# BOROUGHMUIR HIGH SCHOOL

## Renewal Plan Session 2021-2022

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*Health, Well-Being and Resilience pg 9-15*
*Equity and Inclusion pg 16-26*
*Equalities pg 27-32*

## Teaching, Learning & Assessment

| Renewal Aspect 1 | | Overall Responsibility | HT |
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| Outcomes | **Short-Term**<br>• Audit and review current curriculum with the involvement of all stakeholders<br>   All staff are continuing to develop digital skills to support the appropriate and effective use of digital technologies in learning, teaching and assessment<br>• All staff are continuing to develop relevant skills in the 4 aspects of the Edinburgh Learns Teaching Charter<br>• All learners are able to engage in remote/blended learning as required<br>• Assessments are undertaken to provide data to ensure progress for all learners, including the identification of gaps in learning. | | |

- All learners engage in a range of outdoor learning opportunities

**Medium-Term**
- All learners are continuing to develop the relevant digital skills to engage in high quality learning, teaching and assessment
- All learners make expected progress in their learning, including those learners in need of personalised support & interventions.
- All staff are competent in using digital skills to support the appropriate and effective use of digital technologies in learning, teaching and assessment
- All staff make rigorous professional judgements about pupils' level of attainment & achievement
- All staff engage in moderation activities to further develop confidence in professional judgements
- Raise attainment in Literacy by 5% for P4/S1
- Raise attainment in Numeracy by 10% for pupils in SIMD quintile 1

**Long-Term**
- The school has a clear curriculum rationale which ensures cultural awareness and sensitivity, develops critical literacy and demonstrates a collective commitment to equality, equity and children's rights
- The school has ensured that digital learning is a central consideration in all areas of curriculum and assessment delivery, maximising impact of Empowered Learning 1:1 project (P6-S6)
- At least 30% of teaching staff should be confident in the 4 aspects of the Edinburgh Learns Teaching Charter
- At least 85% of learners achieve expected levels of attainment in Literacy and Numeracy

<table>
<tr><td rowspan="2"><br><br><br><br><br><br><strong>NIF Priorities:-</strong><br><br>• Improvement in attainment, particularly in literacy and numeracy<br>• Closing the attainment gap between the most and least disadvantaged children and young people</td><td><strong>QIs/Themes</strong></td></tr>
<tr><td><strong>QI 1.1 Analysis and evaluation of intelligence and data</strong><br><br><strong>QI 1.3 Strategic planning for continuous improvement</strong><br><br><strong>QI 2.2 Rationale and design</strong><br><br><strong>QI 2.2 Learning pathways</strong><br><br><strong>QI 2.3 Learning and engagement</strong><br><br><strong>QI 2.3 Quality of teaching</strong><br><br><strong>QI 2.3 Effective use of assessment</strong><br><br><strong>QI 2.3 Planning, tracking and monitoring</strong><br><br><strong>QI 2.4 Universal support</strong><br><br><strong>QI 2.4 Targeted support</strong><br><br><strong>QI 2.5 Engaging families in learning</strong><br><br><strong>QI 3.2 Attainment in literacy and numeracy</strong><br><br><strong>QI 3.2 Overall quality of learners' achievement</strong></td></tr>
</table>

| Tasks | By Whom | Resources and actions | Time | Progress & Impact |
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| **1.** With the school community, collaboratively create a refreshed curriculum rationale, to ensure Equalities, Equity & Inclusion | • All stakeholders | • **Cluster inservice day and whole school CAT**<br><br>• Curriculum Reform and Design Self Evaluation Tool<br><br>• Link to Level 5 Illustration QI 2.2 Theme 1 HGIOS4? | • 17th Aug 2021; 10th Sept 2021<br><br>• January 2022 | • All staff engaged with equalities information and focus on decolonizing the curriculum<br>• Departments starting audits of resources<br>• IYS involvement with pupils and staff, reps advising and forming collaborative partnerships<br>• CAT focus on reconnecting linking to learning and teaching, Boroughmuir Engages and HMIE feedback |
| **2.** Apply the school's | • All staff | 2.1 Whole school CAT focus on reconnecting, relationships and effective openers. | 2.1  10.09.21 | • Focus on three effective openers, helping establish |

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| curriculum rationale to plan high quality Teaching, Learning & Assessment approaches (including remote/blended learning model as a contingency plan) | • SDO, SLT, Pupil Council | 2.2 Problem Solving Groups' schedule shared and staff signing up to chosen group.<br><br>2.3 Boroughmuir Engages Sways to engage whole school communities to highlight existing best practice.<br><br>2.4 Boroughmuir Engages 5 due October 2021, building on inspection feedback and data gathered during lockdown and beyond.<br><br>2.5 LLPs to support and promote high quality LTA approaches across and among Faculties.<br><br>2.6 Revised policy on providing materials for absent pupils<br><br>2.7 Engaging learners – format and process of gathering data and QA revised to generate more robust data and build on prior experience<br><br>**2.8 SLT walk-throughs with 50+ staff focussing on effective openings of lessons, referencing Boroughmuir Engages work.**<br>**2.9 Ensure policies are shared and discussed with pupils before completion, following UNCRC.**<br><br>• <u>Link to Teaching and Learning Framework</u><br><br>• <u>Link to Blended Learning Teaching and Learning Guidance</u> | 2.2 ongoing<br><br>2.3 Termly since August 2020<br><br>2.4 October 2021<br><br>2.5 October - November 2021<br><br>2.6 October 2021<br><br>2.7 October 2021<br><br>**2.8. September / October 2021**<br><br>**2.9 ongoing**<br><br>Blended learning Policy Reviewed September 2021 | | warm and caring relationships on which to grow effective and successful learning.<br>• Variety of PSG focuses aligned with City and school's Renewal Plan.<br><br>• Boroughmuir Engages highlights best practice, is easily accessible and has a great community reach. Each edition's focus ties in with continued progress in learning, teaching and assessment, making clear the connections among this and equalities, equity and inclusion, and health, well-being and resilience.<br><br>• CL presentations and LLPs ran exceptionally well as part of our ACM in 2020-21. LLPs provided Faculties with additional support, teamwork, ideas and accountability. Follow up on 1st April 2022<br><br>• Updated guidance to cover prolonged absence whether Covid-related or not. Clear expectations from staff, easily shared with PSLs, parents and pupils. |

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| **3.1** Undertake assessments to identify next steps in learning for all learners.<br><br>**3.2** Identify and plan personalised support and interventions as required (P4/S6/SIMD quintile 1 cohorts cited in example outcomes)<br><br>**3.3** Track impact of interventions for identified cohorts ( see example outcomes) | 3.1 All staff<br><br>3.2 C.Ls, PEF Coordinator, SDO, SfL Leaders, PSLs, SLT<br><br>3.3 C.Ls, PEF Coordinator, SDO, SfL Leaders, PSLs, SLT | 3.1 – 3.3<br>• Use of Support Directory<br>• Use of SNSA and Insight data<br>• Writing and collation of School Equalities Report<br>• Updated Tracking guidelines to include 'Progress' S4-6<br>• Cause for Concern system well established<br>• Cluster moderation activities<br>• PEF plan for individualised support<br>• SfL support for dyslexic students<br>• ASL meetings<br>• Use of Tracking and Monitoring data by all CLs to identify those needing more support, and to monitor progress.<br><br>• <u>Link to Assessing Learners' Progress Guidance</u><br>• <u>Link to BHS pupil wellbeing survey and SLT planned responses</u><br>https://cityofedinburgheducation.sharepoint.com/:f:/r/sites/BOR/staffarea/allstaff/Learning%20and%20Teaching/School%20Renewal%20Planning%202021%202022/Health,%20well-being%20and%20resilience/Pupil%20Priorities?csf=1&web=1&e=1ZmTKZ | 3.1 -3.3<br>• All ongoing<br>• tracking due Sept, Nov, 2021 March, May 2022 | • Staff awareness and action to support all learners<br>• Improved use of pupil data across attainment, achievement, equity, inclusion and well-being<br>• Clearer Tracking for S4-6 (removal of working and target grade in T.P 1, addition of 'progress' tab across all TPs) supports achievable and SMART goals for pupils.<br>• Targeted SfL 1:1s and small group support worked well in lockdown and continues to develop with growth and development of SfL staff.<br>• Tracking ties in with School's Equalities report (E.E.I.) and identified target groups within that. |
| **4.** Carry out Digital Schools self-evaluation to identify priority actions for school digital strategy | • AS,CB | 4.1 House style on Teams re-established; readiness for digital learning survey<br><br>4.2 Digital Strategy P.S. Group lead by C. Braisby to pursue DSS Award<br><br>4.3 Readiness for Digital Learning survey ready for use across Faculties<br><br>4.4 Survey of S1 pupils' digital access<br>• <u>Link to Digital Schools Self-Evaluation</u><br>• <u>Link to Framework for Digital Learning</u> | 4.1 Sept. 2021<br><br>4.2 Ongoing<br><br>4.3 October 2021<br><br>4.4 October 2021 | • Clarity of communication and ease of navigation for pupils.<br>• Evidence gathering to support Digital Schools Award<br>• Staff training supports preparation for effective roll-out of pupil ipads.<br>• Survey of new pupils' access to devices and wifi will inform allocation of resources, PEF plan etc to ensure all pupils have equity of access to |

| | | | | online tools, resources and learning. |
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| **5.1** Access/deliver skills audit and appropriate digital professional learning for staff to ensure all can use relevant digital platforms and tools to in preparation for Empowered Learning project rollout<br><br>**5.2** ~~Pilot CGI Cloud-based T&M system (Pilot schools only)~~ | 5.1 All staff, coordinated/ supported by AS and CB<br>• Empowered Learning project team | 5.1 City-wide CPD and school support booked<br><br>5.2 In house CLPL programme and sharing of existing practice and resources via Virtual Staffroom CLPL and Digital Learning channels https://teams.microsoft.com/l/channel/19%3ace56f813dfe840afb444bdd8c03b7a89%40thread.tacv2/CLPL%2520Training%2520Sessions?groupId=27ce009e-f197-497f-a167-d6141c5b41ea&tenantId=48acfe69-376a-42b5-9f69-c9e47bbfb9c4<br><br>https://teams.microsoft.com/l/channel/19%3a5fd21610b20c4158ac49832abce6a785%40thread.tacv2/January%25202021%2520Remote%2520Digital%2520learning?groupId=27ce009e-f197-497f-a167-d6141c5b41ea&tenantId=48acfe69-376a-42b5-9f69-c9e47bbfb9c4<br><br>5.3 WTA time (4 hours)<br><br>5.4 Undertake CGI professional learning (4 hours)<br><br><u>Link to Digital Professional Learning</u> (self-directed and webinars)<br><br>Empowered Learning project<br>• | 5.1 12.11.2021<br>5.2 ongoing<br>5.3 ongoing<br>5.4 January 2021<br><br><br><br><br><br><br><br>• 12.11.21<br><br><br><br>• June 2022 | • Staff training supports preparation for effective roll-out of pupil ipads.<br>• Virtual Staffroom provides readily accessible and ever-growing teacher-lead and shared ideas and innovation to support better TLA for all staff. |
| **6.1** Access/deliver appropriate professional learning for all staff to ensure they have the skills to deliver high quality learning, teaching and assessment as defined in the EL Teaching Charter | 6.1 All staff<br>• Coordinated by DHT L&T(Secondary)/J. Presly; CLPL Coordinat | 6.1 – 6.4<br>a) Embedding of EL Charter, shared to all staff and regularly promoted. Staff engagement discussed by Faculty links at Faculty D.Ms<br>b) PSGs aligned to SRP and TLA SRP, plus HMIE feedback (Boroughmuir Engages)<br>c) PRD and PU processes well-established<br>d) Learning walks and SCE tied in to HMIE feedback and targets for improvement.<br>e) Pupil Council and House Captains involved in HGIOURS evaluations<br>• <u>Edinburgh Learns Professional Learning Offer 2021-22</u> | 6.1 – 6.4<br>a) August – October<br>b-e ongoing | Renewed focus on TLA after 2020-21 re-emphasises importance and inter-connection across all aspects of HWBR, TLA and E,E &I.<br><br>Have included staff, pupils, parents and wider community in focus groups and surveys to engage and plan for 2021-22. |

**Commented [AS1]:** Could add Apple learning Institute training, and March 11th CAT focus

**Commented [AS2]:** Staff audits being used to review current skills and plan further CLPL

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| ~~6.2 P5 Staff to engage in Numeracy & Maths CLPL~~<br><br>**6.3** Ensure CLPL discussed and recorded as part of the PRD process<br><br>**6.4** Access/deliver appropriate professional learning for reviewers to ensure they have the skills to nurture & develop high quality learning, teaching & assessment | or A Larter<br><br>• ~~P5 staff~~<br><br>6.3 All CLs, SLT<br><br><br><br>6.4  All C.Ls, S.L.T. | • Revised GTCS PRD Guidelines<br>• PRD Roles & Responsibilities: Link to PRD Roles and Responsibilities Table<br>• Professional Learning Planning Cycle: this can be used to facilitate on-going professional dialogue and learning to ensure that CLPL, as part of the PRD process, is planned and evaluated against the impact on students<br><br>• GTCS PRD Resources<br><br>• EL Professional Learning on Leading Teacher Development as a Middle Leader -Edinburgh Learns Professional Learning Offer 2021-22 | • By June 2022<br><br><br><br><br><br>• By October 2021 | To clarify and consolidate staff sense of purpose and CLPL focus on improvement and engagement via PSGs and PRD. |
| **7.1** Plan/deliver safe and effective outdoor learning opportunities to meet (and enhance) the needs of the reviewed curriculum and mitigations as defined by current SG guidance. Provision should be regular, progressive and equitable.<br><br>**7.2** Access/deliver appropriate professional learning | 7.1 All staff<br><br>Active Schools Coordinator T. Segall<br><br><br><br><br><br>7.2 SDO and PEF Cooridnat | • S1 Activity Day to emphasise link between physical and mental health, and provide an opportunity for whole year group cohesion as they did not get a P7 O.L day, nor a transition visit.<br>• S6 Head Team Away Days arranged at Fordell Firs<br>• DoE, John Muir Trust, Princes' Trust awards<br>• Bridge8, and F.O.T.A partnership working<br>• Three-year plan to develop O.L and additional curricular pathways from S2 onwards (rather than extra-curricular) as well as existing outdoor space. Consult with Learning Through Landscapes Scotland Secondary schools outdoor learning \| Learning through Landscapes (ltl.org.uk)<br>7.2<br>• Edinburgh Outdoor Learning Team (Contacts)<br>• Link to Edinburgh Outdoor Learning SORT resources | • Fri 8th October 2021<br>• Wed 6-Fri 8th October 20221<br>• 2021-2024<br><br><br><br>• Ongoing | • Pupil community and voice, team-building and leadership, physical and mental health improved<br>• Richer and more supportive, suitable curriculum pathways for any pupil wanting to include O.L within their qualifications.<br>• Better use of school playground to support active and engaged environmental awareness and activism, and better emotional health, leading to better learning. |

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| and resources to support this | or, CEC O.L staff | • Link to latest Edinburgh Coronavirus Excursions Toolbox<br>• Link to Edinburgh Outdoor Learning Phase 2 T& L resources | | |

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| **8.1** Staff to engage in school level moderation activities to support teachers' professional judgements<br><br>**8.2** Staff to engage in 2 cluster moderation activities focusing on Literacy/Numeracy or Literacy/Numeracy across learning<br><br>**8.3** Staff to engage in EL Assessment & Moderation CLPL<br><br>**8.4** Staff to engage in EL Engagement with the Benchmarks CLPL | 8.1 All staff<br><br><br><br>8.2 All staff<br><br><br><br>8.3 relevant staff<br><br><br>8.4 all staff | • Cluster moderation 7th November Literacy; Numeracy tbc.<br>• Continued department and Faculty moderation and consolidation of good practice from delivering the ACM in 2020-21<br>• 8.1 EL Assessment & Moderation Framework<br><br>• Staff will continue to build on good practice from 20-21 regarding collaborative uses of Teams for moderation activities<br><br>• PSGs and in-house CLPL will focus on highlighting these Charter opportunities<br><br>• Edinburgh Learns Assessment & Moderation Resources (Practitioner Moderation Template and Example, Facilitator Moderation Guidance, Template and Example)<br><br>• Edinburgh Learns Engaging with Benchmarks Professional Learning<br><br>• Edinburgh Learns Supporting Teacher Judgement in the BGE Professional Learning | • CAT Sessions Sept, Nov 2021, March, May 21-22<br>• Cluster CAT Sessions Oct, Jan<br><br>• LA CLPL Sept/Oct<br><br><br>ongoing | • Staff will be confident and proficient in assessing and moderating a range of evidence at a range of levels.<br>• This will be seen through improved attainment, and more accurate tracking and monitoring, and reporting.<br>• Clearer alignment of appropriate / alternative progression pathways for all pupils, and in particular for targeted groups. |

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# Renewal Plan 2021-2022

## Health, Wellbeing & Resilience

| Renewal Aspect 3 | Health, Wellbeing & Resilience | Overall Responsibility | HT |
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| Outcomes | **Short term**<br>Staff are provided with appropriate CLPL and planned opportunities to debrief regarding their own HWB.<br>Staff & learners feel supported in relation to their own health and wellbeing.<br>Staff are provided with CLPL to build on current knowledge regarding the importance of relationships in aiding renewal.<br>Systems are put in place to ensure children's rights and participation are the heart of school life.<br>All staff understand the 6 nurture principles and have planned how these can be used to support learners.<br>The curriculum is adapted, through learner voice to meet the needs of our learners in a post-covid context.<br>**Medium term**<br>Relationships have been reconnected across the school community.<br>All learners feel listened to, reassured and supported (acknowledging their experiences).<br>The nurture principles underpin the learning environment.<br>Learners social and emotional skills are developed through the curriculum.<br>**Long Term**<br>Children's rights and participation are at the heart of school life.<br>The curriculum is reviewed and adapted to meet changing learners needs.<br>All learners, and staff, demonstrate greater resilience. | | |

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<tr>
<td colspan="4"><strong>NIF Priorities:</strong><br><br>• <strong>Improvement in children and young people's health and wellbeing</strong></td>
<td><strong>QIs/Themes</strong><br><br><strong>1.3 Leadership of Change</strong><br><strong>2.2 Curriculum</strong><br><strong>2.3 Learning, Teaching & Assessment</strong><br><strong>2.4 Personalised Support</strong><br><strong>2.6 Transitions</strong><br><strong>3.1 Ensuring Wellbeing, Equality and Inclusion</strong></td>
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<tr>
<td><strong>Tasks</strong></td>
<td><strong>By Whom</strong></td>
<td colspan="2"><strong>Resources</strong></td>
<td><strong>Time</strong></td>
<td><strong>Progress & Impact</strong></td>
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<tr>
<td>1. <strong>Develop plans to support staff HWB;</strong><br>1. Identify time and space for staff to debrief regarding their own HWB - revisit</td>
<td>1.All staff lead by SLT<br><br>HWB group</td>
<td colspan="2">1.1 PRD process<br><br>1.2 Staff survey<br><br>1.3 Working time agreement<br><br>1.4 Collegiate calendar<br><br>1.5 Social Committee<br><br>Supporting Staff - Resources<br><br>https://www.youtube.com/watch?v=0RyD-ueKCOc&feature=youtu.be<br><br>Building Resilience (staff training)</td>
<td>1.1 By October' 21<br><br>1.2 CAT 10/09/21<br><br>1.3 August '21<br><br>1.4 August '21</td>
<td>Results of pupil survey shared with staff for action; staff survey results also collated and shared and used to draw up action plan for reconnection and renewal.</td>
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| | as appropriate | | **Bespoke senior leader HWB training** <br><br> Session 2 'Moving on, coming together: focus on our children, young people and families' wellbeing - available on CECil | 1.5 ongoing | |
| 2. | **Provide CLPL to support staff and senior leader HWB, to support their own and others HWB** | AS / MM / SF/ AL | a. Staff use of Treehouse modules for own HWB <br> b. Staff wellbeing and priorities survey and Faculty discussion and planning <br> c. Problem Solving Group looking at nurture and positive relationships across the school | 2.1 Ongoing <br><br> 2.2 10.09.21 and by Sept. weekend <br><br> 2.3 ongoing | 2.1 Easily accessible support via online modules covering an array of wellbeing topics <br><br> 2.2 Action plan created from staff priorities. Shared to address wellbeing and reconnection <br><br> 2.3 improved relationships and consistency of practice |
| 3. | Provide CLPL to enable staff to feel more confident in supporting their learners. | AL, City, PSG leads | 3.1 Share results of pupil HWB survey <br> https://cityofedinburgheducation.sharepoint.com/:f:/r/sites/BOR/staffarea/allstaff/Learning%20and%20Teaching/School%20Renewal%20Planning%202021%202022/Health,%20well-being%20and%20resilience/Pupil%20Priorities?csf=1&web=1&e=FGHpLM <br><br> 3.2 CAT discussion, information gathering and dissemination <br><br> https://cityofedinburgheducation.sharepoint.com/:p:/r/sites/BOR/staffarea/allstaff/Learning%20and%20Teaching/School%20Renewal%20Planning%202021%202022/Health,%20well-being%20and%20resilience/Reconnecting%20CAT%2010th%20Sept%2021%20incl%20PEF.pptx?d=w1b0ed6fb3afd44b49bea7bcfa3e6c3dc&csf=1&web=1&e=QLo0gu <br><br> 3.3 Resources and planning for HWB S3 rota, liaison with PSLs and HWB staff <br><br> 3.4 Sharing and promotion of EL teachers' Charter <br><br> https://cityofedinburgheducation.sharepoint.com/sites/EdinburghLearns/EdinburghLearnsAtHome/Equity and Support for Learning/Forms/AllItems.aspx?id=%2Fsites%2FEdinburghLearns%2FEdinburghLearnsAtHome%2FEquity and Support for Learning%2FResources for Equity and Inclusion Renewal | 3.1 10.09.21 and | 3.1, 3.2 As above <br><br> 3.3 Pupil support, pupi voice and choice. <br><br> 3.4 supported, engaged staff providing a consistently |

**Commented [AS3]:** Could add Place2Be Mental health Champions training - 10 staff involved

**Commented [AS4]:** Could add HWB P. Council presentation, and Wellbeing Wednesdays info

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| **4. Share the 4 key messages regarding** <span style="color:red">**renewal**</span> **and HWB to ensure a consistent approach;**<br><br>Reconnect relationships<br><br>Acknowledge experiences<br><br>Create a nurturing environment<br><br>Support our learners to build resilience | AS, CLs, PSLs, SLT | Planning%2FEdinburgh Learns Professional Learning 2021-22%281%29%2Epdf&parent=%2Fsites%2FEdinburghLearns%2FEdinburghLearnsAtHome%2FEquity and Support for Learning%2FResources for Equity and Inclusion Renewal Planning<br><br>**3.5 Mentor training for 50+ staff volunteers**<br><br>4.1 Visual reminder cards issued to all staff citing pupil priorities and our BHS Engages LTA focus on three steps for effective starts<br><br>4.2. Results of pupil surveys shared for staff discussion. (338 responses, 25% of school population) Pupil priorities are:<br><br>1. Supporting anxiety Supporting Anxiety resources<br><br>2. safe and nurturing environment Supporting Learners - Resources<br><br>3. children's rights<br><br>4. reconnecting relationships<br><br>5. building resilience<br><br>6. acknowledging experiences of Covid<br><br>4.3. Staff discussion and planning at CAT and DMs<br><br>4.4 S3-4 HWB rota pupil survey building on whole school pupil priorities<br><br>Additional HWB Resources | onwards<br><br>3.1. CAT 10/9/21<br><br>3.2 CAT 10/9<br><br>3.3 ongoing<br><br>3.4 ongoing<br><br>3.5 Oct / Nov. '21<br><br><br>4.1 10/09/21<br><br>4.2. 10/09/21<br><br>4.33. ongoing | high level of professionalism and care.<br><br>3.5 Most vulnerable pupils supported with academic mentoring; staff trained and supported by effective CLPL<br><br>4.1 reminder to staff regarding link between HWBR and TLA;clarity and focus to drive consistency and renewal<br><br>4.2 addressing pupil concerns and supporting renewal and progress.<br><br>4.4 Pupil voice and choice |

**Commented [AS5]:** Add L & T beginnings rubric (and tie in to digital pedagogy)

| | | | | improved, supported with resources to address individual need. |
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| 5.1 **Audit to assess strengths and needs in relation to health and wellbeing**<br><br>5.2 Use reflection questions to RAG current position with staff, learners and the wider community<br><br>5.3 Re-establish relationships with partners and share key messages | All staff, learners, parents, partners | 5.1 Pupil and staff surveys<br><br>5.2 Pupil and parent focus groups<br><br>5.3 Parent Council updates<br><br>5.4 web page, HT's newsletter, and app resources to share key messages<br><br>5.5 BHS Equalities, Equity and Inclusion report will include HWB stats<br><br>HWB Renewal Plan - Rationale and Guidance<br><br>Self-evaluation during covid Part 1<br><br>Self-evaluation during covid Part 2<br><br>A5 HWB booklet<br><br>HWB Framework<br><br>Pre covid HWB resources / supports and organisations<br><br>https://www.evocredbook.org.uk/ | 5.1 August - September 2021<br><br>5.2 September 2021<br><br>5.3 termly<br><br>5.4 weekly | 5.1 – 5.5 engaging whole school community to plan for renewal, addressing greatest needs, providing clear pathways for progress. |
| **6. Identify key priorities from audit;**<br><br>Plan a whole school, responsive approach | All staff and partners (incl wrap around care)<br><br>Learners<br><br>Parents | 6.1 pupil and staff survey and pupil and parent focus group responses<br><br>6.2 department audits and identification of needs included in DIP / FIPs<br><br>6.3 tracking and evaluation of progress as part of regular Q.A and D.M. discussion<br><br>6.4 **Analysing and using tracking data + CfC system to offer targeted support and intervention.**<br><br>6.5 Regular meetings among SDO, PEF. Sfl, CLs Maths and English around short, medium and long term plans for renewal, and for discussing and monitoring individual pupil support.<br><br>Additional HWB Resources | 6.1 Aug-Sept 2021<br><br>6.2 10/09/21 and termly review | 6.1 Recognition and acknowledgement of pupil, parents and staff experiences of Covid to reconnect and grow within |

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| identify short, medium and long term outcomes to create strong consistent messages across the school community regarding the need to:<br><br>Reconnect relationships<br><br>Acknowledge experiences<br><br>Create a nurturing environment<br><br>Support our learners to build resilience | HWB group<br><br>School counsellors | HWB - Equalities Guidance<br><br>Learner participation resource<br><br>https://education.gov.scot/improvement/self-evaluation/learner-participation-in-educational-settings-3-18/<br><br>• How good is OUR school?<br><br>https://education.gov.scot/improvement/Documents/HGIOURS-Part1.pdf<br><br>https://education.gov.scot/improvement/Documents/HGIOURS-Part2.pdf<br><br>• | 6.3 ongoing<br><br>6.4 at least twice per term. | ==school community.== ==6.2 – 6.4 Clear tracking, monitoring and reference to SRP, measurable and accountable for progress.== |
| 7. Plan staff development opportunities to support necessary learning in relation to key priorities | • SLT, ALart er<br>• Partn ers | 7.1 PSG schedule and involvement<br><br>7.2 CLPL: mentoring, E.L charter<br><br>7.3 Survey results and discussion<br>• WTA<br>• CLPL opportunities – new Confident Staff Confident Children course piloting in August, train the trainers in November cascade thereafter.<br>• New online CLPL for all staff on supporting Children and young people's wellbeing – Scottish Government. | 7.1 September '21 ongoing<br><br>7.2 Term one and ongoing<br><br>7.3 10/09/21<br><br>August<br><br>November, ongoing | See points 1 - 3 above |

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| 8. Develop learners social and emotional skills through the curriculum | PSLs, HWB staff, CNisbet (MVP) | **8.1 Treehouse modules used in PSE and S3-4 HWB rota (pupil choice)** Tree of Knowledge - ENTERTAINING, ENLIGHTENING, EDUCATING<br>**8.2 Use of Scottish Government well-being survey https://www.gov.scot/publications/health-and-wellbeing-census-2/ and Treehouse wellbeing surveys to monitor ongoing resilience**<br>**Primary** Building Resilience resource<br>**Secondary** Pilot new Building Resilience resource for 3/4 level and/or use GGC Resilience Toolkit https://www.seemescotland.org/media/8155/resiliance-toolkit.pdf<br><br>8.3 Engage with Mentors in Violence Prevention programme | 8.1 September 2021 ongoing 8.2 September 2021 ongoing<br><br><br>August -> | 8.1-2 learners are supported, empowered, engaged; improved wellbeing and progress. |
| 9. **Identify additional personalised support approaches which may be required** | Pupil support/SFL/SLT<br><br>School Counsellors<br><br>ASL services<br><br>Educational Psychologist<br><br>Partner agencies | 9.1 CfC system and PSL / SLT interventions scheme **based on tracking and CfC system**<br><br>9.2 Coaching and mentoring support and training with C.Lavelle<br><br>9.3 parental and community support for coaching (volunteer)<br><br>9.4 SfL 1:1 and targeted small group support with identified pupils<br><br>9.5 Study Skills support from staff, registration topics, resources and Tree of Knowledge speakers<br><br>9.6 PSG established focussing on positive relationships and nurture.<br><br><br>ASL Nurture Guidance<br><br>Supporting Care Experienced<br><br>Edin Learns Inclusion Hub<br><br>School counsellors | 9.1 ongoing<br><br>9.2 October 2021<br>9.3 ongoing | 9.1-5 A thorough and consistent network of social, academic and personal support for all who need it to ensure all pupils reach their potential and feel recognised and valued in the process. |

# BOROUGHMUIR HIGH SCHOOL RENEWAL PLAN 2021-2022

**(Equalities,) Equity & Inclusion**

| Renewal Aspect | Equity and Inclusion (Equalities on separate page) | Overall Responsibility | Alison Humphreys (Equity) and Anna Gray (Inclusion) |
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| Outcomes | **Equity:**<br><br>Short Term:<br>• The Senior Leadership Team and all teaching staff are clear about their role in supporting the national drive for equity and the closing of the poverty-related attainment gap. They use data and other evidence effectively in order to identify the poverty-related attainment gap post-COVID 19 across the school and for individual cohorts and areas of the curriculum, including instances where the lack of digital access has been an additional barrier for learners in recent months.<br>• Ensure that the planning of effective approaches is based on data and evidence.<br><br>Medium Term:<br>• Implementation and ongoing evaluation of approaches to support equity of access for those affected by poverty to learning, attainment and achievement.<br>Long Term:<br>• **PRIMARY:** Reduction in the poverty related attainment gap in literacy and numeracy as follows *(the tables below are merely examples and entirely optional – schools will create their own measurable long term outcomes/aims, based on the gaps identified in short term outcome):* *Table for Primary*<br>Long Term:<br>• **SECONDARY:** Reduction in the poverty related attainment gap in literacy and numeracy as follows *(the tables below are merely examples and entirely optional – schools will create their own measurable long term outcomes/aims, based on the gaps identified in short term outcome and/or use attainment vs deprivation measures or positive, sustained destination targets for equity groups):* *Table for Secondary*<br><br>**Inclusion:**<br><br>Short-Term<br>• The Senior Leadership Team and relevant staff have reviewed their arrangements for Nurture and Wellbeing support to identify strengths and areas for improvement, using existing data focused on the principles of inclusion including how effectively Children's Rights are embedded across the school. Note: This may be done as part of an Inclusive Practice Review with support of EP, ASL Service and peer Headteacher.<br>• The school has established key actions to ensure that all pupils are supported and included so they can participate in a suitable learning environment, with a particular focus on Care Experienced and learners with Additional Support Needs.<br><br>Medium-Term | | |

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| • Implementation of actions identified through review, to be monitored through using the principles of inclusion – Present, Participating, Achieving, Supported, Rights.<br><br>Long-Term<br>• All schools: Improvement in pupil wellbeing, attendance, attainment and achievement, and reduction in exclusions. Schools will set their own measurable long-term aims based on the data gathered through review.<br>• Secondary schools: promote and support implementation of Wellbeing Hubs so that all secondary schools offer a Wellbeing Hub and selected schools, Enhanced Support Bases for more complex ASN associated with Intellectual Disability/ASD. | |

| **NIF Priority :-**<br><br>• Improvement in attainment, particularly in literacy and numeracy<br>• Closing the attainment gap between the most and least disadvantaged children and young people<br>• Improvement in children and young people's health and wellbeing | **QIs/Themes**<br><br>**QI 1.1 Analysis and evaluation of intelligence and data**<br>**QI 1.3 Strategic planning for continuous improvement**<br>**QI 1.5 Management of resources to support equity**<br>**QI 2.3 Learning and engagement**<br>**QI 2.3 Quality of teaching**<br>**QI 2.5 Engaging families in learning**<br>**QI 3.2 Attainment in literacy and numeracy**<br>**QI 3.2 Overall quality of learners' achievement** |

| **Tasks** | **By Whom** | **Resources and actions** | **Time** | **Progress** |
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| **Equity** | | | | |
| 1a. Staff are clear about their role in supporting the national drive for equity and the closing of the poverty-related attainment gap. | • S.Hamilton, A. Stratton, SfL, | 1. PEF briefing to all staff including PEF pupil list<br>2. PEF and Equities budget / + within departments<br>3. Removal of subject charges in HFFT and D&E, Art and Maths | 1. 10/09/21<br>2. In discussion Sept. 2021 | 1. Staff aware of BHS numbers and pupils affected and plan for support accordingly.<br>2. Finding sustainable ways to finance PEF pupil needs and equity of access |

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| 1b. All staff are clear about their role in contributing to a nurturing school culture which accepts the responsibility of all in removing all poverty-related barriers to learning and achievement. | PSLs, C.Ls, • All staff including auxiliary and non-teaching staff | 4. Whole school review of pupil priorities in HWB leading to Faculty planning around supporting anxiety, and creating safe and nurturing environments<br>5. Creation of safe, quiet spaces (library and named classrooms) at social times<br>6. Poverty-Proofing the School Day Problem Solving Group including staff and pupils.<br>7. Staffing of after-school homework club open to all<br>8. 1:1 interviews between PEF Coordinator and S1 pupils<br>9. Ongoing tracking, monitoring and intervention by PEF Coordinator.<br>• Leadership for Equity CLPL offer (pg 9 of this document)<br>• CEC 1 in 5 Top Tips for Schools<br>• CEC Raising Awareness of Child Poverty document<br>• Achieving Excellence and Equity 2021 National Improvement Framework and Improvement Plan<br>• BHS PEF Plan 2021-22 https://cityofedinburgheducation.sharepoint.com/:x:/r/sites/BOR/staffarea/allstaff/Learning%20and%20Teaching/PEF%202021/PEF%20Plan%20Template%20for%202022-22%20.xlsx?d=wd89f8ab2edd742b3ae580281cf2efd3c&csf=1&web=1&e=4JEcQR | 3. September 2021<br>4. Ongoing<br><br>5. Sept 2021<br>6. Ongoing<br>7. September 2021<br>8. By September weekend<br>9. ongoing | will ensure we are following the five Principles of Inclusion for greater equity and improved attainment and achievement for all involved.<br>3. Awaiting Government input<br>4. Faculty survey response gathers current and planned practice<br>5. Safe and calming spaces for anxious pupils (pupil priority 1 in HWBR)<br>6. Continued planning for effective support and intervention on cost of school day.<br>7. Homework Club established and increasingly well-attended<br>8. Interviews completed.<br>9. PEF Coordinator liaising with.SDO and PSLs and CLs. |
| 2a. Staff have an understanding of the national and local poverty-related attainment gaps and the impact of this on children, young people and families.<br><br>2b. All staff have developed an understanding of the poverty context and the | • | • As above<br>• Current attainment and achievement data at class and whole school level, based on a range of evidence collected in a sensitive way. | • | • As above |

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| poverty-related attainment gaps in their own setting. | | | | |
| 3.Through effective self-evaluation, all staff make appropriate use of baseline data to inform focussed plans with clearly stated outcomes and measures, with appropriate plans for monitoring progress. These plans are clearly reflected in schools' spending priorities. | • | 1. BHS Equalities, Equity and Inclusion Report (BHS EEI) <br> 2. Use of CfC system to monitor weekly concerns and intervene with support from C.Ls, SLT and PEF Coordinator. Re-establish policy on scaled interventions based on tracking. <br> 3. ASL meeting with regular focus on PEF and Covid-Recovery targeted pupils <br> 4. Faculty budgeting for Equalities, Equity and Inclusion <br> 5. Tracking and monitoring systems with functions for filtering by SIMD to determine the gap (such as EdICT or school-based systems). <br> 6. Professional dialogue with staff using the baseline data to inform the measurable targets. <br> • National Improvement Hub – Stirling Outcomes and Measures Toolkit <br> • PEF National Guidance 2021-22 (to be published May 2021) <br> • PEF City of Edinburgh Guidance 2021-22 (available May 2021 after publication of National Guidance) <br> • CEC Pupil Equity Funding Plan Template (available mid-May 2021) <br> • Equity Self-evaluation Resource (Education Scotland – updated September 2020) <br> • Interventions for Equity Diagram | 1. By October 2021 <br> 2. Ongoing <br> 3. Weekly <br> 4. Ongoing <br> 5. Ongoing <br> 6. Ongoing | 1. Shareable and actionable data collated into report form as a baseline for measurement and tracking, leading to improved equity and access for all. <br> 2. Renewed clarity on interventions, supporting pupils to get back on track <br> 3. Improved tracking, monitoring and intervention for better support. <br> 4. Equity budget to support materials and equity of access to (extra-)curricular activities and resources <br> 5. Tracking and monitoring data will feed into the BHS EEI Report <br> 6. Meetings with C.Ls Maths and English, SfL, PSL, Year Heads, PEF Coordinator for multi-angle approaches to support and intervention. |
| 4. Continue to update existing audit information regarding inequity of digital access and take appropriate action to support those | • S.H, C.B. A.S. | 1. Continued engagement with, and review of, Connecting Scotland Digital Equity Initiative <br> 2. S1 pupil audit re access to IT <br> 3. Issuing of PEF-funded Ipads (short term) and / or MiFi data devices. <br> 4. School Data from Digital Access Audits | 1. By October 2021 <br> 2. As above <br> 3. ongoing | 1. Equity of access to digital tools and wifi for improved learning. <br> 2. Knowledge of any S1 pupils needing additional support to access I.T <br> 3. Equity of access to digital provision |

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| experiencing poverty-related barriers. | | | | |
| 5. Develop decision making processes which meaningfully include parents (and learners) in PEF planning, as part of the financial management of resources to support equity. | • S.H., S.Das, J.P., A.S. | 1. EEI PSG including pupils<br>2. HGIOURS and Pupil Council evaluating Children's Rights and HGIOS criteria<br><br>QI 1.5 CLPL for HTs and BMs (available from August 2021)<br><br>CEC Pupil Equity Funding Plan Template (available mid-May 2021)<br><br>QI 1.5 CEC Self-evaluation Report<br><br>Challenge questions from HGIOS?4 QI 1.5<br><br>Improving School Empowerment through Self-Evaluation: A Framework for Local Authorities | 1. By October 2021<br>2. ongoing | 1-2. Enhanced pupil participation in decision making and evaluation, building Children's Rights and participation for greater sense of ownership and collaboration for improvement. |
| 6a. Establish or build upon existing family learning programmes and adapt to a COVID context<br><br>6b. Utilise wider partnerships where appropriate in order to enhance the experiences of children and families living in poverty, to ensure that they receive early intervention and holistic support. | SLT, PSLs, SfL, PEF, SDO | 1. Targeted PEF Parents' Night booking support from both ends, parent and staff.<br>2. Reintroduction of RTWC<br>3. Dedicated 'pupil and family support' section on school website with all offers signposted within.<br>4. Post-COVID data gathered by the school to identify families facing hardship and poverty for the first time, who may find it difficult to access the support they need due to the unfamiliarity of support systems and being previously unknown to professionals.<br><br>5. (6b) Partnerships with Bridge8, F.O.T.A, parents (Engage, coaching), O.L. Scouts, DofE, Princes' Trust<br>1. Engaging Families in Learning (Thematic Inspection, February 2021, Education Scotland)<br>2. Engaging Parents and Families: A Toolkit for Practitioners (Family Learning) | 1. Ongoing<br>2. After October 2021 (Covid-dependent)<br>3. Ongoing<br>4. By end of September 2021<br>5. Ongoing | 1. Better parental engagement and support<br>2. Parental engagement, knowledge and support; building school – home partnerships; supporting parents<br>3. As above<br>4. BHS EEI Report, feeding into ASL, Tracking, SfL and CL meetings for targeted support.<br><br>5. Building on partnerships for wider access and opportunity to support a growing range of learning pathways suitable for all, leading to improved attainment and achievement. |

| | | 3. Scottish Attainment Challenge and Partnerships with the Third Sector | | |
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| 7a. Ensure that sensitive action taken at all levels to remove unintended barriers (including financial) to participation, engagement and access to wider learning opportunities, in light of the increase in the number of families affected by poverty post-COVID 19.<br><br>7b. Effective identification of learners affected by poverty post-COVID-19 who may also experience disadvantage for other reasons (eg other protected characteristics such as BAME, lone parent families, families where the mother is aged under 25, or those affected by disability, in addition to living in poverty) and relevant supports put in place. | All staff, PEF Coordinator, SDO<br><br><br><br><br>PEF Coordinator, SDO, PSLs, SLT, SfL | 1. ASL agenda items<br>2. Faculty DMs<br>3. 2 x Termly PEF and SDO review<br>4. BHS Equity, Equalities and Inclusion Report<br><br>Leadership for Equity CLPL Offer<br><br>CEC 1 in 5 Top Tips for Schools<br><br>CEC Raising Awareness of Child Poverty document<br><br>https://cpag.org.uk/scotland/CoSD/evaluation<br><br>National Improvement Hub – Stirling Outcomes and Measures Toolkit<br><br>Protected Characteristics Resources | 1. Weekly<br>2. Weekly<br>3. 2 x termly<br>4. By October 2021 | 1. Awareness and actions discussed at multi-agency meetings, fed back to CLs and staff. Improved relationships and removal / reductions of barriers to learning<br>2. Standing item at DMs to review equity and inclusion, referring to pupil PEF and Covid-recovery lists for awareness, action and accountability.<br>3. Strategic overviews of progress<br>4. Shareable and actionable data collated into report form as a baseline for measurement and tracking, leading to improved equity and access for all. |
| **Inclusion** | | | | |
| 1a. Review arrangements for Nurture and Wellbeing using Principles of Inclusion.<br><br>1b. Establish improvement actions required to support Wellbeing and Nurture. | 1. SLT, SfL and relevant colleagues with support from ASL Service | 1. ASL meetings<br>2. Pupil survey results re priorities for HWBR to help Faculties plan for support and nurture<br>3. CLPL and PSG around nurture principles<br>4. SRP on HWBR: voluntary staff CLPL on nurture and mental health (Place2Be)<br>5. BHS E,E & I Report and monitoring of targets | 1. Weekly<br>2. 10th September 2021<br>3. Ongoing<br>4. By 16/09/21 | 1. Awareness and actions discussed at multi-agency meetings, fed back to CLs and staff. Improved relationships and removal / reductions of barriers to learning.<br>2. Pupil priorities 1) supporting anxiety 2) creating safe and nurturing environment |

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| 1c. Set out measurable targets for improvement based on attendance, attainment, achievement, exclusions and rights. | and EP as required | 5. CIRCLE resource to support Inclusive Learning and Collaborative Working (Primary and Secondary) https://education.gov.scot/improvement/learning-resources/circle-resource-to-support-inclusive-learning-and-collaborative-working/<br><br>Included, Engaged and Involved Part 1 https://www.gov.scot/publications/included-engaged-involved-part-1-positive-approach-promotion-management-attendance-scottish-schools/<br><br>Edinburgh Learns Inclusion Hub https://cityofedinburgheducation.sharepoint.com/sites/365CentralResources/inclusionhub/SitePages/Home.aspx<br><br>Edinburgh Learns: Health, Wellbeing and Resilience Plan https://cityofedinburgheducation.sharepoint.com/:w:/r/sites/EdinburghLearns/EdinburghLearnsAtHome/_layouts/15/Doc.aspx?sourcedoc=%7BAE08D67F-37D6-4561-AE53-8EC593C05047%7D&file=Renewal%20Plan%20Page%20-%20%20Health%2C%20Wellbeing%20and%20Resilience1.docx&action=default&mobileredirect=true | 5. By October then regularly per term. 6. By December 2021 | actioned at w/s CAT 10/09/21; Faculty responses will form action plan. 3. Better professional practice around nurture principles. 4. Clear plan and priorities stated and evaluated throughout year for measurable and demonstrable improvement and support for Covid recovery. 5. Shareable and actionable data collated into report form as a baseline for measurement and tracking, leading to improved equity and access for all. 6. Enhanced professional knowledge and practice. |
| 2. All secondary schools: establish plan and timescale for implementation of Wellbeing Hubs in all secondary schools including staff training, resources and any physical adaptations required to deliver this. | 2. SLT, SfL and relevant colleagues with support from ASL Service and EP as required | Inclusion in Practice: The CIRCLE Framework – Secondary https://www.education.gov.scot/improvement/learning-resources/inclusion-in-practice/<br><br>Included, Engaged and Involved Part 1 https://www.gov.scot/publications/included-engaged-involved-part-1-positive-approach-promotion-management-attendance-scottish-schools/<br><br>Included, Engaged and Involved Part 2 https://www.gov.scot/publications/included-engaged- | | March 2022 wellbeing CL and PSO Wellbeing in place |

| | | involved-part-2-positive-approach-preventing-managing-school/<br><br>Edinburgh Learns Inclusion Hub https://cityofedinburgheducation.sharepoint.com/sites/365CentralResources/inclusionhub/SitePages/Home.aspx | | |
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| 3. All schools: align planning for Closing the Gap with SfL targeted support to address the attainment gap for pupils most at risk of lost learning during lockdown – this should be with a focus on Numeracy and Literacy | 3. SLT, SfL, PEF Coordinator, C.Ls English and Maths, and Andy McLaughlin with support from ASL Service as required | 1. Regular meetings between PEF, SDO, C.Ls English and Maths, and SFL to plan and review impact of interventions<br><br>SEAL P1/2 Training (Sway)<br><br>SEAL P3/4 Training (Sway)<br><br>Supporting Learners with Additional Support Needs in Numeracy<br><br>Literacy courses https://www.edinburgh.gov.uk/cpd<br><br>Learning Grids https://cityofedinburgheducation.sharepoint.com/sites/EdinburghLearns/EdinburghLearnsAtHome/Teaching%20and%20Learning/Forms/AllItems.aspx?viewid=4ace8ec9%2De3ff%2D4dde%2D8da3%2D63d8a5405adb&id=%2Fsites%2FEdinburghLearns%2FEdinburghLearnsAtHome%2FTeaching%20and%20Learning%2FLearning%20Grids<br><br>Scholar https://scholar.hw.ac.uk/<br><br>Literacy and Dyslexia Guidelines<br><br>Planning for Learning part 3: Individualised educational programmes (IEPs) | 1. 2 x term after October holiday | 1. Collaborative working for greater impact, accountability and progress for affected pupils. |
| 4. All schools with existing LCCs, WHs, SRPs and ESBs: sign up for Inclusive Practice Review over three-year cycle. | 4. SLT, ASL Service Leader, Depute Principal | Inclusion in Practice: The CIRCLE Framework – Secondary https://www.education.gov.scot/improvement/learning-resources/inclusion-in-practice/ | | |

| | Psychologist | Included, Engaged and Involved Part 1 https://www.gov.scot/publications/included-engaged-involved-part-1-positive-approach-promotion-management-attendance-scottish-schools/ Included, Engaged and Involved Part 2 https://www.gov.scot/publications/included-engaged-involved-part-2-positive-approach-preventing-managing-school/ Edinburgh Learns Inclusion Hub https://cityofedinburgheducation.sharepoint.com/sites/365CentralResources/inclusionhub/SitePages/Home.aspx | | |
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| **Care-Experienced CYP** | | | | |
| All schools know their care experienced community. In line with our responsibilities as corporate parents, children and young people receive everything they need to thrive and are loved, safe and respected. | | 1. C.E pupils discussed every week at ASL meeting and tracking progress reviewed Care Experienced Renewal Plan Discussion Tool (pdf) Care Experienced Renewal Plan Discussion Tool (word) Supporting Care Experienced Children and Young People through Covid 19 and its aftermath The Promise Plan and findings from the Independent Care Review https://thepromise.scot/ | 1. weekly | 1. Awareness and actions discussed at multi-agency meetings, fed back to CLs and staff. Improved relationships and removal / reductions of barriers to learning. Columba 1400 City-lead course for care-experienced pupils Link Living S3 pupil group (10 pupils identified) started Feb. 2022 |
| **UNCRC** | | | | |

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| 1. All schools should ensure they fully take the UNCRC into account in all their actions through the use of the Children's Rights & Wellbeing Impact Assessment.<br>2. All schools should plan and identify professional learning pathway based on CRWIA baseline. | 1. SLT , S. Das, J. OT. AS, JP<br><br><br>2. SLT and staff | 1. Rights Respecting Schools Award<br>2. Pupil Voice PSG<br>3. Pupil Council and HGIOURS evaluations linked to T,L & A.<br>4. Review progress as per pupil priority 2 from HWB survey.<br>5. Relevant staff to complete CRWIA training<br><br>[Children's Rights and Wellbeing Impact Assessment](#).<br><br><br>• **Session 1: Overview of learner participation and leadership**<br>• **Session 2: Vision and Values**<br>• **Session 3: The 4 Arenas of Participation**<br>• **Session 4: Curriculum Design**<br>• **Session 5: Planning for Improvement**<br><br>*(Session delivery details will be available in time for August 2021.)* | 1. Ongoing<br>2. Termly<br>3. Ongoing<br>4. Termly<br>5. ongoing | 1. Improved awareness of Children's Rights and better policy and practice across school.<br>2. Formulating actionable ways to improve and use Pupil Voice for increased learner engagement and participation (HMIE feedback)<br>3. As above<br>4. Accountability and improved wellbeing |

# BOROUGHMUIR HIGH SCHOOL

## Renewal Plan session 2021-22

**Equalities**

| Renewal Aspect | Equalities | Overall Responsibility | Annemarie Procter |
|---|---|---|---|
| Outcomes | Equalities:<br><br>Short Term:<br>• The Senior Leadership Team and all staff use Equalities data and other information effectively to inform planning<br>• There is increased awareness amongst all staff of Equality and Diversity<br>• There is increased awareness amongst all staff of an inclusive curriculum and decolonised curriculum<br><br>Medium Term:<br>• Ongoing implementation of revised school procedure for preventing and responding to bullying and prejudice.<br>• Improved reporting, recording and monitoring of incidents of bullying and prejudice<br>• Pupils say that incidents of bullying and prejudice are dealt with effectively<br>• Pupils feel confident to report bullying and prejudice<br>• Staff have shared understanding of an inclusive curriculum and decolonised curriculum and what this looks like in practice<br><br>Long Term:<br>• Reduction in number of reported and recorded incidents of bullying and prejudice<br>• Improved pupil health and wellbeing. | | |

<table>
<tr><td colspan="2"><strong>NIF Priority:-</strong><br><br>
• Improvement in attainment, particularly in literacy and numeracy<br>
• Closing the attainment gap between the most and least disadvantaged children and young people<br>
• Improvement in Children and Young People's Health and Wellbeing</td><td colspan="3"><strong>QIs/Themes</strong><br><br><strong>QI 1.1 Analysis and evaluation of intelligence and data</strong><br><strong>QI 1.3 Strategic planning for continuous improvement</strong><br><strong>QI 1.5 Management of resources to support equity</strong><br><strong>QI 2.3 Learning and engagement</strong><br><strong>QI 2.3 Quality of teaching</strong><br><strong>QI 2.5 Engaging families in learning</strong><br><strong>QI 3.2 Attainment in literacy and numeracy</strong><br><strong>QI 3.2 Overall quality of learners' achievement</strong></td></tr>
<tr><td><strong>Tasks</strong></td><td><strong>By Whom</strong></td><td><strong>Resources</strong></td><td><strong>Time</strong></td><td><strong>Progress &amp; Impact</strong></td></tr>
<tr><td colspan="5"><strong>Equalities</strong></td></tr>
<tr><td>1. Provide opportunities for staff to build on core training (CECiL Equality and Diversity modules) by using GTCS professional learning modules on their Equality and Diversity Hub and/or other training</td><td>• SLT<br>• A. Larter, CLPL Lead</td><td>• <strong>Diversity training IYS / Uni St. Andrews</strong> <u>Intercultural Youth Scotland - ABOUT US</u><br>• <strong>Equalities P.S.G</strong><br>• <strong>Cluster meeting</strong><br><br>• <u>CECiL Equality and Diversity Modules (Sharepoint)</u><br><br>• GTCS Equality and Diversity Hub: <u>https://www.gtcs.org.uk/professional-update/equality-diversity-hub.aspx</u></td><td>• 17/08/21<br>• Ongoing<br>• September 2021<br><br><br><br>Dec. 2022</td><td>• All staff had initial briefing and intro to IYS team. Departments working in partnership with IYS to start the process of looking at curriculum. Conversations and reviews starting.</td></tr>
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| | | • Equalities Tile: Professional Learning section https://cityofedinburgheducation.sharepoint.com/sites/EdinburghLearns/Equalities/ProfessionalLearning | | 2. Departments working in partnership with IYS to start the process of looking at curriculum. Conversations and reviews starting. |
| 2. Review curriculum rationale to ensure all subjects promote and support Equalities and Diversity. | • SLT, all school staff  • SLT and relevant staff | 2. Inset training on diversity IYS / St. Andrews University  2. Virtual Staffroom professional conversations and reading  2. IYS staff available to meet with FACULTIES at DMs  2. Pro-Black class for S5-6 pupils feeding into department and school discussions around equality.  2. See guidance for QI 2.2 Curriculum – add link to page on SharePoint | 2. 17.08.21  2. ongoing   2. March 2022 | Pupils and parents involved in processes and discussions; awareness raising across school community. |
| 3. Provide opportunities for staff to develop their knowledge of an inclusive curriculum and decolonised curriculum what this looks like in practice. | 3. SLT and Jane O'Thy, Gillian Ayemere Odeh, Fraser Kastelein | 3.1 Diversity training and IYS collaboration  3.2 Free and Equal Conference (Jane O'Thy)  pupils and staff  3.3 Pupil Equalities Group / Ant-Racist group for pupils / GSA pupil/staff group  https://cityofedinburgheducation.sharepoint.com/sites/EdinburghLearns/Equalities/InclusiveCurriculum  https://cityofedinburgheducation.sharepoint.com/sites/EdinburghLearns/Equalities/ProfessionalLearning  Equalities Newsletter (bi-monthly), Equalities Staff Reference Group | 3.1 17.08.21 and ongoing  3.2 21/09/2021  3.3 weekly    3. March 2021 | 3.1 Involving staff and pupils in discussion, awareness raising and future planning.  3.2 / 3.3 Pupils will be involved, actively shaping school policy and practice, and supported by peers and staff. Very active pupil Equalities group. |
| 4. Review and implement revised school procedure for preventing and responding to bullying and prejudice to ensure improved | 4. SLT, PEF Coordinator, PSLs, SDO | 4.1 Awareness of best practice in procedures for supporting Transgender pupils in schools, with policy from Education Scotland https://education.gov.scot/media/n1verhsk/supporting-transgender-pupils-schools-guidance-scottish-schools-1.pdf | 4.1 September 2021  4.2 ongoing | 4.1 Clear and effective procedures and policies in place to support staff, pupils and parents, |

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| reporting and recording of incidents. | | 4.2 Use of Seemis for recording bullying incidents, reviewed at ASL<br><br>4. 3 Create Boroughmuir Equalities Report using Insight data to review attendance, performance etc.<br><br>4. https://cityofedinburgheducation.sharepoint.com/sites/EdinburghLearns/Equalities/Anti-bullying | 4.3 by October half term 2021<br><br>4. ongoing, termly review | shared with PSL colleagues<br><br>4.2 Effective monitoring to support planned intervention and additional support. Pupils feel bullying is taken seriously and dealt with effectively. |
| 5. | Monitor school SEEMiS Bullying and Equalities module data to evaluate impact of revised school procedure and identify next steps. | 5. SLT, SDO, PEF Coordinator | 5.1 ASL meetings and Guidance D.Ms<br><br>5.2 https://cityofedinburgheducation.sharepoint.com/sites/EdinburghLearns/Equalities/Anti-bullying<br><br>EHRC Using data to inform and evaluate anti-bullying strategies | 5.1 weekly<br><br>5.2 termly<br><br>5.2 Oct. 2021 | 4.3 report will highlight equalities status within school, shared with pupils, parents, staff and wider community. Will be used to assess need and plan action accordingly.<br><br>5.1 improve knowledge of issues and plan interventions and support, monitor progress for better pupil experience. |
| 6. | Set measurable outcomes related to improvements in pupil health and wellbeing with a particular focus on pupils with protected characteristics. | 6. SLT, PSL, SfL, PEF Coordinator, SDO | 6.1 SHINE Pupil Wellbeing Survey https://forms.office.com/Pages/AnalysisPage.aspx?id=af6sSGo3tUKfacnke7-5xOQY0YapwV5Gp0mD-BOhRrVUOEVRSzc1WlQ1UkJLMU5MSjlRU0NZR1BBVS4u&AnalyzerToken=f0zQGeQboycAvp2FJz36BEDqt7bXJSoO<br><br>6.2 BHS pupil priorities survey https://forms.office.com/Pages/AnalysisPage.aspx?id=af6sSGo3tUKfacnke7-5xOQY0YapwV5Gp0mD-BOhRrVUOEVRSzc1WlQ1UkJLMU5MSjlRU0NZR1BBVS4u&AnalyzerToken=f0zQGeQboycAvp2FJz36BEDqt7bXJSoO<br><br>https://cityofedinburgheducation.sharepoint.com/:f:/r/sites/BOR/staffarea/allstaff/Learning%20and%20Teaching/School%20Renewal%20Planning%202021%202022/Health,%20well-being%20and%20resilience?csf=1&web=1&e=DfDN6T<br><br>6.3 Care experienced pupils are monitored weekly via ASL<br><br>PEF / FME supported by PEF Coordinator | 6.1 by November 2021<br><br>6.2 August 2021<br><br>6.3 weekly<br><br>6.4 weekly | 6.1 used and shared as part of renewal planning and prioritising focus at September CAT: provides quantitative data to support qualitative in-school survey. Allows us to target certain groups knowing their biggest difficulties<br><br>6.2 helps set focus and priorities to top three this session<br><br>6.3 pupils monitored so early intervention can be |

| | | 6.4 SfL working with pupils with learning and / or physical disabilities | | completed, providing support and equal access to education. |
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| | | 6.5 GSA / IYS / Equalities Group working with Scottish Government and online conference (Y.P engagement session) / LGBT Charter pupil questionnaire (for Charter schools) | 6.5 May 2021 and ongoing | 6.4 effective intervention to improve pupil experiences and outcomes |
| | | 6.6 ~~Shine survey 21-22 or use of Treehouse wellbeing surveys to measure outcomes (review and choose) provide standardised tools for measuring well-being.~~ Scottish Government HWB survey | 6.6 by October 2021 | 6.5 pupils are supported and empowered |
| | | | | 6.6 measurable outcomes mean we can measure progress and improvement and plan accordingly. |
| | | | | Scottish Government Census completed early March 2022 |