



Falkirk Council Education Services Inclusion and Equality Framework

'We want all children and young people to live in an equal society which enables them to flourish, to be treated with kindness, dignity, and respect, and have their rights upheld at all times'

Getting it Right for Every Child (GIRFEC) Policy Statement, 2022.

1. Statement

Inclusion and Equality is about fairness, acceptance, rights, partnerships and the development of a sense of belonging. It should support children and young people to achieve their full potential within their educational setting.

Inclusion is about creating opportunities for people to experience, engage with and participate in education that is appropriate to their needs and abilities, either in an early learning and childcare setting or within the context of a school or other educational setting.

Equality is about removing barriers, protecting people from discrimination, supporting and reflecting different beliefs and cultures and enabling all voices to be heard.

"It is our vision that all learners are included, engaged, and involved in the life of their setting."

Falkirk Council Education Services are committed to ensuring that inclusion and equality leads to improved outcomes for all our learners. It is our vision that all learners are included, engaged, and involved in the life of their setting. All young people within our learning provision should be treated fairly, with respect and have their rights upheld and promoted at all times – this will enable all young people to reach their true potential.

This framework should help settings to reflect on their own practice and identify what they can continue to develop to make this a reality.

It is our expectation that all staff will be supported to develop the required skills, knowledge and tools to deliver on this vision.

Article 12 of [UNCRC](#) states that 'state parties shall assure to the child who is capable of forming his or her views the right to express those views freely in all matters affecting the child, the views of the child being given due weight by the age and maturity of the child.'

1. What Inclusion and Equality should look like in Falkirk

'We actively promote inclusion and equity supporting all children to make very good progress and fulfil their potential. Children and families, practitioners and partners are treated with respect and in a fair and just manner.' HGIOELC, p40

'Children's care and learning routines are individual to their needs and are delivered with kindness and compassion. Personal planning reflects the holistic needs of each child to improve their wellbeing and support positive outcomes.' A Quality Framework for Day-care of Children, Childminding and School-aged Childcare, p11

'We ensure inclusion and equality leads to improved outcomes for all learners. All learners are included, engaged and involved in the life of the school.' HGIOS4, p48

Our vision and aims emphasise the importance of **developing positive relationships, equality, acceptance and inclusion** at all levels. We need to ensure that the following [guiding principles](#) underpin our work:

1. Relationship-based practice is the core value in all our establishments.
2. Pedagogical approaches are flexible, creative and inclusive to meet pupil needs so that everyone can participate.
3. Our supports and strategies focus on tuning the physical and social environment. Establishing structures, routines and implementing learner- centred approaches to enhance motivation and engagement are vital.
4. Everyone is aware of the legal duties about equality, children's rights, ASN legislation and the ongoing professional development supports this.
5. Measures are in place to support the protected characteristics outlined in the Equality Act.
6. The 'Lens of Inclusion' is used to establish a shared understanding and measure the impact of this approach on the outcomes for children and families.
7. We use encouraging and inclusive language. Derogatory or discriminatory language is always challenged.
8. Children and young people from all backgrounds can see themselves reflected without bias, judgement or stereotypes. Everyone feels that they belong and can be themselves.
9. Staff and young people feel safe and empowered to talk about any issues they may have and to challenge issues or language related to inclusion and equality.
10. Children and young people participate in decision making that supports their wellbeing, inclusion, equality and learning.
11. Support and resources are available for staff, children, young people, and families, to help them promote inclusion, equality and children's rights.
12. Practitioners are supported to develop and improve their inclusive practice through effective use of the Falkirk Staged Intervention Framework.

2. Support Provision

'Learner participation in schools and ELC settings includes all of the ways in which children and young people engage in practices and dialogue with educational staff, parents, carers, and community members to create positive outcomes and changes.'

Learner Participation in Educational Settings (3-18), Education Scotland

2.1 Universal Support

Universal support starts with the ethos, climate and relationships within every learning environment. It is the responsibility of all practitioners and partners to ensure an [inclusive environment](#), which is [nurturing, trauma informed and ACE aware](#). This approach will encourage and support all children and young people to strive to meet their learning potential.

Personal learning planning will look different across settings but should be at the heart of supporting our learners. Conversations about learning, reviewing progress and planning next steps are central to this process.

"... all children and young people should have frequent and regular opportunities to discuss their learning and development with an adult who knows them well ..."

Planned opportunities for achievement that focus on the learning and progress made through activities across the full range of contexts and settings in which the curriculum is experienced, also contribute to the universal aspect of support.

In addition, all children and young people should have frequent and regular [opportunities to discuss their learning and development](#) with an adult who knows them well and with whom they have a mutually trusting relationship. [Pupil voice](#) and [Children's Rights](#) should be considered at all times.

Class teachers and key workers must have a holistic overview of the child or young person's learning and personal development.

The [Falkirk Staged Intervention Framework](#) underpins our expectations in this area.

2.2 Targeted Support

Children and young people can benefit from additional or targeted support, tailored to their individual circumstances. This could be at any point of their learning journey or throughout the journey.

Targeted support builds on robust, embedded universal support. Learners' needs should be identified through rigorous assessment and analysis of need including specialist input where required.

“... ‘targeted’ support is delivered by all staff and additional training can be supported by relevant partners.”

There are a wide range of barriers to learning. These may arise from specific [protected characteristics](#) or learning differences including social, emotional or behavioural needs, bereavement or family issues. Additional support is also required

to ensure progress in learning for the gifted and able, care experienced children and young people, young carers, asylum seekers and those for whom English is not a first language.

Targeted support also encompasses children and young people who require more choices and more chances to achieve positive, sustained post-school destinations.

All staff deliver this ‘targeted’ support and additional training can be supported by relevant partners. In an establishment, this support can be co-ordinated by key worker, lead professional or guidance/pastoral care/pupil support staff through the [Falkirk Staged Intervention Framework](#).

We must ensure that we have effective strategies in place to improve attainment and achievement for children and young people facing challenges such as those from our most deprived areas, young carers, those who are care experienced and those with additional support needs.

Accessibility arrangements in schools are underpinned by following [Scottish Government guidance](#). This guidance highlights the planning improvements that need to be considered for pupils' access to education.

3. How do we make this happen?

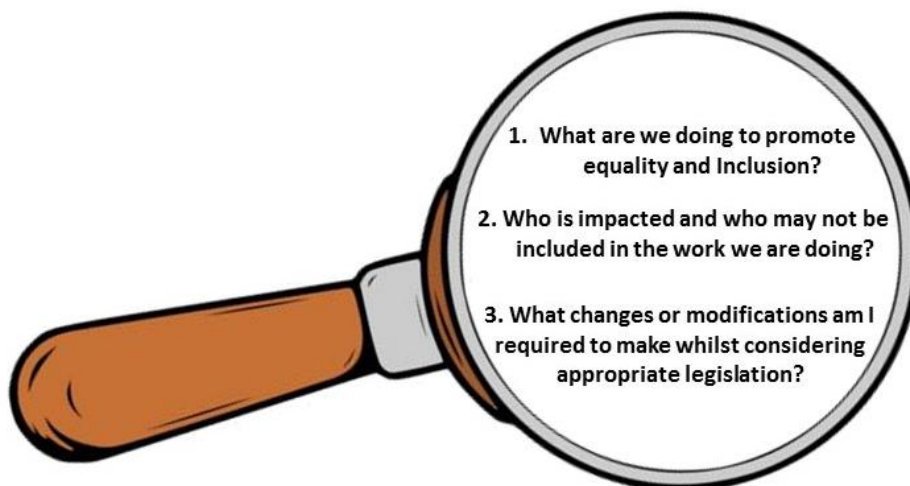
'How can you succeed if you are not known, recognised and valued in the curriculum and life of the school?'

Leadership Ethics, Inequality & Identity, A Hargreaves.

3.1 The Lens of Inclusion

An inclusion lens is like a pair of glasses or a filter, it helps us see things with a new or different perspective. This approach is easy to use and one which supports the use of the 4 Key Drivers (see Section 4) to help us to think about inclusion in our education settings. Using the lens helps us consider potential impacts of programmes, services and initiatives on the diversity of our children and young people.

The Lens of Inclusion poses three critical questions when considering Inclusion and Equality:



When should you use the lens?

- **Developing new initiatives, provision or policy:** use it at initial stages or when planning new programs and services to identify impacts that may unintentionally exclude certain groups.
- **Existing initiatives:** use it to review a current provision, program or service to identify steps to eliminate or reduce any negative impacts or unintended barriers.
- When considering our **key drivers** of **Mind-set, Capacity, Learner Participation and Provision.**

4. Key Drivers

These four Key Drivers will enable us to bring this vision to life.

1. Mind-set
2. Capacity
3. Learner Participation
4. Provision

4.1 Mind-set

An inclusive mind-set requires social justice as the professional value at the heart of our thinking. It includes respect for others, open-mindedness, curiosity, cultural competence, kindness, lack of ego, and empathy. These traits are developed by cultivating an ability to ask questions and listen to answers, working with others, and the self-awareness to understand one's own bias, conscious or unconscious. Like other behaviours, an inclusive mind-set is developed over time and, once gained, contributes positively to our approaches to inclusion and equality.



Considering the 'Lens of Inclusion':

1. Does the whole school community have a shared understanding of social justice?
2. Is your behaviour, actions and decision making rooted in Social Justice?
3. Does the culture and ethos within your classroom and/or setting promote and reflect an inclusive mind-set?

4.2 Capacity

'Professional values help to develop our professional identity and underpin a deep commitment to all learners' cognitive, social and emotional growth and wellbeing. They provide the foundation to support and encourage teachers to see the whole child or young person and their needs.'

GTCS, 2021

Increasing our capacity is another key driver on our journey towards excellence in inclusion and equality. The increased capacity of our staff will be essential if we are to provide the highest levels of support to all. Training will be essential to fully support all staff to enable them to be appropriately equipped, reflective and confident to deliver approaches that will support the individual needs of all our children and young people. CPD has been shown to increase teacher motivation, confidence and commitment to teaching. Learning new skills, developing a greater understanding of inclusion and equality practices and applying them in your setting, can lead to a more stimulating and effective learning and teaching environment.

1. How does your staff team reflect on training provision to share good practice and identify gaps? How do you identify training needs of staff?
2. How are you monitoring and tracking the impact of CLPL opportunities in your setting?
3. Is inclusion and equality a continuous process and focus for staff development?

4.3 Learner Participation

Learner participation that is inclusive and respectful enhances school life and improves a range of outcomes for learners. Children and young people should experience their education as something done with them, not to them. In all circumstances, pupil voice should be gathered using their preferred mode of communication and acted upon. Learner participation must be a key aspect of young people's lived experience of their educational provision.

1. **How do you currently facilitate learner participation in your setting?**
2. **Reflecting on the [four Arenas of Participation](#) what existing strengths and development needs can you identify?**
3. **What matters to your learners about inclusion and equality in your setting?**

4.4 Provision

We know that we cannot achieve success for all our children and young people on our own. We need to develop purposeful connections with others. For example, with partners to improve the range of support for families, and within and across schools and nurseries to share practice and continuously improve, [with parents and carers to empower and enable them](#) to be better able to support their child's learning.

Our educational provision must be creative, flexible, and fluid enough to meet our pupil's needs educationally, socially, and emotionally.

1. **What creative approaches/alternatives are being used to meet the needs of your learners?**
2. **Are your resources employed to ensure all pupils are included, engaged and involved?**
3. **Is partnership working in your setting impacting positively on families?**

Appendix 1 – Further guidance to support inclusion, equality and diversity

Guidance/Policy	Hyperlink
Falkirk Staged Intervention Framework	Staged Assessment and Intervention
Getting It Right for Every Child Policy and Guidance	GIRFEC
<u>Care Inspectorate Guidance in ELC Settings</u>	Falkirk Early Learning - Planning & Assessment - All Documents (sharepoint.com)
Falkirk Council Transgender Guidance	Link tbc
Solihull Approach – Trauma, Attachment and Relationship Training	Solihull Approach
Learning to Achieve	Learning To Achieve – A Falkirk Council Children’s Services Policy (glowscotland.org.uk)
Gypsy and Travellers support resource with information about learning for young people from a mobile culture.	Education Scotland Resource
New Anti-racist education resources	EIS Anti-racist resources
Stonewall provides information on LGBT+ issues including how to combat discrimination, hate crime, laws and rights.	Stonewall
CSIE offers Disability training programs to help children become aware of disabilities.	Centre for Studies on Inclusive Education
Discusses bullying and gives advice for young people such as how to communicate with adults and vice-versa.	Respectme
LGBTI+ Resources for LGBT inclusion across the curriculum.	Time for Inclusive Education
Useful support around disability.	Scottish Government
Sexism in Schools - Advice on how to deal with sexism and what sexist language looks like.	National Education Union
Tells you all of the human rights and about the Human Rights Act. Helps with disability discrimination.	Equality and Human Rights Commission
Provides resource packs and information to teachers on how they can educate young people about mental health in a respectful and well-rounded way.	See me Scotland
Disability (Mental Health) Provides podcasts and guides for pupils, parents and teachers. Personal stories and current projects they are working on are also available on the website.	Make it count
Stonewall Scotland Glossary of Terms - Sexual Orientation, Gender Reassignment, provides insight through terminology.	Glossary
GTC Equality and Diversity - The resources available are to support teacher professionalism and professional learning and are not learning and teaching resources for the classroom.	Diversity HUB
Education Scotland - Embedding Equality in Resources, suggestions of ways that teaching materials can promote Equality and Diversity.	Education Scotland
Mentally Healthy Schools- Resource Library providing a variety of resources for differing age ranges on themes of Equality.	National Centre for Children and Families
Talking Race - Series of podcasts by Professor Vini Lander focussing in on race.	Spotify
Race Equality Education Wakelet signposts educators to a range of websites and resources which promote race equality education.	Wakelet
Psychology of Parenting has the aim of improving the availability of evidence-based parenting interventions.	POP