was having on the ethos and climate within the school.

Who was involved?

Partnership Team: school staff, families, pupils, members of the local community

Educational psychologist

Local dance group

What was done?

The Partnership Team developed the *Bully-Free Kindness Challenge*, which included a series of activities and special tasks with the message '*It pays to be kind.*' School staff, families, pupils and members of the local community worked to strengthen relationships to create a positive climate at school and in classrooms by organising such things as games, presentations, take-home checklists to fill in when they completed a task.

The project was launched at a Kindness Challenge Rally with a presentation from a local dance group representing how to deal with bullies.

Family events were organised under the banner *Buddies not Bullies*. The first of these was a workshop with a presentation from an educational psychologist to define and discuss bullying behaviour. A Bully-Free Bingo Night in the cafeteria emphasised safe responses to bullies with each bingo letter called.

At *Buddies not Bullies*, Part 2, the Partnership Team hosted a Family Reading Night. At four stations, teachers and members of the community read books on positive behaviour and discussed them with parents and children. After the readings, parents and children designed posters illustrating bully-free/positive behaviour messages. These posters were displayed throughout the school.

To involve as many families as possible, the Partnership Team organised food and refreshments – always a great draw!

Families were given a Kindness Challenge Checklist to take home and pupils were challenged to see how many of the ideas for kindness they could accomplish in two weeks, helped by their parents and other family members.

What was the impact and how was the work evaluated?

The project had a positive impact and reduced exclusions. One parent commented that the activity was a great reminder of small ways to help others. The project cost very little as the materials were already available in the school and the Parents' Association provided funds for refreshments.

Theme: Health & Wellbeing

Food education – *Better Eating, Better Learning* at Giffnock Primary School, East Renfrewshire (2018)


What was the challenge/objective?

- To raise awareness health and wellbeing in relation to food education.
- Raise the profile of food choices in school.
- Work with the whole school, classes and teachers to build confidence to learn and teach practical cookery skills.
- Engage with families in cooking together and learn skills to use at home.
- Develop skills for both staff and parents with further training in food and hygiene.

Who was involved?

- Headteacher and teaching staff
- Catering staff
- Pupils and parents

What was done?

- A healthy eating fortnight across the school in partnership with the catering team.
- Class events and activities promoting healthy eating.
- Family events with children and family members cooking together.
- *Cookalong* recipe books.  [PDF file: Giffnock Primary School 'Cookalong' recipe book \(174 KB\)](#)
- School staff and parents training in food and hygiene.
- Developing and running a community café.
- Staff learning and development.

Link to the full case study: <https://education.gov.scot/improvement/practice-exemplars/hwb43-giffnock-primary/>

Theme: Health & Wellbeing

Food education – *Better Eating, Better Learning* at St Joseph's Primary School, East Renfrewshire (2018)

What was the challenge/objective?

The school wanted to increase children's understanding of the benefits of growing, harvesting and preparing their own food.

The aims of the project were to:

- give children an understanding of the benefits of eating fresh, local, and seasonal produce
- excite, educate, and inspire children to want to sow, grow and eat healthy food
- share new cooking and gardening skills to take home and use in the future
- develop skills and confidence in practical cookery
- give children an understanding of where food comes from, what affects food choice and impacts of those choices locally and globally
- strengthen links between school, home and the community.

Who was involved?

School staff, parents and pupils

Catering team

Parent Council and PTA

Members of the local community

What was done?

- Develop a school garden which was planned and designed by children and parents.
- Improvements made to school food.
- A work experience project for P6 pupils to learn about food with the catering team.
- Celebratory lunch.

What was the impact?

- Raised awareness of growing and eating food.
- Pupils use skills at home.
- Brought school and community together.

Link to the full case study:

<https://education.gov.scot/improvement/practice-exemplars/hwb48-stjosephs/>

Theme: Health & Wellbeing

Wellbeing at Kilwinning Academy, North Ayrshire

What was the challenge/objective?

Everyone at Kilwinning Academy works hard to provide a nurturing and inclusive environment which results in young people and staff having a strong sense of belonging to the school. An inspection report from 2018 recommended the school increase the involvement of young people, families and partners in shaping school improvement. Many in the school community had highlighted mental health and wellbeing as an area for improvement.

The aims were to:

- adhere to the North Ayrshire Council's 'Mental Health Commitment/Pledge'
- incorporate wellbeing as a core component of academic life
- organise a locality-wide Wellbeing Parental Engagement Conference
- develop a parent support network
- organise a consultation event to ascertain needs, issues and aspirations of parents, partners and young people.

Who was involved?

Parents and senior pupils

Active school co-ordinators

School staff including senior leaders, family learning worker, the pastoral team and, the canteen staff

Members of the local community including a chaplain and representatives from charities

What was done?

The Depute and Family Learning Worker identified people who might help take this forward; this included parents, senior pupils, active school co-ordinators, a local chaplain, representatives from local charities, a member of the school's pastoral care team and members of the canteen staff.

The team organised a discussion dinner to ascertain needs, issues and aspirations of parents, partners and pupils. The event was a huge success and a series of events and projects were introduced. These included:

- creating a Wellbeing Hub in the school which provided pupils with information and support to develop self-care strategies. The work was supported by a local charity, Barnardo's staff, the school chaplain, school nurse and Scottish Mental Health First Aid trained pupils. The Hub also had a mental health library and other self-help activities. The Family Learning Team worked with the Parent Council to successfully apply for a grant for furnishings. In the future, small Reflections Groups will be organised
- pupils invited their families to a fun family event where refreshments were served, everyone took part in a Cake Decorating Challenge followed by pupils talking about the Zones of Regulation – a tool the school used to identify and express emotions. The young people then donned some expression masks and adults were asked to guess what emotions they were displaying through their movements, not by the expression. Pupils then presented a keyring with their own special words for their feelings to be used at home
- the Magic Breakfast Club, a national programme funding free breakfasts to make sure all young people get the chance for a healthy start to their day. Staff went into the playground each morning with the Bagel'n'Go box containing bagels with five different toppings
- the Burns Night Support was attended by 90 pupils, parents, carers and partners with input from some inspirational speakers. Anna Devitt, founder of Comedy and Confidence spoke about using humour to build resilience and self-esteem. Then Pauline Moriarty from Beautiful Inside and Out, a charity which supports families who have lost a child/young person to suicide spoke about the organisation's work. The importance of relationships and communication were highlighted during discussions and the team will use this feedback to improve services
- pupils and parents completed Level 5 Counselling qualifications.

What was the impact and how did you evaluate the work?

- Impact statements gathered at the discussion dinner showed parental confidence to talk about mental wellbeing had increased.
- The school profile was raised with positive publicity in the local community.
- Increased attendance at events.
- Staff reported they felt supported when dealing with mental health issues and communication with families had improved.
- The school noted an improvement in attendance.

The school is currently trying out new ways to support young people through the pandemic with a focus on kindness, recovery, respect, and responsibility.

Theme: Health & Wellbeing

Improving understanding of food choices and health and wellbeing at St Francis Primary, Glasgow

What was the challenge/objective?

St Francis Primary School is located in the Gorbals area of Glasgow.

The school found that many families were unaware of how to make healthy food choices and how this would have a positive impact on family health and wellbeing.

School staff worked with a team of people to improve understanding of food choices and child/parent relationships.

Who was involved?

School staff

Pupils

Parents and other family members

Local charities

Parent Council

Active Schools Co-ordinator

Speech & language therapists

Local businesses

Jobs & Business Glasgow

What was done?

The team created a *School Gates Team* whose aim was to build relationships by speaking to parents when they dropped off and picked up their children. The team were able to encourage parents to take part in various activities connected to health and wellbeing. The following activities and events were successfully organised:

- a school garden to grow fruit and vegetables
- harvesting produce to use in cooking lessons
- *Big Cook, Little Cook* cookery classes for identified children and parents
- Monday Motivator Breakfast Club Sessions with the help of the Active Schools Co-ordinator
- food hygiene training for parents and identified staff
- producing a leaflet for parents to explain SHANARRI indicators and staged intervention
- drop-in sessions for parents to support children with additional support needs.



What was the impact and how did you evaluate the work?

The team used self-evaluation tools and feedback forms to measure the impact of the work; they also tracked attendance at the various events.

The school noted an increase in parental participation and increased attendance at school events.

Theme: Literacy and Numeracy

Developing early literacy and numeracy skills at Mayfield Primary, North Ayrshire

What was the challenge/objective?

Ten P1 and P2 pupils were identified as requiring additional support in literacy and numeracy and the school wanted to provide additional support for learning at home to improve their skills.

Who was involved?

Head Teacher and Depute

Class Teacher

Family Learning Worker

What was done?

Once the pupils had been identified, the class teacher used assessment data to identify the specific areas of support required. The Family Learning Worker (FLW) then observed how the children were learning in class and spoke to them about their interests and this helped the teacher and FLW to identify appropriate activities to support learning at home. They created individual packs for each family.

The Family Learning Worker phoned parents to discuss how she would help support activities for home learning so parents understood how to use the pack, ask questions and raise concerns. These phone calls continued on a weekly basis.

The packs included:

- an introductory letter
- contact details
- an information book with more ideas and instructions on how to use the resources
- resources included such things as pipe cleaners, chalk, pens, glitter glue, cards with each child's key words, letter/number formation cards, bingo letter cards and playdough.

Resources were handmade to model how activities can be inexpensive by using household items.

Pupils used the activities in school before they took them home and encourage their family to take part.

In order to support the Learning at Home packs, families were invited to a weekly Coffee and Chat session and a three-week family STEM session to learn more about fun opportunities at home.

What would you do differently?

Consider further sustainable resources as the child's learning develops, such as playing cards, dominoes.

What was the impact and how was the work evaluated?

Parent feedback

- *'Great resources and activities. Loved the different activities shared with us.'*
- *'Resources have really helped enhance my child learn their words as this is something we have struggled with.'*
- *'My child loves this pack and particularly enjoys pairs and word hunt. I feel my child's word recognition is improving and will continue to use this pack.'*

- *'Great things in packs to help my child practice their numbers further, especially forming these using different sensory materials like the pipe cleaners.'*
- *'We have already got a lot of use out of the pack. Love the glitter pens to help form the numbers, further understand how these numbers are formed and how this feels with each number. The rhymes have also been a huge benefit.'*

Teacher feedback

- *'There was an improvement in recognising spelling words, improved number formations and an increase in numbers recognised.'*

Theme: Mental Health & Wellbeing

Minds Together at Maisondieu Primary, Angus

What was the challenge/objective?

To raise awareness of mental wellbeing and equip parents/carers and staff to support themselves and the children.

The aims for parents were to:

- upskill so they could offer their children the right kind of support
- understand who to approach for advice/help
- develop an understanding of resilience
- have a safe space to discuss options, resources and approaches
- recognise their own wellbeing
- have the ability to identify signs of mental ill health.

The aims for children were to:

- develop a range of strategies to deal with feelings and emotions
- understand who to approach for help
- have daily opportunities to express their emotions and ask for help
- begin to develop an understanding of resilience
- be supported to maintain a healthy lifestyle – diet, exercise, sleep, etc.

The aims for staff were to:

- undertake mental health awareness training – nurture and attachment, brain development, anxiety, ADHD, Autistic Spectrum Disorder, self-harm, anger management, ACEs, trauma, etc
- offer training to identify children who need help
- provide daily opportunities for children to express their emotions and ask for help
- know who to approach to get the help to support children and to seek help for themselves
- understand how they can develop their own wellbeing.

Who was involved?

Parents and staff

Leaders of extracurricular clubs

Members of the community

NewSolutionsCIC

What was done?

A group of parents, staff, leaders of extracurricular clubs and members of the local community volunteered to be part of a working group called *Maisondieu Minds Together* to work on a three-year whole-school community strategy (2017 onwards) for improving mental wellbeing.

The work involved:

- carrying out a baseline survey of parents in December to be repeated in March and October
- organising a wellbeing evening with parents to raise awareness supported by NewSolutionsCIC;
<https://twitter.com/MaisondieuPS/status/1093645771050795008> <https://twitter.com/MaisondieuPS/status/1093083740379774976>
- providing training opportunities for parents; participants were then invited to train other parents
- screening the film *Resilience* followed by advice on how to share key messages with the community

- a wellbeing café with opportunities to explore key themes and raise concerns and ask questions
- developing a shared language of wellbeing, feelings and emotions across the school and wider community
- developing a wellbeing resources library including information in different languages
- helping to re-establish the EAL parent group and supporting them to access the same opportunities
- developing age and stage appropriate approaches to explore mental wellbeing
- with the help of external partners, developing a training suite and resources for staff.

What was the impact and how did you evaluate the work?

The team set up robust systems and measures to identify, support and monitor children requiring support.

- They carried out surveys of parents, pupils and staff at the beginning of the year and repeated them twice during the session.
- They monitored feedback from wellbeing events.
- They tracked whether children were accessing alternatives to screen time to improve mental wellbeing.
- They tracked whether parents were approaching the school for support.

Tracking and monitoring tools included Boxall Profiles, wellbeing webs, Blob Trees, child/adult mental health service reports.

Theme: Numeracy/Engaging local community

Numeracy Neighbourhood Café - Carleton Primary School, Fife

Carleton Primary in Glenrothes, Fife and has a roll of around 320 pupils with over half in SIMD 3.



What was the challenge/objective?

The school and the Parent Council wanted to improve family engagement with children's learning and to improve relationships between the school and local community. It was felt the school wasn't really the focus for many in the local community.

Who was involved?

The school community received support from Connect as part of the pilot for Partnership Schools Scotland and organised training to help the school, parents, and the local community to think about what good family engagement could look like at Carleton. They formed a Partnership Team, which included school staff, parents, members of the Parent Council, local church representative, Army Cadets leader.

The Auchmuty Learning Centre supported the Numeracy Café.

What was done?

The Carleton Partnership Team set itself the following goals:

- build positive relationships within the school and across the community by building social experiences as shared learning opportunities
- make connections with more parents
- build trust and respect across the school community.

The group decided that informal events were a good way forward and a number of Neighbourhood Community Cafés have been organised at the school.

Each class took it in turns to host a Neighbourhood Community Café and they invited families and members of the local community. The school reported good engagement with the class-based cafés. The cafés were full on every occasion and were attended by parents, grandparents and members of the local community. The pupils showed great engagement with all the customers, serving, chatting and entertaining them. Pupils at all stages took ownership of tasks, showing commitment and attention to detail.

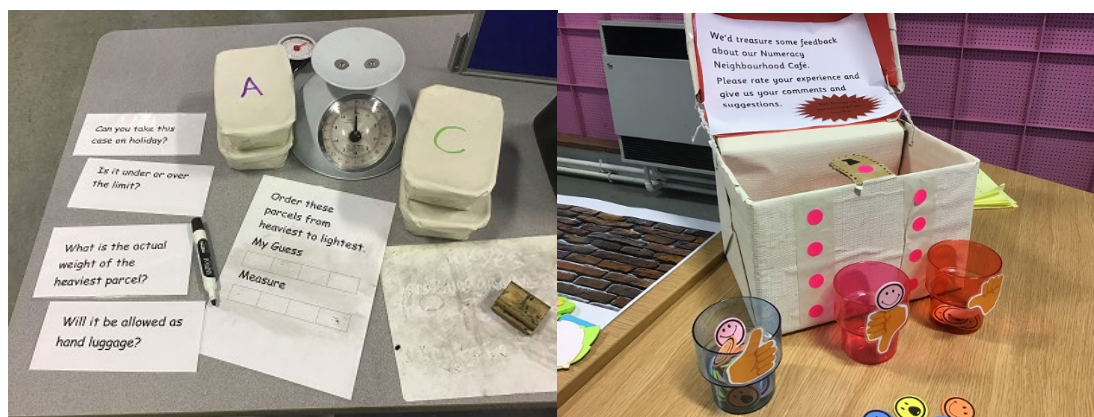
Pupils made and sent out invitations and were responsible for making decorations and laying tables. They learned to serve at table and at each café a class would entertain the audience.

Once the cafes were established, the Partnership Team decided to introduce learning-based cafés, with the first one being a Numeracy Neighbourhood Café.

The school sent out texts and a flier to parents highlighting National Numeracy day, inviting them to take part in the National Numeracy Challenge and to talk to their child about their learning.

Families came into school before pick-up time and found a warm and welcoming atmosphere with children engaged in practical numeracy activities:

- how to fit carpet tiles in a space
- working out if a jigsaw would fit in a square
- deciding which mobile phone tariff was the best deal
- working out the size and weight of cabin luggage
- shopping basket activities and many more.



Parents dropped in and out during the course of the afternoon. Children helped adults take part in the National Numeracy online parents' quiz and many parents showed they were interested in finding out how to support their child.

A local community training organisation also attended to talk to parents about lifelong learning opportunities.

The Partnership Team planned to keep running the cafes and they created a folder with Neighbourhood Community Café action plans and ideas for staff to share and use when their class took a turn. As families, school staff and others generously donated the cakes and other goodies the project generated revenue too.

What would you do differently?

There was a marked difference in attendance with the Numeracy café in comparison to the class-owned community cafes. No class or stage had been asked to run the event and so parent attendance was not as strong. Comments from parents who did attend were extremely positive and they especially enjoyed looking at strategies children may use to solve numeracy problems.

The Partnership Team planned to hold the same event, running along the same lines but wanted to incorporate it into a Parent's Interview Evening and they would also consider how the event was publicised to make it less intimidating. In this way, the Partnership Action Team hoped to secure more interest from parents as they waited for interview time slots.

The next steps included adding 'Roving Reporters' during the cafés so that pupils had the opportunity to ask people in the community about their lives, jobs, local area and growing up. These interviews were to be filmed to share with others at whole-school assemblies.

What was the impact and how was the work evaluated?

Feedback was gathered at the event(s):

'You all did so well. Lovely service from the waiters and waitresses.'

'Fabulous entertainment and a lovely cup of tea. Excellent helpers!'

'Had a lovely time at the café. Helpful servers, smiley faces and great entertainment.'

'Amazing – such polite children.'

'Very good – lovely cakes and professionally served.'

Feedback at the Numeracy Café was in the form of three thumbs symbols (see photo), with the majority of parents and children feeling very positive about the event.

Impact assessment was carried out including follow-up questionnaires, asking parents what difference they feel the cafés made to them and their children, especially in terms of life-long learning.

Theme: Pupil Equity Fund

Working together to make an impact at Levenmouth Academy, Fife (2018)

Levenmouth Academy serves the Levenmouth Community in Fife and is a relatively new campus, which includes Fife College. Levenmouth Academy was awarded just over £300k every year for four years for their Pupil Equity Fund – the second highest amount in Scotland.

'Levenmouth Academy's Motto 'Learning to Achieve your Personal Best' underpins our Pupil Equity Fund planning – with a focus on ensuring improvements in young peoples' outcomes are at the heart of this.'

What was the challenge/objective?

The Senior Leadership Team at the school wanted to gather opinions from pupils, parents and the wider community to understand their priorities and feed this into planning for the use of the Pupil Equity Funding (PEF).

Levenmouth Academy had the strong vision of bringing two diverse catchments and school traditions together into a new combined community; the SLT were keen to form strong and meaningful bonds with the wider community; young people, families, businesses and partner agencies. Levenmouth Academy prides itself on effective and strong links with partners, and this was an opportunity for genuine engagement, on how the Pupil Equity Fund would be used to invest in improved outcomes for young people.

With the majority (78%) of learners from lower-income families, the biggest challenge was ensuring that PEF-funded initiatives would impact positively across the 'community' in the widest sense.

Who was involved?

Senior Leadership Team
Extended Leadership Team
School staff
Associate Primary Schools
Fife College
Partner voluntary organisations
Partner businesses
Partner support organisations

Pupils and parents were at the heart of our strategic planning, with engagement from:

Parent Council – presentation/Q&A
Senior Phase Pupil Leadership Team
Junior Phase Pupil Leaders
Junior and Senior PSE (Health and Wellbeing) classes – carousel tasks
Pupil focus groups
Columba 1400 Pupil Leaders

What was done?

The Senior Leadership Team organised a series of consultation events and invited people from the above groups.

At the event, Ronnie Ross (Headteacher), gave a short presentation on PEF and how it might be used to help support Levenmouth Academy pupils.

The school's Employability Officer then told everyone about the positive work the school was carrying out in partnership with St Andrew's University and Fife Council Social Care to help pupils into further education, university and employment. This initiative has produced measurable results, as evidenced in School Leaver Destination Results (SLDR) figures.

Further consultation on PEF

Parents were invited into school for consultation and engagement on draft PEF plans for Levenmouth Academy.

This was early in the planning stages and gave parents/carers the opportunity to comment on ideas and bring a parental perspective on how to close the poverty related attainment gap.

Interactive workshops, informal conversation and a brief presentation ensured an environment where those in attendance were comfortable and confident to share views.

Young people were at the heart of this and facilitated discussion groups with evidence used to assist in our strategic planning journey.

Partner Consultation Evenings held in school - a wide spread of partner organisations invited.

The partner consultation event was attended by around 40 partner organisations.

Alongside the Pupil Equity Funding component, Levenmouth Academy's SLT used this as an opportunity to plan future engagement, including collaboration on a future marketplace event attended by almost 50 partners, with a key focus on **equity and engagement**, to improve outcomes for young people and their families.

PEF presentations at Pupil Council

Draft PEF plans were shared with the Pupil Council. As part of the drive to improve pupil empowerment, pupils were given the opportunity to consider priorities and have fed back to the Senior Leadership Team via our Columba 1400 cohort and Pupil Leaders. Young people were

engaged via focus groups and PSE to garner as wide a range of opinions as possible – these were shared with the Pupil Council as part of conversations around School Improvement.

Levenmouth Academy Consultations and ongoing review and communication of its strategic planning process was extensive. This included:

- PEF presentation at Open Evenings
- PEF Documentation shared on new website
- young people consulted extensively through Health & Wellbeing, Social Education and Social Subjects classes using focus groups, collaborative tasks and peer reviewing.
- Pupil Focus groups garnered young people's views
- Pupil Council discussed PEF and fed back to link DHT
- whole staff meetings/survey
- PT, ELT and SLT discussions

What was the impact and how did you evaluate the work?

Pupil Equity Fund planning (including how to evaluate and evidence impact) features on PEF section of school website. A targeted approach to PEF was taken.

These key PEF targets and workstreams link directly to the three key themes of school improvement, fully embedding the impact of Pupil Equity Funding with whole school improvement. These are:

1. Improving Learning, Teaching and Assessment
2. Raising Attainment and Achievement *for all*
3. Empowerment and Engagement *for equity and excellence.*

In 2018-2019 and 2019-2020, all departments completed Standards and Quality Reports, where successes, achievements and impacts were measured against key QIs – these were linked to the ongoing programme of school improvement, interwoven with PEF funding.

With a continued focus on strategic planning, continuous intervention and longterm improvement, March 2018 saw the team undertake a detailed review of measures put in place, supported by Pupil Equity Fund resource, to begin to develop sustainable change. They looked at broad areas of Attendance, Achievement, Attainment and Attitude as key themes, aiming for sustained cultural developmental change – underpinned by Pupil Equity Funding.

Levenmouth Academy online

Visit the website at www.levenmouthacademy.org.uk and follow-on twitter @LevenmouthAc

Pupil Equity Fund information page at <https://www.levenmouthacademy.org.uk/Pupil-Equity-Fund/>

Click here to see the draft plan: https://www.levenmouthacademy.org.uk/docs/pef/PEF_PLANNING_DRAFT_MAY_17.pdf

Click here to see the Interim Report 2017: https://www.levenmouthacademy.org.uk/docs/pef/PEF_INTERIM_REPORT.pdf

Theme: Supporting Families

St Roch's Primary Family Support during the Coronavirus Crisis. Glasgow (May 2020)

St Roch's Primary School is in the Royston area of North Glasgow. 95% of the children at Saint Roch's live in the two most deprived data zones in Scotland, and there are currently 35 different languages spoken in the school.

What was the challenge/objective?

Most of the identified families live in high flats with little or no outdoor space. Many families were anxious about using the small lift to get outside, which meant many children did not leave their flats for weeks and became afraid to go outside.

Many of the families were not previously eligible for Farmfoods vouchers from the local authority or didn't have enough food to feed the family until the vouchers arrived.

As many of the families didn't have English as their first language, they found much of the information they were sent both overwhelming and confusing.

Who was involved?

The Family Support and Engagement Worker (FSEW)

Family Learning Officer (FLO)

Royston Youth Action

Local shops

St Roch's school Headteacher and staff

Save the Children

What was done?

When it became apparent that schools were closing due to Covid-19, the St Roch's Primary Family Support and Engagement Worker (FSEW) and Family Learning Officer (FLO) worked together with school staff to identify 35 families they would like to maintain weekly contact with during the challenging times ahead. All of these families had attended family learning programmes and so already had a relationship with the FSEW and FLO. The FSEW and FLO grouped families and phoned each family in turn, initially listening but then also working together to respond to concerns.

The team found that of the 35 families involved, only three were regular users of Twitter, and most only had a smartphone with restricted Wi-Fi.

Many families were offered Farmfoods vouchers. However the nearest shop is nearly two miles away and parents (especially lone parents) were worried about taking their children on the bus. The FSEW contacted Royston Youth Action as they had emergency funding and an agreement was made to work in partnership to provide 20 families with £20 Tesco Vouchers, and a £20 heating allowance on a weekly or fortnightly basis. The FLO wrote a risk assessment, and the team delivered these safely and directly to families every Wednesday.

The team identified many children with anxieties, with one parent saying their child kept saying '*I will die if I go outside*'. So, the team worked with the Headteacher of St Roch's who was based in the Royston Hub to establish weekly 'safe play' sessions for targeted families. A risk assessment was developed, and seven families were invited to a playground for individual hour-long 'play time.' Members of staff, friends of the school and family of the FSEW and FLO donated items, so the team were able to make up individual play bags for each family, helping to maintain safe hygiene. This encouraged families to leave their flats, which gradually built confidence and provided a safe environment for parents to talk to the FSEW and FLO in a socially distant way, whilst allowing their children to be active outside. The FSEW has also worked with a teacher to establish a family walking challenge where they asked families to record the distance of their daily walk to see if the school can walk a 'Virtual West Highland Way.'

Communication: The team provided clarity, talking through 'lockdown rules', how to use the food vouchers, explaining home learning, and writing up a short summary of important phone numbers for help and support. They used WhatsApp on their work mobiles as this seemed the easiest way to pass on important information.

Tackling digital exclusion: The team were able to feed this back-to-school staff who decided to produce hard copies of home learning materials for families with limited digital access. The staff also regularly phoned all families who do not use email or home learning apps to answer any questions and provide support. The team also delivered craft bags and toys to families during the weekly voucher delivery and linked with Save the Children which provided 50 activity packs.

What was the impact and how was the work evaluated?

The weekly safe play, phone call and voucher delivery gave the family much-needed support, and the learning team real listening time with families who would otherwise be isolated. Some had experienced traumatic events during lockdown, such as bereavement and miscarriage.

The team was able to effectively signpost families to appropriate support, such as mental health and counselling services, universal credit advice, a lone parent heating hardship fund, council tax and housing benefit advice, support for college and job applications, as well as providing reassurance on home learning.

The team has maintained strong communication with the school's senior management, nurture and leader of learning staff who have assisted greatly, ensuring everyone worked together to provide the right support.

'Let's hope this partnership work and improved relationships will continue long into the future.'

Theme: Supporting Families

Engaging Parents and Learners during lockdown at Rosebank Primary, Dundee



What was the challenge/objective?

During lockdown, the staff at Rosebank Primary were keen to make home learning as straightforward and stressfree as possible. They were mindful of some of the challenges faced by families when supporting learning including those families who were still learning the language and those who experienced huge poverty-related gaps in their life experiences.

Who was involved?

Teachers

What was done?

Most P2–P7 classes set up Microsoft Teams with their teachers in the week leading up to lockdown; to allow them to speak directly to teachers and ask questions about their learning.

P1 pupils were set weekly learning grids via Twitter and supported *Learning to Read* via links to the online Ruth Miskin tutorials.

(https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ)

A P4 teacher created a virtual classroom on PowerPoint which linked to various website with Bitmoji images of the two teachers who took the class along with images of their pets!

The P6 digital class had a head start as, alongside Microsoft Teams, they had also used the Seesaw App which helped to develop strong links between school and home. As the pupils were confident when using these technologies, there was a smooth transition to remote learning during lockdown.

Teachers posted daily tasks on Seesaw and when pupils completed these, the staff typed up their comments and recorded messages for the children which made it more personal. Once the work was completed, it was added to the pupil's journal and shared with parents for their comments.

Staff also used the messaging facility on Seesaw to support parents and offer help. The staff used Teams to make daily announcements, for pupils to ask questions and discuss their tasks.

Teams was used to make daily announcement and the school also used this for informal chats; this happened weekly as part of Wellbeing Wednesdays, where pupils were encouraged to spend the rest of the day away from the screen with no further tasks posted until Thursday.

What was the impact and how did you evaluate the work?

- Stronger relationships between home and school.
- Smoother transition to remote learning.
- Positive feedback from pupils using a survey created in Forms.

Theme: Supporting Families

Breaking down barriers to parental involvement and engagement at St Mark's Primary, East Renfrewshire

What was the challenge/objective?

The school had identified that parental involvement and engagement was an area for improvement. This had always been a focus for the school however, it had proved difficult to engage parents in children's learning and in the life of the school and make the school more family-centred.

The staff realised they needed to think more creatively and develop new and different strategies to engage families.

Who was involved?

School staff

Parents

Social work department

Cluster secondary school

What was done?

The school started by issuing a questionnaire with parents to gauge their views on parental involvement and engagement and the ways in which they would like to be involved in the school. Parents who completed the questionnaire were entered into a prize draw to win a hamper which was a great incentive to gather views from across the parent body. Data from the questionnaires was collated and shared with parents and it helped inform an action plan which focused on increasing parental involvement and engagement in their child's learning.

Parents and staff identified that creating a family room would be advantageous for a variety of reasons:

- it would be a dedicated space where parents could take ownership and work in partnership with staff to develop a sense of belonging and take forward some of the planned actions

- it would be used to help develop the knowledge and skills of parents in a relaxed and fun way
- it would give the whole school community an informal space to hold parental workshops, events and meetings for parents, children and families and also reviews for children.

Parents of children with additional support needs were invited to use the Family Room and they found it a more comfortable place to talk than the previously-used conference room.

Some families use the washing machine in the Family Room and have appreciated the discreet way this is made available.



Parents also told the school they needed more notice for events so a calendar of forthcoming parental engagement events was created and communicated to families in a variety of ways.

The school provided opportunities for parents and families to volunteer in the school in different ways and times throughout the day. Views were sought throughout the process and amendments made where necessary.

The senior leadership team:

- ensured that parents knew them by their first names

- had a relentless focus in engaging with parents – eg in the playground, at every event and throughout the school day
- canvassed parents to get them to follow the school's Twitter account.

What was the impact and how did you evaluate the work?

The school was able to show:

- increased parental involvement and engagement in their child's learning and at school events
- improved support for families to help with learning at home
- improved parental partnerships
- more meaningful engagement in the classroom environment
- greater number of parent volunteers
- increased parental confidence to engage with the school
- parents and staff using the family room for a variety of reasons including a homework club (run by parents) parenting workshops (run by staff), family focus sessions (run by social work and staff from cluster secondary school)
- reduction in barriers to parental involvement and engagement.

For more information, click to see a Sway presentation:

<https://sway.office.com/WuQkGDErHG8uVoeV?ref=Link>

Theme: Supporting Families

Poverty-proofing at St Catherine's Primary, Edinburgh

St Catherine's Primary is in the Gracemount area of Edinburgh and has a large number of families (56%) with English as an Additional Language with a large Polish community.

Since 2015, St Catherine's has been involved in the Scottish Attainment Challenge.

What was the challenge/objective?

The school had always been aware that many families had money worries and worked hard to make the cost of the school day as accessible as possible. However, they wanted to improve their support so they considered whether they were doing enough and where there were gaps.

Who was involved?

Parent focus group
School staff
Local supermarket
Local business owner

What was done?

The school needed to measure what they thought about improvements against what parents thought. They used the CPAG *Cost of the School Day* toolkit which was user-friendly for both staff and parents.

A Parent Focus Group was set up and reflected the diversity of the school community with representation from parents with English as an additional language, those from different social settings and from the Parent Council. Each parent was sent the materials from the toolkit in advance of the first meeting and asked parents to identify what they felt helped lessen the financial burden of the school day. The school were

pleased to see how knowledgeable they were and how they recognised the work the school already did. The group also talked about how they shared their experience of St Catherine's with friends and learned that the support they had received was not replicated in other schools.

The second part of the exercise was to look at *what next?* and *what can we do better?* The group brainstormed different aspects of school life with the aim to poverty-proof the school day.

They identified that even though P1–P3 pupils received free school meals, parents still had to pay for school milk, but it would cost £5000 to fully subsidise school milk for all pupils not currently receiving it free as part of their free school meal entitlement. An approach was made to a local business owner, who agreed to meet this cost in full. Unfortunately, this was put on hold during lockdown but, the business owner was still keen to take this forward in the future.

The group also wanted to establish a Pop-Up Shop so contacted a local supermarket was approached to support this; their community officer agreed to fund a donation of school clothing on a termly basis. Parents were also invited to hand in good quality used uniforms. The first Pop-Up Shop was set up in a classroom so anyone who wanted to take things could do this in private and with dignity. This proved to be very successful but, before the group could organise another, lockdown happened! But the generosity of the local supermarket continued when the group received a large donation of winter coats which were distributed to families as well as being available at the second Pop-Up Shop. This was set up outdoors and attracted many families from a neighbouring school. Another shop is planned for the start of 2021.

What was the impact and how did you evaluate the work?

The school and Parent Focus Group felt this was a really valuable exercise not only to showcase how the school community was already doing but also to show they were not complacent and there was always something they could improve and the best way to do this was to ask the very people they were supporting.

CPAG's *Cost of the School Day* Toolkit was the perfect way to identify where there were gaps and how to make things better for families. It was easy to use and the Focus Group commented they hadn't realised that some families had to pay for things like school trips and school camps. The CPAG Toolkit could be used by any school as it allows groups to set goals and parameters based on each school's demographics and allows individual voices to be heard. This would be a worthwhile and rewarding project for any school to do.

Theme: Supporting Families

The role and impact of a Home-School Link Practitioner at New Cumnock Primary, East Ayrshire

What was the challenge/objective?

The school used Pupil Equity Funding to employ a Home-School Link Practitioner with the aim of:

- improving parental involvement and engagement throughout the school
- providing opportunities for children and families.

Who was involved?

School staff

Home-School Link Practitioner

Children and families

Partner organisations

East Ayrshire Creative Minds

What was done?

Targeted support for children and families

Children and parents were identified by the Home-School Link Practitioner who provided guidance and practical support for their health and wellbeing. Vulnerable children and families are usually identified through the school referral system and are assessed using the Wellbeing Web to understand their needs. Based on the SHANARRI indicators, an Individual Action Plan was then created and implemented in consultation with the child and family.

Parental Involvement Opportunities

Consultation highlighted the importance of ensuring opportunities were provided for all parents/carers. In order to address this, a Parental Involvement Calendar was created to show all the event and opportunities available. The Home-School Link Practitioner organised the following:

- Breakfast Club parental drop-in
- Emergency First Response Course
- parent Christmas Craft Club
- informal coffee mornings after church services
- Creative Minds Art Group
- CANI coaching – Parental Empowerment Programme
- adult literacy programme.

Support for children includes:

- **Moo Club:** a breacktime club for children struggling to cope with the playground environment
- **Breakfast Club:** a healthy breakfast in a quiet, warm environment and the opportunity to discuss worries/issues
- **Summer Clubs:** in partnership with other agencies, an Easter and Summer Club was organised.

Partnership Working

The Home-School Link Practitioner is key to ensuring the school's Directory of (local and national) Services is kept up-to-date to be used in partnership with the Senior Leadership Team to identify the appropriate services to effectively support children and families.

For more information go to:

<https://education.gov.scot/improvement/practice-exemplars/home-school-link-practitioner/>

Theme: Supporting Families

Reducing the cost of the school day by supporting families at Ardler Primary School, Dundee

Ardler Primary School is a small school in an area of high deprivation on the outskirts of Dundee.

What was the challenge/objective?

The school aims to create a nurturing and safe learning environment for all children and families in the school community and believes the cost of the school day should never be a barrier to attending school. Children should come to school every day and not feel they are missing out because of a lack of money.

The staff knew there were cost implications for families when the school organised school trips, music tuition, dressing up days such as World Book Day and Hallowe'en, residential school trips, breakfast clubs and extracurricular activities which had an impact on the way children felt about school and could lead to children not attending school. The school decided to use the *Cost of the School Day* Toolkit to change this.

Who was involved?

CPAG (Child Poverty Action Group) project officers

School staff

Children

Parents and parent groups

What was done?

The School and Family Development Worker attended city-wide *Cost of the School Day* Steering Group meetings.

The cost for families was part of all decision making and the parent group were asked for their views.

A *Cost of the School Day* Action Plan was developed in consultation with children, parents, staff.

There was no cost for school trips.

The breakfast club was free for all pupils receiving free school meals. This club was set up for pupils to access at gam; due to Covid-19 restrictions, snack baskets are placed in each classroom.

Parents were consulted about school uniform suppliers to make sure these were affordable. Although children are encouraged to wear uniform, this is not strictly enforced, and families do not have to buy from specific shops.

The School and Family Development Worker's work included:

- providing information on grants through Twitter, Dojo and emails
- sharing videos to promote the clothing grant and Best Start grant
- directing families to welfare and benefits advice.

What was the impact and how did you evaluate the work?

Children did not miss out or feel left out due to costs.

Parents were asked for feedback and said that the *Cost of the School Day* initiative had been a positive change for the school.

There was less stigma associated with free school meals.

Useful link:

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

Equality and Equity Toolkit

11. Resources and Signposting for External and Community Support

Created by Connect - www.connect.scot



A 'Learning Together' - Equalities and Equities Fund project supported by the Scottish Government



Scottish Government
Riaghaltas na h-Alba
gov.scot

Resources and Signposting for External and Community Support

There are lots of organisations - both national and local - that could help give advice and support in your work.

Search by tags or the alphabetical list of organisations (please note this is not an exhaustive list!)

Tags	
Abuse	Families affected by imprisonment
Additional Support Needs	Financial inclusion
Anti-bullying	General advice
Anti-racism	Gypsy/Traveller families
Armed services families	LGTQIA
Black, Asian and Minority Ethnic (BAME)	Literacy
Carers	Local community action
Children's human rights	Looked after children
Community Learning and Development	Mental Health and Wellbeing
Disability	Migrants
Discrimination	Shared parenting/ One parent families
Eastern European families	Skills
Equity	Poverty
Equality	Refugees
Faith/religion	Third sector

Name	What do they do?	Tag	Area active
Amina www.mwrc.org.uk	Amina promotes the welfare of Muslim women by providing faith and culturally sensitive services and help with accessing services and participating in society by working with mainstream agencies and policy makers.	Black, Asian and Minority Ethnic (BAME)	Nationwide
BEMIS (Black and Ethnic Minorities Infrastructure In Scotland) www.bemis.org.uk	BEMIS is a Scottish organisation whose role it is to support organisations or individuals who are discriminated on grounds of race, culture, colour, faith, language. The core activities of BEMIS include capacity building, co-ordination and strategic influence, identifying and addressing areas for targeted support and development and partnership working.	Black, Asian and Minority Ethnic (BAME)	Nationwide
Breathing Space https://breathingspace.scot/	0800 83 85 87 Offers a free, confidential phone and web-based service for people in Scotland experiencing low mood, depression or anxiety.	Mental Health and Wellbeing	Nationwide
Carer Centres http://www.careinfoscotland.scot/topics/support-for-carers/carers-centres	Carer centres are independent charities that offer practical support, advice and information for carers in your local area either by phone, drop-in or outreach surgeries.	Carers	Nationwide

Name	What do they do?	Tag	Area active
CELCIS Centre for Excellence for Children's Care and Protection www.celcis.org	CELCIS provides support and carries out research around the lives and life chances of looked after children.	Looked after children	Nationwide
CEMVO Scotland https://www.cemvoscotland.org.uk	CEMVO Scotland is a national intermediary organisation. Its aim is to build the capacity and sustainability of the ethnic minority voluntary sector and its communities.	Black, Asian and Minority Ethnic (BAME) Anti-racism	Nationwide
Child Poverty Action Group https://cpag.org.uk/scotland	CPAG Scotland provides training, advice and information on social security to frontline workers to make sure families get the financial support they need.	Financial inclusion	Nationwide
Children 1st Parentline https://www.children1st.org.uk/help-for-families/parentline-scotland/	Helpline and a wide range of online resources for parents.	Anti-bullying Black, Asian and Minority Ethnic (BAME) LGBTQIA	Nationwide
Children and Young People's Commissioner for Scotland www.cypcs.org.uk	The Children and Young People's Commissioner is Bruce Adamson. He promotes and protects your rights if you're under 18, or up to 21 if you're in care or care experienced.	Children and young people's human rights	Nationwide

Children in Scotland https://childreninscotland.org.uk/	Children in Scotland is a government funded not for profit organisation which aims to ensure all children in Scotland have an equal chance to flourish. It delivers a variety of services to children, parents and carers via a number of different organisations (Enquire, Resolve, Reach, My Rights - My Say). It runs local projects with young people, as well as carrying out policy work.	Additional Support Needs Anti-bullying Anti-racism Discrimination	Nationwide
Children's Education Advisory Service https://www.gov.uk/government/groups/the-childrens-education-advisory-service-ceas	Government agency which provides educational support to service and eligible MOD civilian families.	Armed services families	Nationwide
Citizen's Advice Scotland https://www.citizensadvice.org.uk/scotland/	Free advice to help people overcome their problems, such as benefits available, family problems, education, work, debt and money issues, law, housing, health, immigration. Resources on their website and one to one appointments	Discrimination Equity Financial inclusion	Nationwide
Coalition for Racial Equality and Rights https://www.crer.scot/	Focused on working to eliminate racial discrimination and harassment and promoting racial justice across Scotland.	Anti-racism Discrimination Black, Asian and Minority Ethnic (BAME)	Nationwide

Community Councils http://www.communitycouncils.scot/	The most local level of representation, community councils advise, petition, organise community events, influence and advocate numerous causes and cases of concern on behalf of local communities. Find your local community council listed here.	Local community action	Nationwide
Community Learning and Development	Your local authority co-ordinates local community learning and development activities including family learning, adult learning, youth groups, literacy and numeracy groups and learning English as a second language. It may also be known as Lifelong Learning.	Community leaning and development	Nationwide
Contact contact.org.uk/scotland	Provides support, advice and information for families with disabled children, including local support groups.	Additional Support Needs	Nationwide

Education Scotland	<p>Education Scotland is the Scottish Government’s education agency with responsibility for all aspects of school curriculum, attainment, community learning and development, professional learning, and school inspections.</p> <p>Find out about the Education Scotland approach to inclusion and equity here https://education.gov.scot/education-scotland/what-we-do/embedding-inclusion-equity-and-empowerment/</p> <p>Learn more about how anti-racist education is supported by the Scottish policy context within education and by equality legislation here https://education.gov.scot/improvement/learning-resources/inc87-anti-racist-ed/</p> <p>The search engine provides access to many useful resources on the themes of Equality and Equity with examples of good practice, across Education Scotland and the National Improvement Hub. https://education.gov.scot/education-scotland/search/</p>	Anti-racism Equality Equity LGBTQIA Practice Examples	Nationwide
Enquire https://enquire.org.uk/	Provides advice on understanding additional support for learning legislation for families and professionals.	Additional Support Needs	Nationwide

Equality and Equity Commission Scotland https://www.equalityhumanrights.com/en/commission-scotland	<p>An independent statutory body with the responsibility to encourage equality and diversity, eliminate unlawful discrimination, and protect and promote the human rights of everyone in Britain.</p> <p>Film about race equality https://www.bing.com/videos/search?q=you+tube+equality+and+human+rights+race&docid=607997872384380030&mid=7CC705FD5826D8F624327CC705FD5826D8F62432&view=detail&FORM=VIRE</p>	Discrimination Equality	Nationwide
Families Outside https://www.familiesoutside.org.uk/	<p>Families outside is the only national charity in Scotland that works solely on behalf of families affected by imprisonment. They offer direct support to families via their Helpline and Regional Family Support Co-ordinators.</p> <p>Helpline: 0800 254088</p>	Families affected by imprisonment	Nationwide
Gingerbread https://www.gingerbread.org.uk/	<p>A charity supporting single-parent families providing information to help single parents support themselves and their family. They also campaign and influence policy to reduce stigma against single parents and make services more accessible to all families - whatever their shape and size.</p>	One-parent families	Nationwide

Intercultural Youth Scotland https://interculturalyouthscotland.org/about	<p>Offers bespoke training to schools and organisations in:</p> <ul style="list-style-type: none"> - Behaviour management and one-to-one support - Cultural proficiency and inclusion. <p>Designing and delivering curriculum to re-engage pupils from diverse backgrounds.</p>	Black, Asian and Minority Ethnic (BAME) Discrimination Anti-racism	Nationwide
Lead Scotland https://www.lead.org.uk/	Linking learning and disability.	Disability	Nationwide
Mindroom https://www.mindroom.org/	Mindroom runs a helpline offering support to parents, family and young people. 0131 370 6730 or text 07990 015104. Email directhelp@mindroom.org or message Mindroom on Facebook .	Learning Difficulty/ disability	Nationwide
National Deaf Children's Society - Scotland www.ndcs.org.uk	Support to families of Deaf Children from BME communities (Emotional Support through Parent network groups).	Additional Support Needs	Nationwide
One Parent Families Scotland www.opfs.org.uk	Provide advice, practical support and campaigns with parents to make their voices heard to change the systems, policies and attitudes that disadvantage single parent families.	One parent families	Nationwide
Parentline Scotland	Helpline for parents and those caring for children. Freephone 08000 28 22 33	Parents and carers	Nationwide

Place2Be www.place2be.org.uk/	Delivers mental health support in schools and provides child counselling, training for teachers/school staff, and online resources/signposting for parents.	Mental Health and Wellbeing	Nationwide
Play Scotland https://www.playscotland.org/	Highlights the importance of quality, free play in Scotland. The website has practical ideas and resources for families, schools and local communities.	Mental health & wellbeing Children's human rights	Nationwide
Polish Family Support Centre www.pfsc.co.uk	The Polish Family Support Centre in Edinburgh aims to provide psychological, social, educational and advocacy services to Polish community in Scotland.	Eastern European families	Nationwide
Positive Action in Housing https://www.paih.org/	Positive Action in Housing is an independent, anti-racist homelessness and human rights charity dedicated to supporting women, children and men from refugee and migrant backgrounds to rebuild their lives.	Black, Asian and Minority Ethnic (BAME) Migrants Refugees	Nationwide
Poverty Alliance https://www.povertyalliance.org/	Network of organisations working together to address poverty.	Poverty	Nationwide
RCS Haven https://www.rcshaven.org.uk	The purpose of the RCS "Haven" is to provide for the welfare and relieve the needs, both financial and otherwise, of Ethnic Minorities in Scotland, particularly members of the Russian-speaking community.	Eastern European families	Nationwide

respectme www.respectme.org.uk	Scotland's anti-bullying service providing information and training to those working in education.	Anti-bullying Children's rights Health and Wellbeing	Nationwide
Royal Caledonian Education Trust www.rcet.org.uk	Offers support and help around education to Armed Forces families and their children.	Armed services families	Nationwide
Samaritans http://www.samaritans.org/	116 123 (Freephone) 24-hour emotional support for anyone struggling to cope.	Mental Health and Wellbeing	Nationwide
SAMH Scottish Association for Mental Health www.samh.org.uk	SAMH provides mental health information and local support, campaigns for mental health rights and much more. SAMH has an information service at 0344 800 0550 (local rates apply) or infor@samh.org.uk and useful signposting links for urgent help.	Mental Health and Wellbeing	Nationwide

Scottish Attachment in Action (SAIA) https://www.saia.org.uk/	<p>SAIA aims to make sure everyone understands the fundamental importance of attachment relationships throughout life by:</p> <ul style="list-style-type: none"> • providing training and consultancy in attachment and trauma to teachers, parents and carers • providing information through social media, conferences, events, newsletters and educational resources. 	Families and those supporting them	Nationwide
Scottish Book Trust www.scottishbooktrust.com	<p>A national charity that believes books, reading and writing have the power to change lives. A love of reading inspires creativity, improves employment opportunities, mental health and wellbeing and is one of the most effective ways to help break the poverty cycle.</p>	Literacy; mental health & wellbeing equality	Nationwide
Scottish Refugee Council www.scottishrefugeecouncil.org.uk	<p>Scottish Refugee Council is an independent charity dedicated to provide advice, information and assistance to asylum seekers and refugees living in Scotland.</p>	Refugees Migrants	Nationwide
Scottish Youth Parliament https://syp.org.uk/	<p>The Scottish Youth Parliament's policy work is informed by young people's views on the way they want the world they live in to be. Young people aged 14-25 can stand as a candidate in SYP elections. SYP elections are held in Scotland every two years and will next take place in March 2021.</p>	Children and young people's human rights	Nationwide

Shared Parenting Scotland https://www.sharedparenting.scot/	Shared Parenting Scotland is a small charity, previously called Families Need Fathers Scotland. They offer advice, assistance and other support.	One parent families Separated / divorced parents	Nationwide
Shout https://giveusashout.org/	Text: 85258 Shout is volunteer-run and is the UK's first 24/7 crises text service, free on all major mobile networks, for anyone in crisis anytime, anywhere.	Mental Health and Wellbeing	Nationwide
Skills Development Scotland https://www.skillsdevelopmentscotland.co.uk/local-national-work/	Provides support and advice to people of all stages of their careers. Local careers centres can be found on the SDS website.	Skills development	Nationwide
STEP https://www.step.education.ed.ac.uk/	Flexible learning for mobile communities.	Gypsy traveller learning	Nationwide
Stonewall www.stonewallscotland.org.uk	Supports LGBT+ inclusive education.	LBGTQIA	Nationwide

Third Sector Interfaces https://www.gov.scot/publications/third-sector-interfaces-contact-details/	Each local authority has a dedicated third sector interface (TSI) to support and connect local volunteers, charities, community-led organisations, and social enterprises in their work to benefit the community. You can find your local TSI on the Scottish Government's website link provided here.	Third sector	Nationwide
Time for Inclusive Education https://www.tie.scot/	TIE is a Scottish volunteer charity which has one aim: to combat homophobia, biphobia and transphobia in schools with LGBT-inclusive education.	LBGTQIA	Nationwide
Together (Scottish Alliance for Children's Rights) https://togetherscotland.blog/	Together is an alliance of Scottish children's charities that works to improve the awareness, understanding and implementation of the United Nations Convention on the Rights of the Child (UNCRC).	Children's rights	Nationwide
UNICEF https://www.unicef.org.uk/rights-respecting-schools/ https://www.unicef.org.uk/child-friendly-cities/home/	UNICEF works in schools in Scotland and elsewhere to support the rights of children.	Children's rights	Nationwide
Young Scot https://young.scot/	Young Scot has information for young people on a wide range of topics on the impacts of and issues arising from the coronavirus pandemic.	Children's rights	Nationwide

The following links are for regional organisations which may be able to help or signpost you to local support. Again, this is not an exhaustive list. Third Sector Interfaces (see national organisations) are a great way to identify what's available in your area.

Polish Association www.paaberdeen.co.uk/	The Polish Association in Aberdeen helps Polish people to integrate, network with others in a friendly environment, and helps people find new friends and get involved in local community life.	Eastern European families	North East Scotland
Minority Communities Service Development Project https://directory.paih.org/resources/minority-communities-service-development-project/	The project aims to raise awareness of the advice and information available to minority communities, working collaboratively with a range of local support agencies to promote the service and increase referrals.	Black, Asian and Minority Ethnic (BAME); Eastern European Families	South West Scotland
Black And Minority Ethnic Service www.dundecarerscentre.org.uk	The BME team aims to make information and services accessible to carers and disabled people from minority ethnic communities through the work of Multilingual Development Workers and a Welfare Rights Officer.	Black, Asian and Minority Ethnic (BAME); Eastern European Families; Carers; Disability	Tayside
Scorescotland https://www.scorescotland.org.uk/	Score Scotland serve communities in the West of Edinburgh, providing communities with advice and information, advocacy and representation for people experiencing racial discrimination, abuse or harassment.	Anti-racism Abuse	Edinburgh

Saheliya www.saheliya.co.uk	This is a specialist mental health and well-being support organisation for black, minority ethnic, asylum seeker, refugee and migrant women and girls (12+) in the Edinburgh and Glasgow area.	Mental health & wellbeing; Black, Asian and Minority Ethnic (BAME)	Edinburgh Glasgow
Edinburgh Inter - Faith Association https://www.edinburghinterfaith.com/	The association promotes and facilitates positive engagement between all the faith communities living in Edinburgh.	Faith/religion	Edinburgh
Fife Arabic Society https://fifearabs.org.uk	The society provides the organisation of recreational activities designed to improve the quality of life in the Arab and host communities in Fife and elsewhere in Scotland with particular emphasis in health, social and integration issues. Languages spoken include Arabic and French.	Black, Asian and Minority Ethnic (BAME)	Fife
Advocacy Matters https://advocacymatters.org.uk/	Advocacy Matters provides independent mental health advocacy for anyone with mental health problems aged 16 and over, who lives, is in hospital or full-time education in the Greater Glasgow area. The association provides services to people from Minority Ethnic communities and to refugees and asylum seekers.	Mental health & wellbeing; Black, Asian and Minority Ethnic (BAME)	Greater Glasgow

Shakti Women's Aid www.shaktiedinburgh.co.uk	Shakti Women's Aid is an organisation that offers support, advocacy and information to Black and Minority ethnic women, children and young people experiencing domestic abuse.	Black, Asian and Minority Ethnic (BAME); Abuse	Edinburgh
Achieve More Scotland https://aandm.org.uk/	Delivers activities to young people from areas of high social deprivation, as well as working with schools on activity based learning, community engagement, and out of school clubs.	Poverty/deprivation	Greater Glasgow
CHAI: Community Help and Advice Initiative http://www.chaiedinburgh.org.uk/	Providing information, support and advice to people living across Edinburgh and the Lothians.	General advice	Edinburgh Lothians
Edinburgh Poverty Commission https://edinburghpovertycommission.org.uk/	https://twitter.com/EndPovertyEdin	Poverty/deprivation	Edinburgh
Multi Cultural Family Base www.mcfb.org.uk	MCFB aims to enhance the wellbeing and life opportunities of vulnerable children, young people and their families in North Edinburgh, and from BME communities in the city of Edinburgh, to enhance standards within the social Services workforce and to contribute to a diverse and just society.	Health & Wellbeing Black, Asian and Minority Ethnic (BAME)	Edinburgh

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We welcome your comments and feedback.

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