
Report To:	Education & Communities Committee	Date:	20 May 2025
Report By:	Corporate Director Education, Communities and Organisational Development	Report No:	EDUCOM/37/25/MR
Contact Officer:	Michael Roach Head of Education	Contact No:	01475 712891
Subject:	Education Update Report – Overview of Local and National Initiatives		

1.0 PURPOSE AND SUMMARY

1.1 ☐ For Decision ☒ For Information/Noting

1.2 The purpose of this report is to ask members of the Education and Communities Committee to note updates relating to the Education Service both in terms of local development as well as national policy development.

1.3 The report includes update on:

- Care Inspectorate inspection outcomes
- Education Reform
- Independent Review of Qualifications and assessment
- Joint Action Plan on Relationships and Behaviour – Annual Progress Report
- Update on teacher numbers position
- Gaelic Medium Education

2.0 RECOMMENDATIONS

2.1 The Education and Communities Committee is asked to:

- note the content of the update report

Ruth Binks
Corporate Director
Education, Communities & Organisational Development

3.0 BACKGROUND AND CONTEXT

3.1 Care Inspectorate inspection outcomes

There have been no inspections carried out and published since the March 2025 committee.

3.2 Education reform

There is no substantive update relating to the reform agenda beyond that shared with the committee in March 2025.

3.3 Independent Review of Qualifications and Assessment

There is no substantive update relating to the reform agenda beyond that shared with the committee in March 2025.

3.4 Joint Action Plan on Relationships and Behaviour – Annual Progress Report

The annual report on the Joint Action Plan on Relationships and Behaviour has been published: [Schools - improving relationships and behaviour: progress report 2025 - gov.scot](#) This report highlights the progress made in the first phase of the three-phase plan to address the concerns raised in the Behaviour in Scottish Schools Research published in 2023: [Behaviour in Scottish schools: research report 2023 - gov.scot](#).

- 3.5 The Joint Action Plan ([Relationships and behaviour in schools: national action plan 2024 to 2027 - gov.scot](#)) has also been informed by other surveys and evidence provided through the Scottish Advisory Group on Relationships and Behaviour in schools (SAGRABIS - [Scottish Advisory Group on Relationships and Behaviour in Schools \(SAGRABIS\) - gov.scot](#)).

- 3.6 During Phase 1 of the action plan, progress has been made against all 20 actions. This includes the publication of new guidance for schools on preventing and responding to gender-based violence ([Preventing and responding to gender based violence: a whole school framework - gov.scot](#)), updated guidance on mobile phones in schools ([Mobile phones: guidance for Scotland's schools - gov.scot](#)), and refreshed anti-bullying guidance ([Anti-bullying guidance for adults working with children and young people - gov.scot](#)).

- 3.7 Other support for schools includes enhanced evidence gathered, and commentary made, about relationships and behaviour as part of the inspection process and promoting resources and professional learning available to staff and schools on relationships and behaviour in schools.

- 3.8 Phase 2 of implementation of the Joint Action Plan runs from 1 April 2025 until 31 March 2026. A further Annual Progress Report will be published at that end of that period. Priorities for phase 2 include the publication of guidance on risk assessments, work on recording and monitoring, new guidance on preventing and responding to racism and racist incidents and updating our national attendance and exclusions guidance.

3.9 The use of Consequences in Schools

The Joint Action Plan includes a commitment to confirm the use of consequences in schools, in direct response to the perceived lack of consequences in current positive approaches to relationships and behaviour expressed by primary and secondary staff through BISSR 2023 ([Behaviour in Scottish schools: research report 2023 - gov.scot](#)).

- 3.10 The use of consequences in responding to concerns about inappropriate behaviour in schools, in the context of schools' own relationships and behaviour policies, is entirely appropriate. Section 6 of Included, Engaged and Involved Part 2: provides national guidance on approaches to Prevention, Early Intervention and Staged Intervention.

3.11 Further specific guidance on the use of consequences in schools is currently in development, through the work of SAGRABIS. This updated national guidance will be available before the end of this academic year.

3.12 **Relationships and Behaviour Policies – Schools and Education Authorities**

In light of the publication of the progress report, and the forthcoming guidance highlighted above, the Scottish Government has asked that Education Authorities and establishments begin to refresh and update our own relationships and behaviour policies. This will support clarity of understanding of establishments' high expectations of pupils, reflects the culture and ethos of the establishment, and provides confidence to pupils, school staff, parents and carers on both what is expected, and the appropriate intervention that will follow when these are not met.

3.13 The publication of the revised guidance alongside the ask of the Scottish Government as above will then enable the Education Service to review and update its own Promoting Positive Relationships policy and subsequently support establishments to do the same early in the new academic year. The review of the Promoting Positive Relationships policy remains outstanding pending receipt of this updated guidance.

3.14 It will be important for establishments to engage with their whole learning community – staff, children and young people, and parents/carers – on these policies and therefore we will ensure that this is a main priority for the Education Service's Improvement plan for 2025/26 and subsequently ensure that all establishments begin work to update their policies in line with this unless they have already done so. The Education Service's review of its Promoting Positive Relationships policy will include engagement with key stakeholders.

3.15 **Gaelic Medium Education (GME)**

We are pleased to confirm that a teacher has been appointed for the secondary GME provision at Inverclyde Academy. We are still in the process of recruiting for a teacher for the provision at Whinhill Primary School. There is no doubt the recruitment has and continues to be a challenge.

4.0 **PROPOSALS**

4.1 N/A.

5.0 **IMPLICATIONS**

5.1 The table below shows whether risks and implications apply if the recommendation(s) is(are) agreed:

SUBJECT	YES	NO
Financial		X
Legal/Risk		X
Human Resources		X
Strategic (Partnership Plan/Council Plan)		X
Equalities, Fairer Scotland Duty & Children/Young People's Rights & Wellbeing		X
Environmental & Sustainability		X
Data Protection		X

5.2 Finance

N/A.

Annual recurring costs (savings)

Cost Centre	Budget Heading	With Effect from	Annual Net Impact	Virement From (If Applicable)	Other Comments

5.3 Legal/Risk

N/A.

5.4 Human Resources

N/A.

5.5 Strategic

N/A.

5.6 Equalities, Fairer Scotland Duty & Children/Young People

(a) Equalities

This report has been considered under the Corporate Equalities Impact Assessment (EqIA) process with the following outcome:

	YES – Assessed as relevant and an EqIA is required.
N	NO – This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, assessed as not relevant and no EqIA is required. Provide any other relevant reasons why an EqIA is not necessary/screening statement.

(b) Fairer Scotland Duty

Has there been active consideration of how this report's recommendations reduce inequalities of outcome?

	YES – A written statement showing how this report's recommendations reduce inequalities of outcome caused by socio-economic disadvantage has been completed.
N	NO – Assessed as not relevant under the Fairer Scotland Duty for the following reasons: Provide reasons why the report has been assessed as not relevant.

(c) Children and Young People

Has a Children's Rights and Wellbeing Impact Assessment been carried out?

	YES – Assessed as relevant and a CRWIA is required.
N	NO – Assessed as not relevant as this report does not involve a new policy, function or strategy or recommends a substantive change to an existing policy, function or strategy which will have an impact on children's rights.

5.7 Environmental/Sustainability

Has a Strategic Environmental Assessment been carried out?

	YES – assessed as relevant and a Strategic Environmental Assessment is required.
N	NO – This report does not propose or seek approval for a plan, policy, programme, strategy or document which is like to have significant environmental effects, if implemented.

5.8 Data Protection

Has a Data Protection Impact Assessment been carried out?

	YES – This report involves data processing which may result in a high risk to the rights and freedoms of individuals.
N	NO – Assessed as not relevant as this report does not involve data processing which may result in a high risk to the rights and freedoms of individuals.

6.0 CONSULTATION

6.1 N/A.

7.0 BACKGROUND PAPERS

7.1 N/A.