 **18th November**

**Radisson Blu Hotel, Glasgow**

1. **Present**

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| Tony Rafferty | Aberdeen City |
| Colm O’Riordan (Deputy) | Aberdeen City |
| Bob Jones | Aberdeenshire |
| Sheona Craig  | Clackmannanshire |
| Ann MacDonald | Comhairle an Eileanan Siar |
| Mary O’Connor | Dundee City |
| Gordon MacDonald | East Dunbartonshire  |
| Alison Bowyer | Edinburgh City |
| Margaret Leitch | Falkirk |
| Carrol Herbertson | Fife |
| Joanna Murphy (Chair) | Glasgow |
| Heather Grossart | North Ayrshire |
| Charlotte Harrison | Orkney |
| Jason O’Flynn | Perth & Kinross |
| Debbie Newlands | Renfrewshire |
| Ian Aitchison | Scottish Borders |
| Fiona Nicholson (Vice Chair) | Shetland |
| Cheryl Burnett | South Lanarkshire |
| Clare Carroll (Deputy) | South Lanarkshire |

**Apologies**

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| Jill Sloan | Dumfries & Galloway |
| Mel McGill (Deputy) | Dumfries & Galloway |
| Jim Campbell | East Ayrshire |
| Joe McLachlan | East Renfrewshire |
| Saddah Aziz | East Lothian |
| Simon Cunningham (Deputy) | East Renfrewshire |
| Beata Kohlbek (Deputy) | Edinburgh |
| Fergus Weir | Highland |
| Owen Derrick | Inverclyde |
| Barrie Sheppard | North Lanarkshire |
| Alex Dunbar | Moray |
| Morag Leslie Smith  | South Ayrshire |
| Eric Lumsden | West Lothian |

**Also in attendance**

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| Chris Graham | Scottish Government |
| Jordan Daly | Time for Inclusive Education (TIE) Campaign |
| Liam Stevenson | Time for Inclusive Education (TIE) Campaign |
| Lorraine Glass | Respect Me |
| Clair Halliday | NPFS Admin  |
| Joan Mackenzie (Minutes) | NPFS Admin  |

**2. Minutes and Matters Arising, with Leadership Team updates**

* Joanna, Cheryl and Fiona provided an overview of the meetings they have attended. Further information is available from them on request.

ACTIONS:

* The office will re-send the letter re. Equally Protected policy.

**3. Open Conversation: Chris Graham, Scottish Government**

* Joanna welcomed Chris Graham (CG) from Scottish Government.
* CG introduced himself as team leader for the Empowering Schools: A consultation on the provisions of the Education (Scotland) Bill. He said the work is incredibly fast paced so it can get through Parliament before break. DFM, John Swinney, wants the benefits to be experienced as soon as possible.
* CG provided an overview of the Bill and talked through the stages and timescales of the consultation process.

***Education Bill***

* There are five key areas of reform: the Headteachers’ charter, legal underpinning for regional collaboratives, strengthening parental engagement, improving pupil participation, establishing an education workforce council.

*Headteachers’ Charter*

* Headteachers’ Charter: school improvement prioritisation and curriculum development should be with Headteachers, rather than local authorities.
* There is a separate funding consultation – local authorities will still have funding but it will be more transparent and allow more freedom of choice for Headteachers. It is not about creating independent schools - it is about collaboration across all levels, but with Headteachers’ choices.

*Regional Collaboratives*

* The key to supporting Headteachers is through regional collaboratives. Priorities will be determined by schools: school improvement plans feed into Regional Improvement plans (instead of local authority Improvement plans), which then feed into the National Improvement Framework.
* The 32 local authorities have agreed an approach.
* There is a duty on local authorities to participate but Regional Improvement Collaboratives do not need to be legal entities in their own right.

*Regional Collaboratives - Parental representation*

* Reps asked about parental representation in the collaboratives. It was pointed out that there is parental representation at a national level and school level but not at this middle level - if a parent or pupil is not in the room, they tend to be forgotten.
* CG responded that the purpose of the regional collaboratives is to share best practice across local authorities. Parents will be feeding into headteachers. CG went on to say:
	+ 1. This is the stage of legal underpinning – proposals are intended to provide clarity and put learning at the centre. If the absence of parents at this level impedes this then it will be considered.
	+ 2. The collaboratives will not be making decisions – they will organise and prioritise support for schools, respond the identified needs of schools and share best practice.
	+ 3. The focus of regional collaboratives has been to get agreement from local authorities. They will also focus on professional support, but it is also important that support mechanisms are responsive to others i.e. parents.
* Discussion followed on the changes to parental voting rights on local authority committees.

*Education Workforce Council*

* Education Workforce Council – the GTCS will be absorbed and there will be one body for teachers and other professionals. The aim is to improve consistency and standards but they don’t want to make changes that discourage volunteers.

*Parents and Pupil participation*

* CG stated they were trying to bring forward NPFS recommendations on parental and pupil participation - engaging with parent councils and the parent forum is fundamental to the Headteachers’ Charter.
* Reps asked for clarification over standards for engagement and about who will be overseeing that the headteacher is collaborating with parents. CG responded that the local authorities check that the headteachers are doing this properly. If parent expectations are not being met they can contact the local authority directly. Regional collaboratives could also offer support.
* Discussion followed on the difficulty of legislating a cultural change. It will take time – headteachers will make more decisions but have to collaborate with pupils, parents and other professionals. Reps raised the importance of having clear communications i.e. documents stating that headteachers ‘will’ collaborate rather than ‘should’, and that responsibility is on the local authority to collaborate with parents. More thought should be given to parental and community engagement.
* CG stated that, unless they hear differently within the responses to the consultation, headteachers will be expected to have an effective and meaningful approach to pupil participation without pressing a model on them. Young people should be able to express their views, be listened to and, within reason, have changes implemented.

*Funding*

* There is no national funding formula - funding should support outcomes. They are in the process of analysing responses to the consultation and a statement will be made before summer.

ACTIONS:

* Chris Graham is arranging for a ‘parent friendly’ version of the consultation document to be sent to NPFS for feedback by next Friday. However, Any response [regardless of whether it directly responds to one of the consultation questions] will be considered.
* Reps can invite Chris to parent council meetings etc. by emailing the NPFS office for forwarding on.

**3. GDPR Update with Clair Halliday**

* The General Data Protection Regulations (GDPR) will come into effect in May 2018. The NPFS is drafting a new data protection policy to ensure the information it holds is reasonable and legitimate e.g. the length of time we retain reps contact details.
* Guidelines on best practice will be provided, such as:
	+ obtaining consent for gathering emails.
	+ using NPFS email addresses rather than personal ones.
	+ blind copying (bcc) emails so there is no sharing of people’s email addresses without permission.
* The new Lobbying Register was also discussed. This requires the recording of any meetings and discussions with MSPs, Personal Secretaries and special divisions.
* Although there is no requirement unless a paid member of staff is present, it was agreed that all formal NPFS meetings and discussions with MSPs etc. should be recorded for transparency. Other occasions can be recorded on a voluntary basis and informal discussions (i.e. social/casual chats) will not require recording.

ACTIONS:

* Clair will send out the new GDPR policy and send out template privacy notices.

**4. Jordan Daly and Liam Stevenson, TIE Campaign**

* Jordan spoke about his personal experiences and why he is so motivated to ‘educate away’ prejudice based LGBT bullying. This included the findings of the research carried out with young LGBT people. Liam also spoke about his decision and motivations to support young LGBT people.
* Reps were given an overview of the pledges of the TIE campaign, including:
	+ *Teacher training*: consistent delivery of LGBT specific training, including initial (trainee) and current (CPD). According to their research, 90% of teachers would attend this if cost-free.
	+ *Inclusion within the curriculum*: there should be guidance with set standards or benchmarks, but no dictatorial approach so there can be flexibility for teachers. All information should be age and stage appropriate. PSE is a good starting point, with recognition that there are different types of families and a strong emphasis on relationships and mutual respect, but also the inclusion of LGBT history and current issues within History and Modern Studies. It was noted that religious education is on a statutory footing already.
	+ *Recording of bullying*: all school staff should have access to one uniform system that records all types of bullying incidents. There is currently no option on the ‘click and go’ SEEMIS system for recording homo/bi/trans-phobic bullying. Senior management can record it but school bureaucracy means incidents are not getting passed up. All staff should have access to the same system.
	+ *Monitoring*: school inspections are already good on racism and sectarianism but should also be looking at equality and diversity.
	+ *Legislation*: there should be a statutory, not dictatorial, standard. Schools will tackle this climate with an educational response, evidencing that it is taking place. In terms of protected characteristics, Section 28 has had a massive impact (although it was repealed, some current teachers were trained in this) and we need to rewind this.
* Several reps raised concerns over how young LGBT people were “surviving, not thriving at school” and the “knock on effect on mental health issues across the school” - young people are afraid they will be labelled as gay and are too frightened to stand up for themselves and/or others. The impact on parents and other family members was also mentioned: parents are worried their child could become a statistic and siblings are being bullied for having (or being rumoured to have) an LGBT brother or sister. The stigma surrounding LGBT was said to be particularly bad in small, rural communities where there is already a relatively higher suicide ratio. The issue of homelessness was also raised, as 60% of young homeless are LGBT due to unsupportive families. It is important to educate parents as well as the school.
* Discussion followed on the training TIE conducts in schools - there is high demand but TIE is looking to build capacity. Although there is currently no training programme for parents, reps can let TIE know if they would like them to come to their area.

ACTIONS:

* Following closed discussions later in the meeting, a vote was held which led to a majority decision to endorse the TIE campaign. A formal statement regarding this will be distributed to all reps in due course.

**5. Lorraine Glass, Respect Me**

* Lorraine Glass (LG) provided an overview of the work of Respect Me.
* LG acknowledged that there was ‘a long way to go’ – there is guidance for local authorities but there are no national statistics or benchmarks.
* Some teachers are very good at dealing with bullying but there is no paperwork. This leads to issues over parental involvement and the rights of the child.
* Respect Me is working on collaboration as statutory change takes longer.
* Some schools don’t like to admit bullying takes place so incidences are not recorded. There needs to be a cultural change in schools so that schools can admit to bullying taking place without being labeled as a ‘bad’ school. Identifying the problem is the first step in sorting it out.
* Discussions followed on creating a nutshell on this subject, potentially looking at:
	+ Equalities in general
	+ Duties on the school from the Equalities Act
	+ Definitions of protected characteristics
	+ Legal duties to protect certain groups, which come in lots of forms: socio-economic, physical (e.g. weight and how you look), looked after children, young carers, substance abuse…
	+ Greater acceptance of race, disability and LGBT
	+ Guidance for parents: What could help you? What can you and young people do about it? How can you deal with your child if they are the bully?
	+ Support for children and young people: those who are being bullied, those witnessing bullying and those displaying bullying behaviour.

ACTIONS:

* Reps are requested to contact the office if they are interested in working with LG on the new nutshell.
* Reps are also invited to sign the Respect Me pledge and register for training.

**6. AOB**

* Discussions re. National Improvement Framework. Stretch aims are welcome but there are still issues with using these measures in isolation.

ACTION:

* Reps are requested to email the office with feedback on this and up-and-coming consultations.
* Reps were also reminded to send brief meeting notes to the office and to post them on the Facebook discussion page so all reps can be kept informed.

**The next meeting will be on Saturday 27th January 2018 (Glasgow).**

**Vacancies**

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|  | Angus |
|  | Argyll and Bute |
|  | Moray |
|  | Midlothian |
|  | Stirling |
|  | West Dunbartonshire |