



Gender Equality

International Women's Day



The Sustainable Development Goals (SDGs) launched by the UN highlight 17 key issues or GOALS for the world to achieve by 2030.

SDG 5 aims to Achieve Gender Equality and empower all women and girls.





Starter

True or false quiz.....

Write down only the statements that are true

1. There are more men than women in the UK.
2. Men and women are paid equally for the same job.
3. More females have experienced discrimination than males
4. Gender Equality means only equal rights for women



What is Gender Equality?

GENDER EQUALITY A DEFINITION

'A state in which access to rights or opportunities is **UNAFFECTED** by the gender of a person' i.e.



You will be treated the same in society regardless of whether you are female or male in terms of rights, pay and access to opportunities

In many parts of the world women are not treated equally and are denied their basic human rights and freedoms simply due to their gender.

**Discussion
point**

Can you think of any basic rights that are denied to women?

The Sustainable Development Goals

Goal 5: Gender Equality

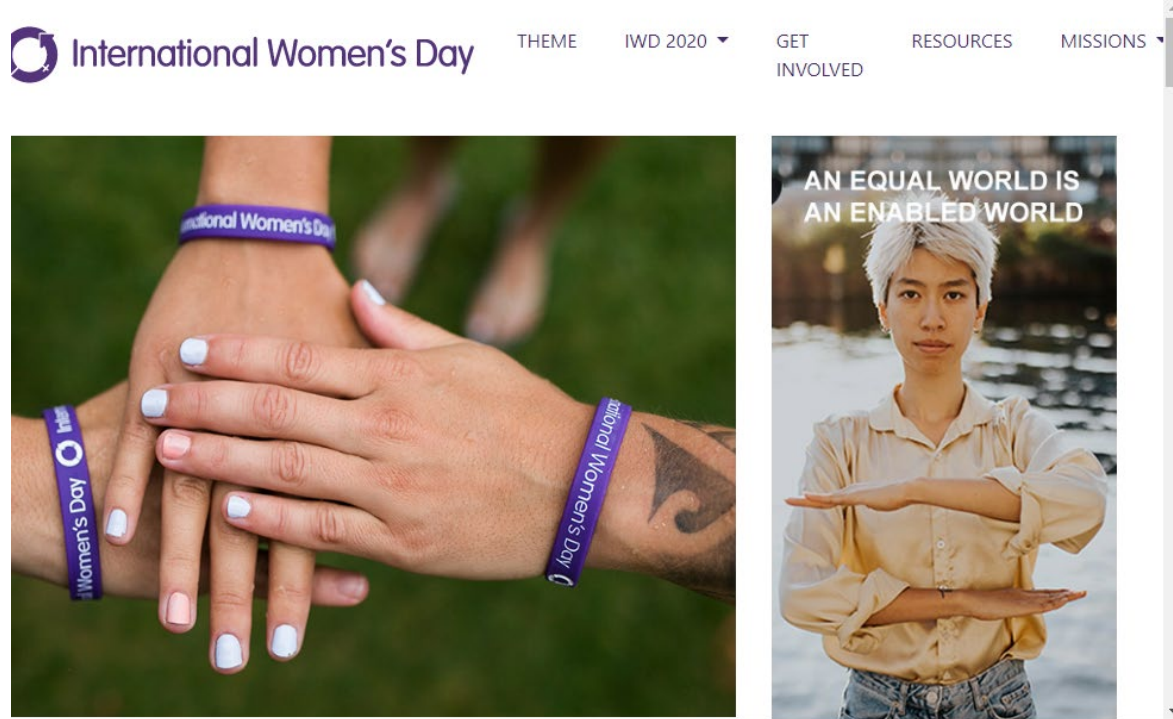
- Stop discrimination against all women and girls.
- Stop all violence against women.
- Stop all harmful practices against women such as child, early and forced marriage and FGM.
- Recognise and value unpaid care and domestic work.
- Allow women equal opportunities to be leaders.
- All women should have access to healthcare.
- Use technology to help empower women.
- Make sure governments have laws to make sure women and girls have the same rights as boys and men.



How does it effect young people?

- <https://www.nationalgeographic.com/magazine/2017/01/children-explain-how-gender-affects-their-lives/>

International Women's Day 8th March



International Women's Day is celebrated on the 8th March every year.

The first ever women's day was celebrated in 1911, over 100 years ago!

The purpose of the day is *“celebrating the social, economic, cultural and political achievements of women.”*

The goal is to recognise and promote **EQUALITY AND RIGHTS FOR ALL.**



Why is the focus on women?

THINK, PAIR, SHARE....

Think of an answer by yourself (and write it down)

When your teacher asks you too... share with your partner and discuss

Be ready to share with the class.

QUESTION

Why is so much attention given to equality for women?"

(rather than for men?)

Evidence of inequality

NUMBER OF FEMALE CEOS OF FTSE
100 COMPANIES AS OF JUNE 2018

7

PROPORTION OF WOMEN MPS IN THE
UK HOUSE OF COMMONS

37%

PROPORTION OF FEMALE
INSPECTORS IN ENGLAND & WALES
POLICE FORCES

21.7%

In 2019 78% of companies in the UK said that their wages for male employees were higher than for female. (women get paid 20% less on average)

Only 17.6% of those studying Engineering and Technology in higher education were female in 2017

HOWEVER – women have better qualifications
55% of university graduates were female in the UK in 2018
every year 100,000 more women apply to university than men.

GCSE grades in 2019

◆ Boys ◆ Girls

A and over



C and above





Sex Vs Gender

WHAT IS GENDER?

Gender refers to the **learned roles (what we do that makes us 'feminine' or 'masculine')**, behaviours, and activities that society considers appropriate for men and women.

These can change over space and time, and within and between cultures.
e.g. (Women care for children; Men build houses; Women are emotional; Men are strong; Boys prefer blue, Girls prefer pink)



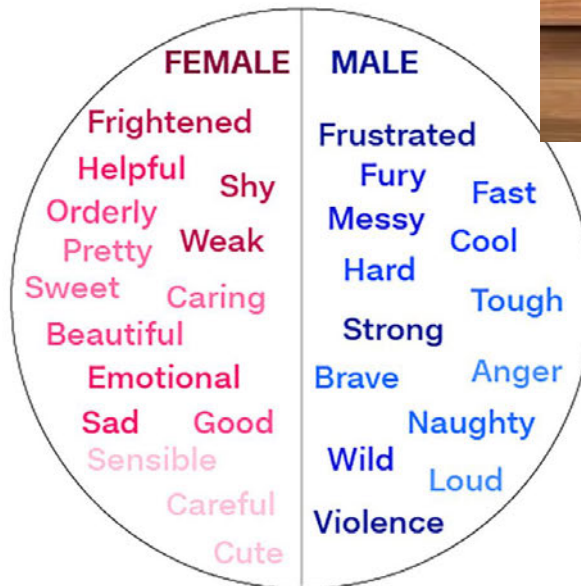
WHAT IS SEX?

Sex refers to the **biological** differences that define women and men. e.g. Breasts/testicles, women can have babies etc.

Gender Stereotypes



5 GENDER EQUALITY



The Chef does everything but cook - that's what wives are for!

Kenwood Chef

I'm giving my wife a

“You mean a woman can open it...?”

ADLAND HAIR MEN

5 GENDER EQUALITY



Tused to be the best dressed waitress in town.

Hostess

Waffles & more... great made... nothing like the rest.

CAN SHE MAKE YOU LOSE CONTROL?

NEW LYNX DRY FULL CONTROL

48HR ANTIPERSPIRANT

WATCH THE VIDEO



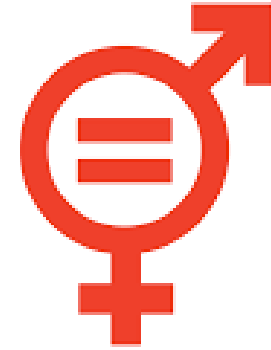
Progress?



Summary Task.....

- a) Write down the statement
 - B) Write TRUE or False beside it
 - c) Explain your answer or give an example.
1. There are some jobs only men can do.
 2. Women are more natural parents
 3. Boys naturally prefer the colour blue
 4. Girls are naturally better cooks
 5. Women and men have different hormones

5 GENDER
EQUALITY



- Home
- Messages
- Shortcuts
- FAQs
- Services**
- Track Progress

Report Violence, Aggression or Threat

★★★★★ 5 reviews

Any incident which a person is abused, threatened or assaulted. Examples include:


- * Assault, abuse or threat causing injury or distress
- * Verbal or written aggression
- * Stalking
- * Animal attacks

How we use your information

The information provided by you on this form will be used by Fife Council in order to carry out accident investigation. Further information on how your information is used and why can be found [here](#) or HR Privacy notice can be found [here](#)

The Council's Data Protection Officer can be contacted on: dataprotection@fife.gov.uk

Log this incident

Who is your Head Teacher (Schools) or Line Manager? 

Telephone

Please ensure that you have remembered to enter your Manager's name above.

If duplicate names appear, please click on the magnifying glass button to select the correct person.

▼ Reporting Person

Name of reporting person

- Home
- Messages
- Shortcuts
- FAQs
- Services**
- Track Progress

Immediate actions

Violence and Aggression

Was the violence/abuse physical or verbal?

Was the incident motivated by

Was a weapon used?

Was the attacker?

Has this behaviour happened before?

Was the incident aggravated by?

Was anyone injured?

- Additional support needs
- Asylum seekers/refugees
- Body image/physical appearance
- Dissatisfaction with service provided or offered
- Gender identify/transphobic
- Gypsy/Travellers
- Looked after children & Young people
- Material gain
- Motivated by prejudice, hatred or ill will towards any social group
- Sectarianism
- Sexually motivated
- None of the above



Teacher Notes

Before commencing the sort

Ensure students can read each of the job titles and understand what the jobs are.

After completing the sort

To further explore issues related to gender-bias and job titles, the following discussion points could be raised:

- For those job titles that are gender-specific, can you think of a gender-neutral title that would be more appropriate?
- Are there any particular jobs in the sort that you automatically think of as belonging to one gender? For example, do you ever think of a private investigator as being female?
- Are there any gender-neutral jobs in the sort that you know have had gender-specific titles in the past? For example, actor/actress, author/authoress, nurse/male nurse.
- How does a gender-specific title affect gender equality in the workplace? Does it encourage certain attitudes, beliefs or employment opportunities?

Name: _____

Date: _____

Jobs by Gender – Sorting Activity

Cut out the job titles. Sort and place each job title where you think it belongs on the H-chart.

salesman	policewoman
air hostess	fireman
actor	author
waitress	weatherman
handyman	lollipop lady
housewife	ballerina
engineer	nurse
receptionist	private investigator
teacher	doctor

Name: _____

Date: _____

Jobs by Gender - Sorting Activity

Job Names with Male Bias

Gender Neutral Job Names

Job Names with Female Bias

Jobs by Gender Sorting Activity - Answers

salesman
fireman
weatherman
handyman

actor
author
engineer
nurse
receptionist
detective
teacher
doctor

policewoman
air hostess
waitress
lollipop lady
housewife
ballerina

Gender Neutral Job Names

Job Names with Male Bias

Job Names with Female Bias

2. Gender Inequality & Stereotypes

International Women's Day



The Sustainable Development Goals (SDGs) launched by the UN highlight 17 key issues or GOALS for the world to achieve by 2030.

SDG 5 aims to Achieve Gender Equality and empower all women and girls.



Starter

Write down

- a) One job that only men can do.

- b) One job that only women can do.

Explain your answers.

5 GENDER
EQUALITY



Does inequality Exist?

5 GENDER
EQUALITY



1. Women's Voting Rights

<https://www.parliament.uk/business/news/2018/february/yourstoryourhistory2018/>

2. Social Inequality Worldwide

<https://globaldimension.org.uk/wllgoal/gender-equality/>

Pupil Task: A) Write down ONE example to show that inequality existed in the past
b) Write down one example to show that inequality exists now.



Equality

REMINDER -
more impor

The purpose
opportunities

The focus on
experienced
still progress
and in the ju



bout women becoming

promote equal

up who have
fore worldwide there is
employment, education



Task: Are Jobs Gendered?

1. Cut out the jobs
2. Stick them into the position that you think they should be in.

Challenge: Pick two jobs from either side and write down in your jotters the reasons for your choice.

Where do these ideas come from?

<https://www.youtube.com/watch?v=qv8VZVP5csA&feature=youtu.be>

THINK/PAIR/SHARE

- a) Why do you think these ideas exist?
- b) Are they realistic?





Gender Stereotypes

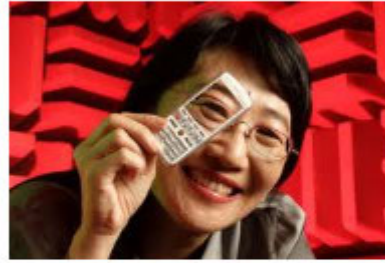
As discussed in the first lesson, historically there has been clear evidence of stereotyping and even discrimination against women in particular over time.

In many cases these stereotypes still exist and can stop people from pursuing their dreams.

Fortunately, we are in a position now where we have role models in different areas of life that represent many different groups and who challenge traditional stereotypes.

Role Models

#1 – Cher Wang



Cher ranks so highly on this list as she is perhaps arguably the most successful female entrepreneur in the world. Her wealth is primarily of her own making rather than being down to working for a large firm or being born wealthy.

She spent many years manufacturing cell phones for other people which earned her a tidy fortune, it wasn't until she set-up her own company HTC, that her wealth really took off. She has an **estimated worth of \$6.8 billion**, her **HTC smartphones** have quickly gain notoriety and in 2010, accounted for 20% of the smartphone market.

From the list of the worlds most influential women!!

5 GENDER EQUALITY



#9 – JK Rowling



This single and struggling mother wrote a book that bought a generation of video gamers and tv addicts back to reading books to exercise their imaginations once again. Another rags to riches story, [JK](#)

[Rowling's Harry Potter](#) books have become one of the best-selling books of all time, she managed to spawn a major feature film series and a franchise that also incorporates a fully functioning theme park in direct competition with **Disney**. Her influence not only affects millions of children around the world, but has also drawn many adults into her

world.

Steph Houghton

Captain of England and Manchester City FC

Houghton led England to third place at the Women's World Cup last month – the best performance in their history – and became a national hero in the process. She first came to national attention in 2012 when she scored three goals in four games for Great Britain at the London Olympics. She has 58 caps to her name, plays for an integrated men's and women's football club, MCWFC, and is a treasured example for young girls .



Laverne Cox

Best known for her role as Sophia Burset on the hit Netflix show *Orange is the New Black*, Cox was the first transgender person to ever be nominated for a Primetime Emmy Award.



Summary Task.....

1. In one sentence... try to write down why you think that stereotyping can be harmful or be a bad thing.



Brooke Boney

Who is Brooke Boney?

Brooke Boney is a Gamilaroi woman who works in print, television, and radio as a journalist. Brooke grew up in the Hunter Valley, New South Wales, Australia, on Woonaruah country, with her mother and five younger brothers and sisters.

Leaving School

Brooke left school before finishing Year 12, the final year of school in Australia. She was unsure, at first, of what she wanted to do. Brooke later worked at the Australian newspaper *The Financial Review*, before deciding to study journalism at a university.

Diversity in the Media

Growing up, it was obvious to Brooke that images of and stories about Australia's First Nations people on the television and in other media were limited and stereotypical. Brooke says she became a journalist to help tell positive stories about Indigenous Australians. She is committed to providing more positive role models for young Indigenous kids by increasing the visibility of Aboriginal and Torres Strait Islander peoples in the media.



Rising Up

Supported by Jumbunna, her Sydney university's Indigenous Learning Center, Brooke finished her studies. Upon graduating, she volunteered at Koori Radio, Sydney's only First Nations radio station. Since then, Brooke has worked in commercial television news and for public broadcasters. She has been a political reporter in Canberra for NITV, Australia's National Indigenous Television network.

Brooke has also worked as a mentor for AIME, a now global organization that helps empower Indigenous high school-aged kids by 'building bridges' between their schools and local universities.

Brooke's work in the Australian media shows young Indigenous girls that their voices are of value.

J.K. Rowling



How Did Jo Become a Writer?

Jo began writing at the age of six. She wrote her first novel at age eleven. It was about seven cursed diamonds and those who owned them.

Before becoming a published author, Jo worked as a researcher at Amnesty International. During the seven years it took to write *Harry Potter and the Sorcerer's Stone*, Jo was faced with many ups and downs. She gave birth to her first daughter and, shortly after, divorced her first husband. As a single mother, she worked as a teacher in Edinburgh, finishing the manuscript for the first *Harry Potter* book in any spare time she could find.

Who is J.K. Rowling?

J.K. Rowling is most famously known as the author of the *Harry Potter* series. Her creative genius not only made her the most highly paid author in 2017, but also made her an advocate of women and girls in need.

Joanne, or Jo (as she calls herself), uses a great deal of her money to fund charities in Scotland and to support aid work all around the world.

Why a 'Pen Name'?

The publishers of her book doubted that young boys would want to buy and read the first *Harry Potter* book if they knew it was written by a woman. They asked for the book to be published with two initials, rather than her first name. The 'K' in her pen name, J.K. Rowling, is taken from her grandmother's name – Kathleen.

The Volant Charitable Trust

The Volant Trust is Jo's passion project. It is named after her mother, who passed away after suffering from the debilitating disease Multiple Sclerosis. Charities can apply for grants and funding through the Trust.

Jo is passionate about helping women and children out of poverty, assisting single-parent families, and contributing to Multiple Sclerosis research.

Jo says:

"We do not need magic to transform our world. We carry all of the power we need inside ourselves already."

Jessica Watson

Meet Jessica

Could you imagine living on a bus? How about a boat? Well, Australian Jessica Watson has lived on both! It was while she was living on the boat that Jessica decided she wanted to become the youngest person to sail, solo and unassisted, around the world. With an infectious smile and a fiery passion for life, Jessica Watson has inspired thousands of young people across the globe. Australia's ex-Prime Minister Kevin Rudd called her an extraordinary young Australian and the country's "newest hero".



What a Winner!

Jessica has won the following awards:

- Spirit of Sport
- Young Performer of the Year
- Adventurer of the Year
- Young Australian of the Year
- Jane Tate trophy
- Order of Australia Medal

Ella's Pink Lady

Jessica gave her boat, a 33.56 ft Sparkman & Stevens, the name Ella's Pink Lady. Before she had even begun her circumnavigation, disaster struck in the form of a collision with a 69,500 ton bulk carrier ship. Luckily, Jessica was unhurt and her boat received only a broken mast.

Around the World in 210 Days

The following is a timeline of Jessica's circumnavigation of Earth.

- October 18, 2009 – Departed Sydney Harbor
- November 19, 2009 – Crossed the equator
- Christmas 2009 – Furthest point from land
- January 13, 2010 – Cape Horn, Chile
- January 25, 2010 – Halfway point
- February 15, 2010 – Crossed Prime Meridian
- February 24, 2010 – Cape Agulhas, S. Africa
- April 10, 2010 – Entered Australian waters
- April 12, 2010 – Cape Leeuwin, W. Australia
- May 3, 2010 – South East Cape, Tasmania
- May 15, 2010 – Arrived Sydney Harbor

Jessica says:

"You don't have to be someone special to achieve something amazing. You've just got to have a dream, believe in it, and work hard."

Dr. Mae Jemison



Mae the Soldier

From 1983 to 1985, Mae volunteered in the United States Peace Corps. As a medical officer, she was in charge of everyone's health. She also worked in the Center for Disease Control, focusing on curing illness.

Mae the Activist

While in college, Mae noticed inequality between herself and the white male students. She joined the Black Students Union and ended up leading them. She campaigned for women and minorities to be treated as equally capable students.

Mae the TV Star

Star Trek was Mae's favorite show about space, so she was amazed to be asked to appear on the show! She also hosted *World of Wonder* on the Discovery Channel and has made guest appearances on various documentaries.

Mae the Dancer

At eleven years of age, Mae fell in love with dancing. Her interest continued through college. She even choreographed a musical and dance production.

Mae the Doctor

Mae studied to be a doctor at Cornell Medical College. While studying, she traveled to Thailand, Cuba, and Kenya to help people there. She graduated and became a medical doctor in 1981.

Mae the Astronaut

Mae was inspired to join the astronaut program by Lieutenant Uhura on *Star Trek* (played by Nichelle Nichols) and the first female astronaut, Sally Ride. She was accepted in 1987. Five years later, she flew on the 50th shuttle flight as a mission specialist and spent eight days and nights in space.

Mae the Scientist

Science education is very important to Mae. During her life, she has been a professor at various universities. She is also a member of many science foundations and has even started her own research companies in many scientific fields.

Malala Yousafzai

Who is Malala?

Malala is a young Pakistani Human Rights Activist who fights for the rights of girls and women to receive an education. She risked her life for the cause and has changed history.

Malala's Home and Family

Malala was born on July 12, 1997, in Mingora, Khyber Pakhtunkhwa, Pakistan. She grew up with her two younger brothers and her mother and father, and she practices the religion of Islam.

Losing the Right to Go to School

Many Pakistani girls did not attend school. However, Malala's father was a teacher who ran a school for girls, which Malala attended. She loved school and had big dreams of becoming a teacher, a doctor, or a politician. When the Taliban (a fundamentalist religious movement from Pashtun) began to take control of the area where Malala lived, they demanded that all girls' schools be shut down. Women were no longer allowed to vote or to have jobs. All women and girls were to stay home, and if they went out, they had to wear a burqa (a garment that covers the head, face, and body) and be accompanied by a man.

Diary of a Pakistani Schoolgirl

In 2009, Malala began to write a blog about the destruction and closure of more than 100 girls' schools in Pakistan. She became famous for writing her blog, and began speaking publicly against the Taliban. Despite the Taliban threatening to kill her, she bravely continued fighting for the rights of girls and women to receive an education in Pakistan.



The Most Courageous Voice

In 2012, Malala was on her school bus when a masked gunman got onto the bus and asked, "Who is Malala?" He said he would shoot everyone on the bus if they did not tell. When Malala's scared friends looked her way, the gunman shot Malala.

The bullet passed through her head, missing her left eye and her brain.

While Malala was in the hospital in intensive care, people worldwide began supporting her cause. Malala survived. She continues to fight for peace and equality. Malala Yousafzai is the youngest ever Nobel Peace Prize winner.

Malala says:

"I tell my story not because it is unique, but because it is not. It is the story of many girls."

Yuna Kim



All About Yuna

Yuna was born on September 5, 1990 in Bucheon, Gyeonggi, South Korea. She was a professional figure skater and one of the most famous female athletes in South Korea.

Top of the Competition

Yuna is the first female figure skater to win all four of these prestigious competitions:

- The Winter Olympic Games
- The World Championships
- The Four Continents Championships
- The ISU Grand Prix

Learning to Skate

Yuna began skating when she was six years old. At the age of eleven, she became the youngest Korean skater to complete the five different triple jumps.

Yuna Kim is exceptional because she combines creativity, style, musical sense, graceful skating, technical skills, and incredible speed. She continues to inspire young skaters to believe that anything is possible.

Yuna in the Media

Yuna Kim is considered one of the best female skaters of all time. She was the highest paid athlete at the 2010 Winter Olympic Games.

She has been named a 'Korean Power Celebrity' by American magazine *Forbes*, as well as being listed in *Time* magazine's 100 World's Most Influential People.

Making a Difference

Yuna Kim donated prize money, as well as profits from her ice shows, to others in need. She donated her prize money from the 2010 Winter Olympic Games to help relief efforts in Haiti, after the nation suffered a catastrophic earthquake.

Yuna is a Goodwill Ambassador for the United Nations Children's Fund.

Yuna says:

"I am not trying my best because it is the Olympics. I try my best always."

Greta Thunberg

Who is Greta Thunberg?

Greta Thunberg is an avid and vocal environmentalist. She leads a global community of like-minded youth in combating climate change. Born in Sweden in 2003, she is one of the youngest people to speak on a global stage about the need for climate action.

From Little Things, Big Things Grow

In August 2018, a lone figure sat in protest on the steps of the Swedish parliament. At 15, Greta had decided enough was enough; it was time for someone to make a stand. She carried a hand-painted sign that read '*skolstrejk för klimatet*' (school strike for climate), which has since been translated into dozens of languages. Thunberg could not have imagined how loud her voice would become nor how prolifically her message would spread. Her one-person stand has kicked off a global movement.

Teenage Trailblazer

Speaking quietly and seldom smiling, Greta is earnest in her activism. She calls for her peers to help create a 'social tipping point' on a global scale. To achieve this goal, she travels world-wide to address heads of state – notably crossing the Atlantic in a solar-powered racing yacht in 2019 in an effort to neutralize her carbon footprint.



A Call to Action

Ms. Thunberg describes the balance between her environmental work and her schoolwork as presenting 'strange contrasts'. She also claims that dealing with immature world leaders is more difficult than dealing with most of her peers at school. Addressing the US Congress in 2019, Greta presented a report from the Intergovernmental Panel on Climate Change and bluntly stated, "I don't want you to listen to me, I want you to listen to the scientists." This clearly defined statement was punctuated with a final comment, "And then I want you to take real action."

Greta's work in the global climate change movement will inspire generations to come.

Obiageli Ezekwesili



Who is Obiageli Ezekwesili?

Obiageli (Oby) Ezekwesili is a Nigerian accountant and social pioneer whose work has influenced multiple global arenas. Born April 28, 1963, she holds master's degrees in international law and public policy and has even stood for the Nigerian presidency.

A Force for Education

Ezekwesili was a former Minister of Education in Nigeria and has long fought for education to be recognized as vitally important for African youth, especially girls. Most Nigerians are younger than 30 (60%), yet oil, rather than education, drives the government. Ezekwesili believes that poor education leads to unemployment, which is the cause of much crime in her nation.

#BringBackOurGirls

On a dark night in April 2014, 276 female students were kidnapped from their homes in Chibok, Nigeria, by Boko Haram – a violent religious sect that believes women should not be educated. In an effort to save the girls, Obiageli Ezekwesili took to social media and urged people to take action. Her hashtag campaign #BringBackOurGirls brought the horrific crimes of Boko Haram to light. In 2019, Ezekwesili was awarded the Forbes Woman Africa Social Influencer award for her important work.

Living Her Values

As well as being an education activist and former Vice-President of the World Bank Africa Division, Obiageli fights government corruption globally, cofounding Transparency International, an anti-corruption body.

The values she lives by are those she would like to see in others. "I set very high standards for myself," she explained in a recent interview. "Your character is ultimately the deal breaker in the pursuit of a career. I do not see career as a job; I see career as an assignment."

3. What is international Women's Day

International Women's Day



The Sustainable Development Goals (SDGs) launched by the UN highlight 17 key issues or GOALS for the world to achieve by 2030.

SDG 5 aims to Achieve Gender Equality and empower all women and girls.



Starter - Survey

5 GENDER
EQUALITY



Answer the questions honestly based on YOUR OWN experience

Write down M for male, F for female, D for don't know and O for other

Are the following people male or female.....

1. Your doctor?
2. Your Headteacher?
3. Your P7 Headteacher?
4. Your parent/carer's boss?
5. Your MP?
6. Your Prime Minister?

What do your results show?

1. Your doctor?
2. Your Headteacher?
3. Your P7 Headteacher?
4. Your parent/carer's boss?
5. Your MP?
6. Your Prime Minister?

Do we have equality? Emma Watson on Gender Equality clip..

<https://vimeo.com/174213067>

Across the world

- Less than half of women work (compared to $\frac{3}{4}$ of men)
- Only 35% of STEM subject students at uni are women
- Womens wage are still on average 22% lower than men
- Only 24% of leadership jobs are held by women
- Less than 20% of the worlds landowners are women
- Women make up $\frac{2}{3}$ of the worlds illiterate population

BUT.... Girls get better grades than boys on average when they are in education., even in STEM subjects. (25% of girls get A compared to 18% of boys at GCSE level.



Lesson Aims

To research and find out information about one successful Woman, next week you will choose a person to research yourself.

What do the United Nations want to achieve?

- Global Goal #5 - Gender Equality, 50 : 50
 - a. Our leaders and the creators of the Global Goals decided the world needs:
 - i. More female leaders
 - ii. More women in charge of organisations, businesses and companies
 - b. The ambition is that by 2030 women will be equally represented in these positions as men.



What does International Women's Day want to Achieve?



“To celebrate the cultural, social and political achievements of women”

Why do you think they would want to encourage this?

TASK....Using the factfiles provided – research a successful woman

Name: _____ Date: _____

Research Graphic Organizer

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graph TD; A[Inspirational Woman] --- B[Early Life]; A --- C[Significant Career Achievements]; A --- D[Making a Difference to the Lives of Others]; A --- E[Other Interesting Facts];
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Early Life

Significant Career Achievements

Inspirational Woman

Making a Difference to the Lives of Others

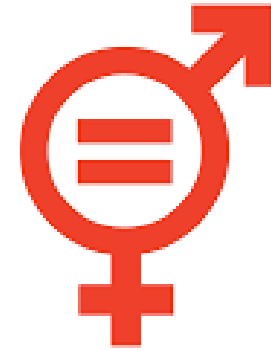
Other Interesting Facts

Summary Task.....

“Gimme 5”

Write down any 5 facts about Gender Equality

5 GENDER
EQUALITY



THE COSLA EXCELLENCE AWARDS 2018

APPLICATION FORM

Please refer to the '2018 Guidance for Applicants' before completing this form.

The application is split over three sections. It is up to you to decide the content and length of each section, but the executive summary and three sections *must not exceed three pages in total* (excluding the front and back cover pages).

Any questions relating to your application or the submission process should be directed to awards@cosla.gov.uk or 0131 474 9200.

Please note that unless you indicate otherwise, we will publish this form in full on our website at www.awards.cosla.gov.uk if your project reaches the long list. The executive summary will also form the basis of any promotional material about your project.

Submitting Your Application Form

The deadline for submission of entries is 5pm on FRIDAY 15 JUNE 2018.

Please use our [online application process](#) to submit this application form.

PLEASE PROVIDE SOME DETAILS ABOUT YOUR APPLICATION:

CATEGORY APPLIED FOR	Tackling Inequalities and Improving Health	
PROJECT NAME <i>(as you wish to see it published)</i>	Kirkcaldy High School LGBT+	
LEAD ORGANISATION	Fife Council	
DEPARTMENT/TEAM	Education and Children's Services/Kirkcaldy High School	
PARTICIPANT NAMES OR PARTNER ORGANISATIONS	Kirkcaldy High School	Pink Saltire
	Stonewall Scotland	
	RespectMe	
	LGBT Youth Scotland	
	Fife Pride	
CONTACT NAME	Derek Allan	
CONTACT DETAILS	Email:derek.allan@fife.gov.uk	Phone: 01592 583405
CAN WE PUBLISH THIS APPLICATION FORM ON OUR WEBSITE? Please note that unless you indicate otherwise, we will publish this form in full at www.awards.cosla.gov.uk if your project reaches the long list.		YES

**EXECUTIVE
 SUMMARY**

In around 200 words please describe what this project is about, what it has achieved, and why it is delivering excellence.

This will be published on our website if you reach the long list, and used in a short video if you reach the short list. Please therefore ensure it captures your project effectively. If in doubt, it is advisable to seek support from your communications team.

Kirkcaldy High School is a diverse learning community of 1100 young people with about one in three living in SIMD16 20% most deprived datazones. The KHS Lesbian, Gay, Bisexual, Transgender (LGBT)+ Group was established to tackle negative attitudes, discrimination and bullying across the school and to improve the mental health and life chances of LGBT+ young people. Meeting weekly, the group of 20 or so young people from all years, comprises those identifying as LGBT+ or as "allies", with an interest in equality and promoting human rights.

Since its formation in early 2015, KHS LGBT+ has been very proactive, making a real difference locally, across Fife and even at national level. The group operates as a "self-help" organisation and a regular forum in school, and is also involved in education, training and campaigning in school and beyond. In 2018, Scotland's "Year of Young People", KHS LGBT+ is contributing significantly towards challenging hostility, prejudice and rights inequality, and to improving the confidence and mental health of LGBT young people, a community well known to suffer disproportionately from depression, anxiety, self-harm and suicidal thoughts [Stonewall Mental Health Briefing](#).

**PLANNING and
 DELIVERING**

What is your project aiming to achieve, and why is it important? What are the key issues it addresses? How does this fit with the bigger picture? How is it being effectively delivered?

The group's aims have been addressed in a variety of ways, including enrolment in the Stonewall Scotland "Champions" Programme, with staff training and engagement with rights groups such as LGBT Youth Scotland and Pink Saltire. However, this group is much more than a "safe space" and has delivered three separate assemblies to all year groups (15 assemblies in total) covering basic LGBT terms, homophobic, biphobic and transphobic (HBT) bullying and "coming out". Members have also led three training sessions for teachers and support staff to help create an inclusive classroom environment and to help staff react to an LGBT+ young person making a disclosure or a report of homophobic bullying. These sessions have been very positively evaluated by staff and the group will now train local nurses and doctors, after a request from NHS Fife.

Student leadership and participation are key drivers, and the group was asked to give evidence at the Scottish Parliament [EHRIC June 2017](#). The Equalities and Human Rights Committee took evidence of good practice in tackling prejudice based discrimination and school bullying. In the Parliamentary Report of July 2017, KHS was praised for its inclusive ethos and proactive approach to ensuring young people's rights. This was reiterated by the Deputy First Minister in Parliament. The Parliamentary Report was entitled "It's Not Cool To Be Cruel", a direct quote from the school's evidence. KHS was also invited by the Chief Inspector of Schools to speak at the official launch of "How Good is Our School", the Education Scotland paper which sets out the standards expected of the best schools, with a particular focus on involving young people.

Further recognition of commitment to equality and rights came with the recent award of UNICEF Rights Respecting School "Silver" status. The school is now working hard gain the "Gold" standard, with KHS LGBT+ in the forefront of this excellent practice in terms of "Student Voice". The group also supports other Fife schools to develop a similar network, having been invited along to several schools to advise. It was also central to the success of the first ever "Fife Pride" which took place in Kirkcaldy last July, providing almost half of the volunteer stewarding team and event planning group. The group also has a successful social media presence which helps spread the message, see Twitter [@KHS LGBT+](#) and school website [KHS LGBT+ Web](#).

**INNOVATION &
 LEADING PRACTICE**

Why is your project innovative or leading practice? How is it helping to prepare for the future? What is happening to help other organisations benefit from your approach?

This leading work in inclusive practice featured on BBC Reporting Scotland in a story about tackling homophobia in schools [Kirkcaldy High LGBT](#). Young people also explained their work on Fife's Radio Kingdom FM "[Using Respect to Tackle Bullying](#)" and local press: "[Kirkcaldy School Leads the Way](#)". The BBC Scotland piece came from a recommendation from Stonewall Scotland, recognising KHS as pioneer school, never afraid to tackle difficult issues. This was marked by an ambassador visit from Sir Ian McKellen, who was so impressed that he wore the school tie on the Graham Norton Show on BBC 1, telling millions of viewers about his visit to Fife "[That's for Kirkcaldy](#)" [Daily Record](#).

The school's Headteacher was invited to be the "keynote" speaker at the Stonewall Scotland Conference in Glasgow in 2017 and "RespectMe", Scotland's national anti-bullying agency, on learning of the positive impact of this project, visited the school and the group, to help formulate its new policy paper on bullying. Subsequently, KHS LGBT+ presented at the "RespectMe" conference in Glasgow and then at the launch, in Edinburgh, of the Scottish Government's latest anti-bullying guidance paper "Respect for All" in February 2018. Only this month, the group's Chairperson was named as "Young Volunteer of the Year" in the Fife Voluntary Action Awards, for services to "Inclusivity in Fife Schools" [FVA Awards 2018](#)

RESULTS & IMPACT

What impact are you having, or expect to have? How are you measuring your success? Are you delivering what you set out to achieve? How do you know this?

The impact of KHS LGBT+ has had a very positive impact in reducing prejudice based bullying, and improving ethos in the school. There has been a marked reduction in temporary exclusions; reduced by over 60% since 2015. Homophobic abuse and the derogatory use of the term "gay" are now practically unheard of and the school has had zero recorded "Incidents Motivated by Prejudice" (IMP) Reports of discrimination on the basis of sexual orientation since November 2015.

Having a team of young people prepared to be so proactive in tackling bullying, inequality and improving mental health gives out a strong message which has transformed the school. In Fife Council's "Pupilwise" 2018 surveys of over 8000 Fife secondary students, including 700 in KHS, the school scores consistently well above the sector average for satisfaction. The percentage of young people reporting that they feel "treated with respect by peers" is plus 9% above the Fife average, "safe and cared for" is 11% above, "encouraged to understand their rights and responsibilities" is plus 12%, and those reporting they are "becoming more confident" and "encouraged to share ideas to make the school better" are both 14% higher than across Fife. The "Parentwise" survey results show a similar pattern with those reporting that their child is becoming more resilient and able to cope with challenges at 21% above the Fife average [Pupilwise and Parentwise Surveys 2018](#).

At community level, the group is influential and heavily involved in ongoing support for other schools, Fife Pride 2018 and the staging of the first ever Sexual Health Conference for Fife's Young People, to be held in the school in September 2018, with support from NHS Fife and HIV Scotland. This impact also has national significance, evidenced by recent involvement with the Scottish Parliament, Education Scotland and organisations such as Respectme and Stonewall Scotland as well as the Scottish (and UK) media, so important in challenging prejudice and changing attitudes.

One of the school's guidance teachers recently addressed an assembly and assured young people that their Kirkcaldy High School doesn't just accept them ... it celebrates each one of them, as they are. This is precisely the message being spread from Kirkcaldy around Scotland, delivered in highly effective and innovative ways by the young people and staff of Kirkcaldy High School. The KHS LGBT+ Group exemplifies excellence in equality and improving health and wellbeing.

Please limit your application to 3 pages or less and use font size 11 or greater

NEXT STEPS

- ✓ *Have you answered the criteria set out in the Guidance for Applicants?*
- ✓ *Excluding the cover pages, Is your application form 3 pages or less? (Anything more, including appendices, will be automatically rejected)*
- ✓ *Have you discussed your application with the right people in your organisation?*
- ✓ *Have you provided contact details and let us know if we can publish this form on our website?*
- ✓ *Does your Executive Summary effectively capture the essence of the project?*

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'If you don't study....you shall not pass' – Actor Sir Ian McKellen pays Kirkcaldy High School a visit

by [Craig Smith](#) February 23 2017, 12.51pm **Updated:** February 23 2017, 12.56pm

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Sir Ian addresses students at Kirkcaldy High.



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One of the finest actors of his generation, Sir Ian McKellen, has paid a surprise visit to staff and students at Kirkcaldy High School.

Sir Ian is internationally known for many of his award-winning guises on the silver screen, but the 77-year-old visited Fife in his role as an ambassador for lesbian, gay, bisexual and transgender rights charity Stonewall to mark Lesbian and Gay History Month.

Kirkcaldy High has a highly pro-active approach to equality issues and a very active LGBT+ group led by young people which is part of the Stonewall Champions programme.

Sir Ian spoke to an audience of over 300 senior students who were left spellbound for more than an hour by tales of his personal and professional life as well as his campaigning work.

And given this was a school visit, Sir Ian chose to reiterate the words of perhaps his most notable film role as Gandalf when he urged students to work hard in school and study for exams or else “you shall not pass”.



Kirkcaldy High rector Derek Allan thanked the school's LGBT+ group and teacher facilitators Gillian Pirie and Paul Murray, describing the visit as a "brilliant" occasion for the school.

Speaking of his pride in the youngsters, Mr Allan added that many of the pupils found it to be an emotional experience.

"Sir Ian was a fantastic guest, very down to earth and had an exceptionally engaging personality," he commented.

"Sir Ian found those he met to be warm, intelligent and very accepting, and these are the kind of values the school is built upon."



© DC Thomson

Sir Ian, sporting a KHS tie, with rector Derek Allan.

Over lunch with school's LGBT+ group, which is made up of about 30 young people who identify as gay or lesbian and others who are "allies", Sir Ian urged them to stand up for their right to fair treatment and to challenge homophobia in all its forms.

He also signed the school's "No Bystanders" anti-bullying pledge, which has been signed by hundreds of young people and staff, and also accepted the gift of a KHS tie.

Indeed, Sir Ian said he would wear it on with pride on his next chat show appearance.

S6 pupil Lachlan Duncan described the visit as “awesome” and said that he was proud to be part of a school which had such powerful core values based on respect and tolerance.

“The buzz around the school was amazing”, he added.

Cameron Bowie, from S4, said the main message was that everyone had to be honest and be themselves and that society had a duty to promote acceptance.

“The stigma issue is one we are overcoming through openness,” he added, before describing Sir Ian as “a really sound guy”.



And fellow S4 pupil Alannah Ferguson said that gaining equality for people of all lifestyles was the basis of a fair and happy society.

“It was an honour to meet Sir Ian and an quite an emotional time,” she concluded.



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Acting legend visits Fife school



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What we learned in 2019

As we start 2020, it's high time to recap the most useful things we've learned with you in 2019.

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A legendary film and stage actor made a surprise appearance at a Fife school yesterday.

Sir Ian McKellen, known for his roles as Gandalf in the Lord of the Rings and Hobbit trilogies and Magneto in the X-Men series, dropped in to Kirkcaldy High School in his role as an ambassador for Stonewall.

He spoke in front of an audience of 300 stunned senior students for over an hour about his life and his campaigning work.

And warning students if they did not study for their upcoming exams, Sir Ian said: "You shall not pass!"

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Sir Ian then had lunch with members of the school's LGBT+ group, which is made up of around 30 students who identify as gay or lesbian, he urged them to stand up for their rights to fair treatment and to challenge homophobia.

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Sir Ian received a Kirkcaldy High School tie and told the students he would wear it on his next chat show appearance.

Doctor Derek Allen thanked Stonewall for organizing the visit



ing personality.”

Students were shocked by the visit, with Alannah Fergus (S4) saying: “It was an honour to meet Sir Ian and it was quite an emotional time”.

Kirkcaldy High School was selected for a visit because of its work in promoting equality and fairness in regards to LGBT issues.

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Sir Ian McKellen Visits Kirkcaldy High School

Archived news: published on Thursday 23 Feb 2017 by Fife Council



Kirkcaldy High School students and staff were thrilled to host Sir Ian McKellen on Wednesday 22 February 2017 as part of his role as a Stonewall Ambassador. The visit coincided with Lesbian and Gay History Month. Sir Ian, widely regarded as one of the finest actors of his generation, helped found Stonewall - the lesbian, gay, bisexual and transgender rights charity in 1989 and visits schools to help promote equality and fairness in respect of LGBT issues. The school, which has a highly proactive approach to equality issues and a very active LGBT+ group led by young people, is part of the Stonewall Champions programme.

Sir Ian, spoke to an audience of over 300 senior students, who were spellbound for over an hour. He told of his personal and professional life as well as his campaigning work. For many, it was an emotional experience.

Given this was a school visit, Sir Ian chose to reiterate the words of Gandalf from "Lord of the Rings" - one of his most

notable film roles. He urged that students work hard in school and study for exams, otherwise "you shall not pass"!

Over lunch with the school's LGBT+ group, which is made up of about 30 young people who identify as gay or lesbian and others who are "allies", Sir Ian urged them to stand up for their right to fair treatment and to challenge homophobia in all its forms. He also signed the school's "No Bystanders" pledge. Over the past few weeks this anti-bullying pledge has been signed by hundreds of young people and staff. He also accepted the gift of a KHS tie and said he would wear it on with pride on his next chat show appearance - the Graham Norton Show on 24 February.

Lachlan Duncan (S6) described the impact as "awesome" and said that he was proud to be part of a school which had such powerful core values based on respect and tolerance. "The buzz around the school was amazing", he added. Cameron Bowie (S4) said the main message was that everyone had to be honest and be themselves and that society had a duty to promote acceptance. "The stigma issue is one we are overcoming through openness", he added, before describing Sir Ian as "a really sound guy". Alanah Ferguson (S4) said that gaining equality for people of all lifestyles was the basis of a fair and happy society. "It was an honour to meet Sir Ian and it was quite an emotional time", she said.



Derek Allan (Rector) thanked the people at Stonewall for facilitating such a "brilliant" occasion. He also thanked the school's LGBT+ group and the teacher facilitators, Gillian Pirie and Paul Murray. He said that Sir Ian had been a fantastic guest, very down to earth and with an exceptionally engaging personality. He was very proud of the school's young people. "Sir Ian found those he met to be warm, intelligent and very accepting" he said. He added that these were the kinds of values the school is built upon.

Kirkcaldy High School - Enquiries


Tel: 01592 583405 Contact Kirkcaldy High School - Enquiries online




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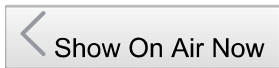
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From Mordor to Kirkcaldy: Sir Ian McKellen visits 'spellbound' pupils

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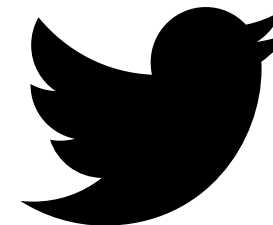


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Thursday, February 23rd, 2017 1:00pm

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Sir Ian McKellen with Kirkcaldy High School pupils

Lord of the Rings star Sir Ian McKellen has surprised pupils at Kirkcaldy High School to raise awareness of gay, lesbian and transgender rights.

The 77 year old actor is a co-founder of the Stonewall charity, he spent yesterday visiting schools across Scotland as part of LGBT history month.

He spoke to S5 and S6 pupils in Kirkcaldy yesterday afternoon.

Lachlan, Alannah and Cameron were among those who met the star:

0:00 / 0:00

Derek Allan, the Rector of Kirkcaldy High School, said: "Sir Ian has been a fantastic guest, very down to earth and with an exceptionally engaging personality.

"He was very proud of the school's young people.

"Sir Ian found those he met to be warm, intelligent and very accepting"



Tomorrow marks 'Purple Friday', when people across Scotland to show their support for the LGBT community and stand together for equality.

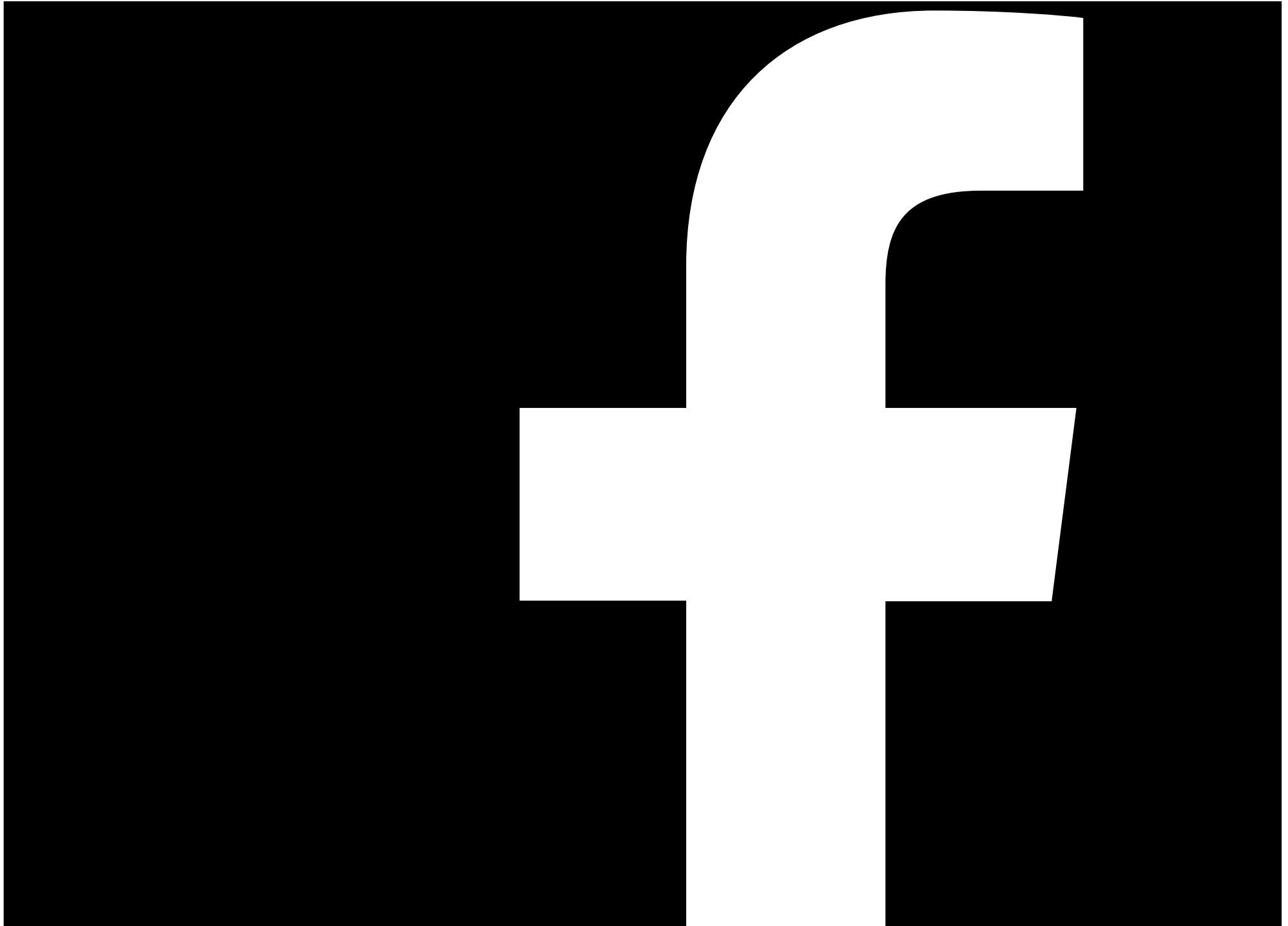
The Secretary of State for Scotland, David Mundell, said: "Young people in Scotland deserve a society where their gender and sexuality has no limitation on their experiences or their aspirations.

"I am determined to ensure everyone in the Scottish LGBT community is treated with the respect and equality they deserve.

"This month we celebrate the history of the LGBT movement, but also its future, building a Scotland which is tolerant, inclusive and diverse."

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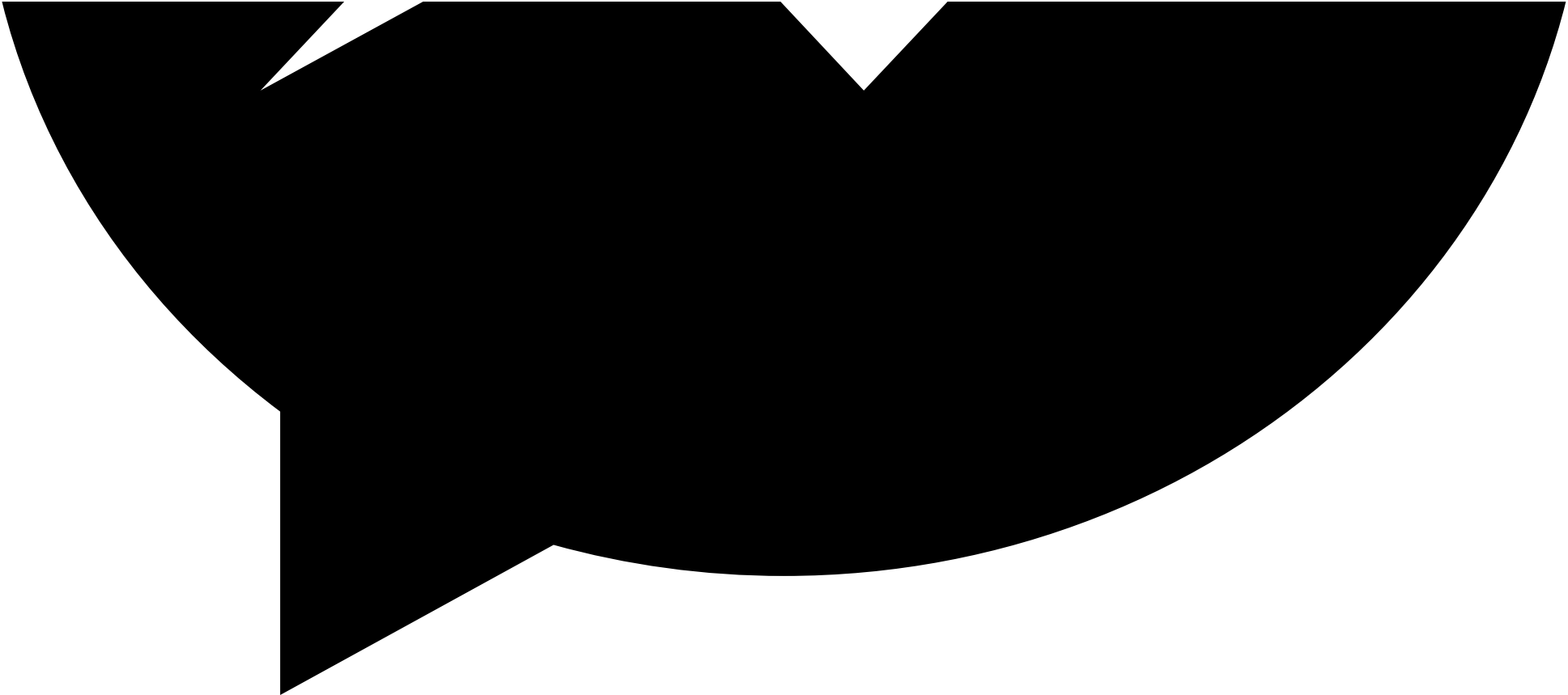
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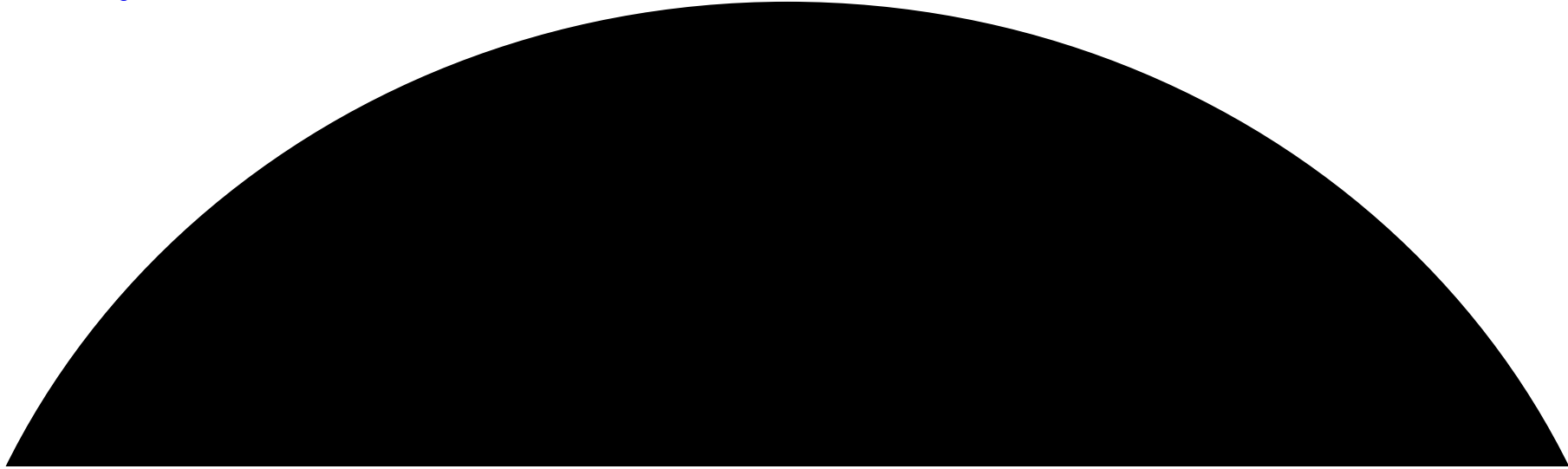


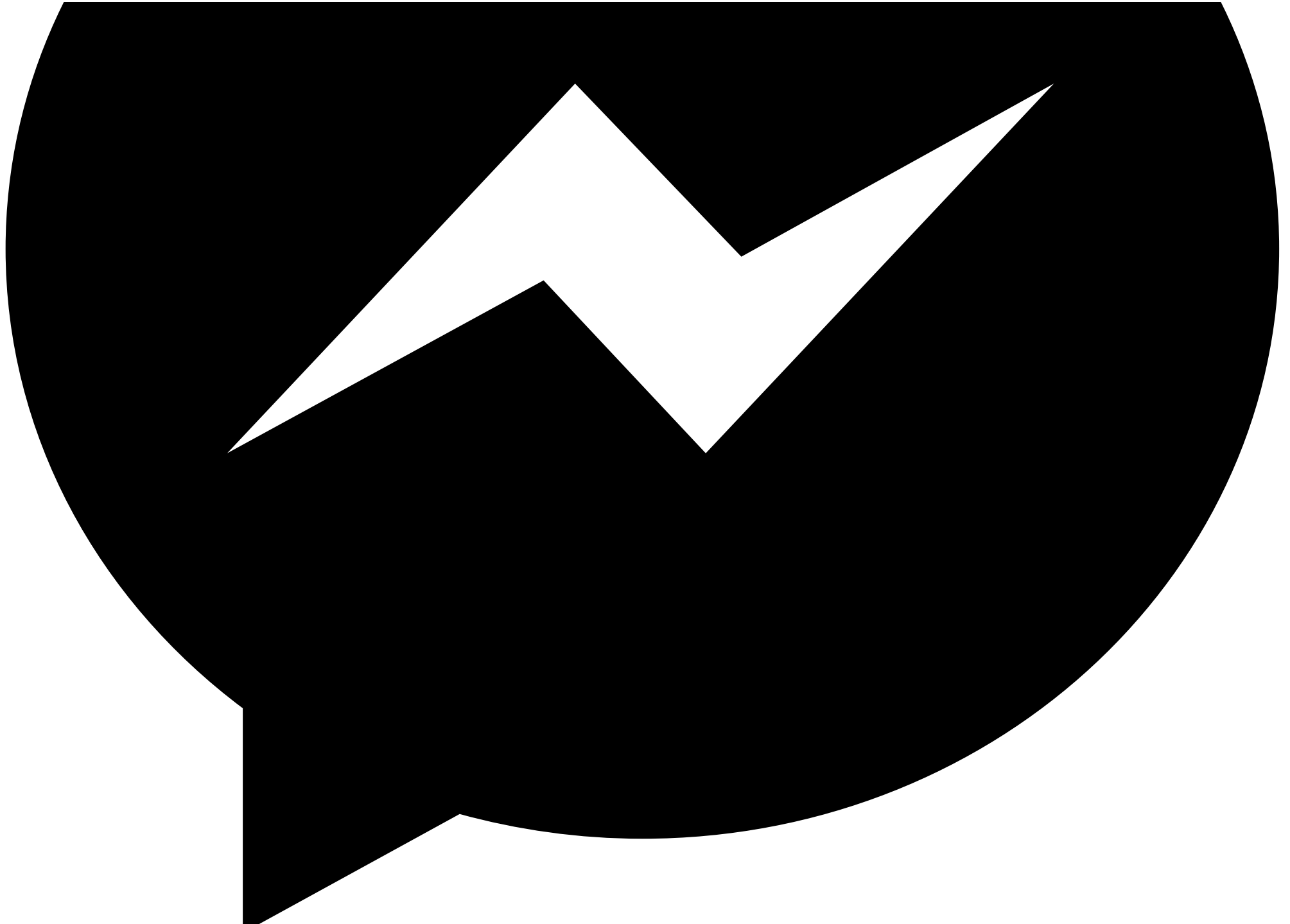
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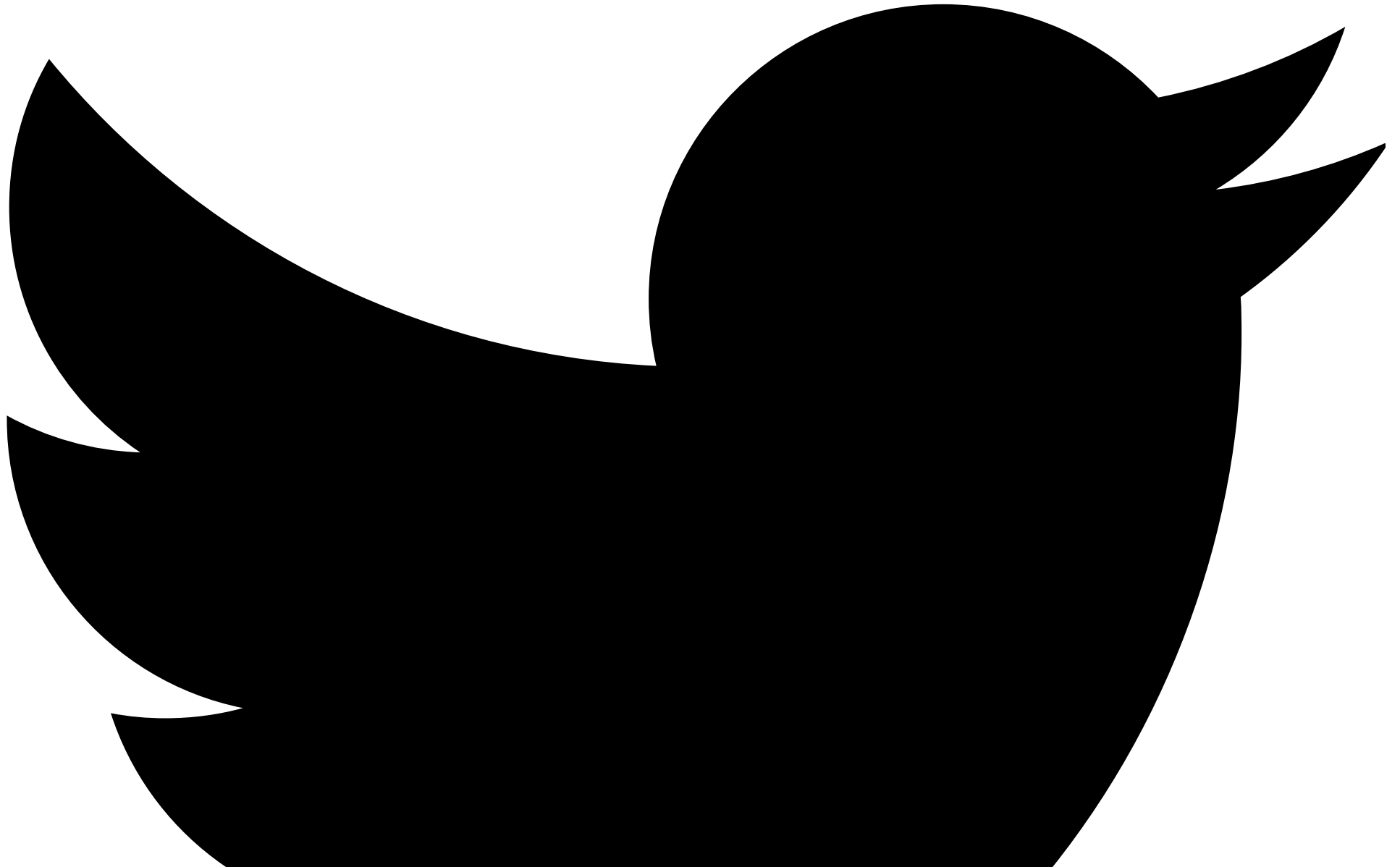


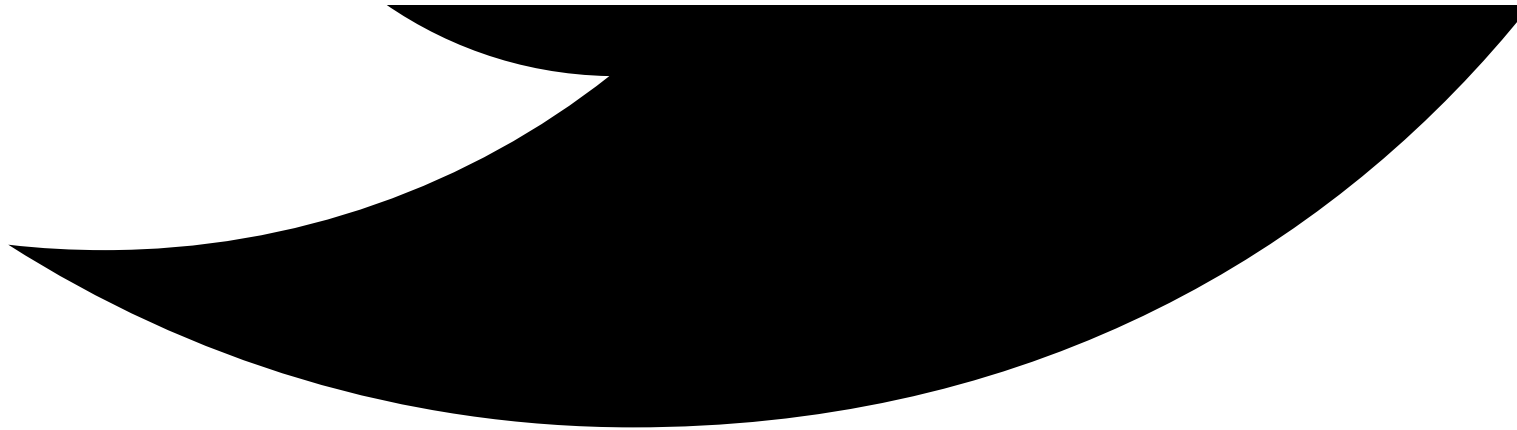
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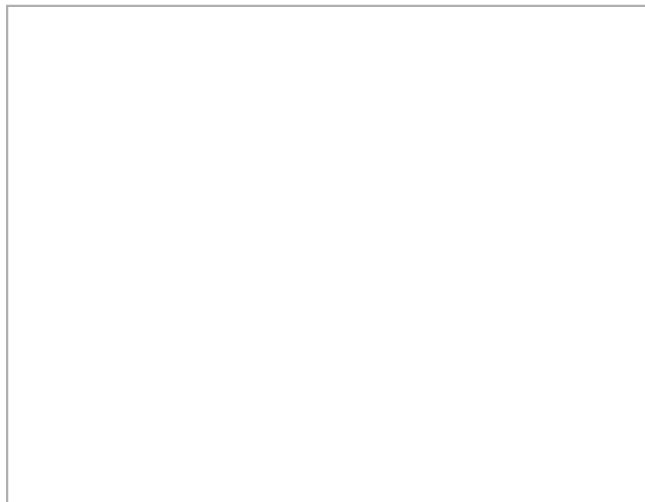
'THAT'S FOR KIRKCALDY!' Sir Ian McKellen wears Kirkcaldy High School tie on the Graham Norton Show after promising pupils in surprise visit

The star gives a shout-out to the Fife school in tonight's episode as he promotes new X-Men film Logan with Sir Patrick Stewart and Hugh Jackman

By JENNIFER HALE

24 Feb 2017, 22:01 Updated: 24 Feb 2017, 22:11

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TOI

SIR Ian McKellen agreed to wear the Kirkcaldy High School Tie on the Graham Norton Show after promising pupils in surprise visit

Surprise visit earlier this week.

The star, 77, sports the neck wear on tonight's episode where he chats about his role in the new X-Men movie Logan.



TOI



3

Sir Ian McKellen promised Kirkcaldy High School pupils he would wear their school tie on The Graham Norton Show Credit: PA:Press Association

TOI

3

The star is promoting his new film Logan with X-Men colleagues Sir Patrick Stewart and Hugh Jackman Credit: PA:Press Association

Jackman "That's for Kirkcaldy!" as he explains his unusual choice of clothing.

He says: "I've got more to tell you about my clothes" as he settles himself on the couch.

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He then adds: "I was at Kirkcaldy High School telling them to be nice to each other, I go around schools doing that.

"They gave me their school tie and I said 'well I'm going on The Graham Norton Show and I'll wear the tie. So I had to wear it!"

McKellen dropped into Kirkcaldy High School in Fife on February 22 in his role as an ambassador for lesbian, gay, bisexual and transgender rights charity Stonewall to mark Lesbian and Gay History Month.

SCHOOL THIS WEEK and was gifted a school tie. Not only that he agreed to wear it on The Graham Norton Show.

Posted by [BBC Radio Scotland](#) on Friday, February 24, 2017

TOI

3

He visited pupils earlier in the week as ambassador for lesbian, gay and bisexual rights charity Stonewall Credit: PA:Press Association

He told over 300 students about his life and campaigning work before giving them some advice for exams.

pupils to work hard and study for exams – or they shall not pass.

He was gifted the tie during his visit, where he also signed the school's "No Bystanders" anti-bullying pledge.

Today we had a visitor from stonewall. His name was Sir Ian McKellen also known as Gandalf and Magneto. [#LHAmmedia pic.twitter.com/AH3SW44dY9](#)

– Lornshill Academy (@Lornshill) [February 22, 2017](#)

You can watch Sir Ian on The Graham Norton Show is on BBC One tonight at 10:35pm.

TOI

0:00

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'That's for Kirkcaldy': Sir Ian McKellen talks about high school on Graham Norton Show

by [Leeza Clark](#) February 25 2017, 10.40am

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Sir Ian at the school



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Kirkcaldy High grabbed the spotlight on the Graham Norton Show on Friday night thanks to Sir Ian McKellen.

The surprise guest joined a stellar line up of X-Men stars straight from a visit to the Fife school.

Arriving, to the delight of Logan stars Hugh Jackman and Sir Patrick Stewart, the actor explained his rather unusual outfit.

Peeling off his coat – Magneto's – he explained: "I've just arrived from Scotland.

Posted by **BBC Radio Scotland**
607,630 Views

“It took longer to get from City Airport to us than it took to get from Edinburgh to City Airport.”

He talked about his trip to Kirkcaldy High, explaining he had been “telling them to be nice to each other”.

“I go around schools telling them to do that.”

There followed a bit of confusion as to a rather famous former pupil of Kirkcaldy High.

“Gordon...” he said.

“Ramsay?” Sir Patrick asked.

Turned out the name drop was former Prime Minister Gordon Brown.

Turning once more to his attire he added that the school had presented him with a school tie.

“I said I am going on the Graham Norton Show and I’ll wear the tie, so I had to wear it.”

Obviously, that pleased Wolverine, who replied: “Nice.”

Not only that but he had been given rainbow shoelaces which footballers wear to show support “of gay people coming out and being honest about themselves”.

The renowned actor had visited Kirkcaldy High in his capacity as an ambassador for lesbian, gay, bisexual and transgender rights charity Stonewall to mark Lesbian and Gay History Month.

The school has a pro-active approach to equality issues and an active LGBT+ group led by young people as part of the Stonewall Champions programme.

He spoke to senior pupils for more than an hour about his professional careers, personal life and campaign work, leaving them finally with words of wisdom from Gandalf himself to work hard and study or else “you shall not pass”.

His mention of the trip attracted many social media comments, some about his not quite Fife style pronunciation of Kirkcaldy.

Sheree Samson added: “He was amazing. I feel honoured to have been there to watch this talk.

“A very inspirational man.”

Iain Mackinnon said: “As a ex pupil of Kirkcaldy High School it is great to see the old place is still going strong.”

But he added: “The new tie is not a patch on the original navy and gold one.

“I still have mine even after 42 years.”

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OFFICIAL REPORT
AITHISG OIFIGEIL

Equalities and Human Rights Committee

Thursday 15 June 2017

Session 5



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Thursday 15 June 2017

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EQUALITIES AND HUMAN RIGHTS COMMITTEE

16th Meeting 2017, Session 5

CONVENER

*Christina McKelvie (Hamilton, Larkhall and Stonehouse) (SNP)

DEPUTY CONVENER

Alex Cole-Hamilton (Edinburgh Western) (LD)

COMMITTEE MEMBERS

- *Jeremy Balfour (Lothian) (Con)
- *Mary Fee (West Scotland) (Lab)
- *Gail Ross (Caithness, Sutherland and Ross) (SNP)
- *David Torrance (Kirkcaldy) (SNP)
- *Annie Wells (Glasgow) (Con)

*attended

THE FOLLOWING ALSO PARTICIPATED:

- Derek Allan (Kirkcaldy High School)
- Cameron Bowie (Kirkcaldy High School)
- Hannah Brisbane (Girlguiding Scotland)
- Samena Dean (Scotland Against Criminalising Communities)
- The Rev Dr Richard Frazer (Church of Scotland)
- Anthony Horan (Bishops Conference of Scotland)
- Charlie Lynch (Scottish Secular Society)
- Niamh McGeechan (Lanarkshire Rape Crisis Centre)
- Susie McGuinness (Girlguiding Scotland)
- Brittany Ritell (Scottish Council of Jewish Communities)
- Anne Whiteford (Scouts Scotland)

CLERK TO THE COMMITTEE

Claire Menzies

LOCATION

The Robert Burns Room (CR1)

Scottish Parliament
Equalities and Human Rights
Committee

Thursday 15 June 2017

[The Convener opened the meeting at 09:05]

Decision on Taking Business in
Private

The Convener (Christina McKelvie): Good morning and welcome to the 16th meeting in 2017 of the Equalities and Human Rights Committee. I make the usual request that any mobile devices are switched to airplane mode. We have apologies from our colleague Alex Cole-Hamilton.

Agenda item 1 is a decision on whether to take in private our consideration of forthcoming legislation at future meetings. Is the committee content to take that approach?

Members *indicated agreement.*

Bullying and Harassment of
Children and Young People in
Schools

09:06

The Convener: Under item 2, our substantive agenda item, we continue our inquiry into the bullying and harassment of children and young people in schools in Scotland. We have a big panel and we are very happy that the panellists could all come along and contribute. We want to ensure that the recommendations that we make to Government are well informed, and we do that by talking to as many organisations, especially young people's organisations, as we possibly can.

Later this morning, we will consider with our second panel the issues faced by pupils with faith who are bullied and the challenges that faith schools have in modern society.

Yesterday, the committee informally met a group of young women from different sectors, some of whom are here this morning.

Our conversation should be as open and robust as it possibly can be. This morning, sensitive information will be shared. I implore you to share that information, because we need to hear it, but we understand the sensitivities involved. In order to maintain confidentiality and to take account of any sensitivities, I ask that panellists ensure that they do not identify anyone when making their contributions.

I want everyone to introduce themselves and to tell me a wee bit about who they are, what they do and why they are here. After that, if people are comfortable, we will start the questioning.

I am the committee convener and the member of the Scottish Parliament for Hamilton, Larkhall and Stonehouse.

Jeremy Balfour (Lothian) (Con): Good morning. I am one of the Lothian MSPs. I quite often wonder why I am here.

Derek Allan (Kirkcaldy High School): I am the rector—or headteacher—of Kirkcaldy high school in Fife. We have been invited because of our recent track record in creating an inclusive and welcoming school ethos.

Cameron Bowie (Kirkcaldy High School): I am a fifth year student at Kirkcaldy high school. I am the chairperson of the school's lesbian, gay, bisexual and transgender club.

Gail Ross (Caithness, Sutherland and Ross) (SNP): I am the MSP for Caithness, Sutherland and Ross.

Annie Wells (Glasgow) (Con): I am a member of Parliament for the Glasgow region.

Niamh McGeechan (Lanarkshire Rape Crisis Centre): I am a student and a member of the stamp out media patriarchy—STAMP—project in Lanarkshire.

Mary Fee (West Scotland) (Lab): I am a member of Parliament for the West Scotland region.

Hannah Brisbane (Girlguiding Scotland): I am a Girlguiding advocate. We are here today to talk about sexual harassment in schools.

Susie McGuinness (Girlguiding Scotland): Like Hannah, I am from Girlguiding Scotland.

David Torrance (Kirkcaldy) (SNP): I am the member for Kirkcaldy. I declare an interest as a member of the Scout Association.

Anne Whiteford (Scouts Scotland): I am from Scouts Scotland, where I have a national role in charge of development.

The Convener: The panellists around the table are diverse—we have people from schools who are using their leadership to change the culture and ethos of their school, young people from non-uniformed and uniformed organisations and a member of the STAMP project. I know that Lanarkshire project incredibly well and what the people involved in it do.

We are coming close to the end of our inquiry. We have heard a number of pieces of evidence about organisations in schools, including Government-level and local authority-level organisations. We have heard about the input of teachers and young people, especially in relation to the committee work that they do when they become school spokespeople, and the input of spokespeople from organisations and the work that they do. As you can see, it is a whole-community approach. It is not just about 9 o'clock to 3 o'clock. It is the whole day and it involves the contributions that all those organisations make.

We have received excellent written evidence from most of this morning's witnesses, and we are grateful for that. It contains some clear statistical information, and I know that Girlguiding Scotland has some bang-up-to-date statistics, so I will begin with a question for Susie McGuinness and Hannah Brisbane. Can you tell us a wee bit about the campaign that you have been involved in, the things that you think the committee should be looking at and the recommendations that we should make to Government?

Hannah Brisbane: Every year Girlguiding does a United Kingdom-wide survey, and one of our roles as advocates is to design the questions for that survey and decide what we want it to focus

on. The survey goes out across the UK to all girls aged from seven to 21, whether they are in Girlguiding or not, and in 2015 one of the main issues highlighted in their responses was the levels of sexual harassment in schools. One of the biggest statistics was that 59 per cent of girls had experienced some sexual harassment in school. In response, Girlguiding UK came up with a campaign to end that, because we do not think that it is acceptable. Girlguiding Scotland has taken its own approach in Scotland, and that is why we have been invited today.

Susie McGuinness: We hope that the situation can be improved through better personal and social education in schools that is compulsory and of high quality, through schools having a duty to prevent and tackle sexual harassment, keep a record of that and be held accountable, and through there being in place national guidance for schools so that they know how to take a zero-tolerance approach to sexual harassment and tackle it effectively.

The Convener: I noted in your submission the statistic that you have just cited, that 59 per cent of girls aged 13 to 21 felt that they had faced some form of sexual harassment at school or in college. A big part of what we need to look at now is how that is tackled and handled, especially if it is not happening during the school day but goes on outside that. One of the recommendations in your submission was about online bullying. We heard evidence yesterday from a young person from Aberdeen who is working with my colleague Gillian Martin on some initiatives in their school, and I will say more about schools in a second. Do you have any insights that you think we should be aware of in relation to how to tackle that and how to give guidance to young women, particularly the young women with whom you are working, on how to cope with that? What has the reaction been when they have taken the issue to a teacher or headteacher?

Susie McGuinness: We would like guidance teachers in schools to feel much better equipped to deal with sexual harassment that is happening online. Young people have spoken to us a lot about things being put on Snapchat and sent around schools. Really young girls have had nude photographs taken and leaked. That is quite shocking to a lot of adults, but it is widespread in schools and it goes under the radar, because it is not happening in the classroom and teachers are not sure whether they are allowed to deal with it, what steps they should be taking or whether the police should be involved. That is obviously an upsetting thing for girls to be dealing with in school, and we would like teachers to know how to deal with it.

I know from my own experience, and from what I have heard from our friend Katie—who cannot be here today, but was in yesterday talking about it—that there are instances of girls who have been filmed being assaulted, and that there is non-consensual footage of rape going around schools and not being reported or dealt with. It is a frightening thing, and it is so large that teachers do not know who to go to or how to deal with it, so it often goes unreported. When it does get reported, that can often make the situation worse, because it is not dealt with appropriately and people do not know what steps they can take. We would like guidance teachers in schools to know what steps they should be taking and how to report incidents to the police, so that young men see the consequences of those actions. If they do not see the consequences, we are creating a culture where that is an acceptable thing to be happening in schools, and it is clearly not.

The Convener: We have heard a plea about one aspect of how girls feel at school. I know that Derek Allan has attempted to deal with a number of aspects in his school, whether it be lesbian, gay, bisexual, transgender and intersex issues, teenage pregnancy or bullying and harassment. Can you give us an insight into how your school took such issues on board, took responsibility and changed the culture?

09:15

Derek Allan: I am happy to do that. I am interested in Susie McGuinness's comments, however. I find it frightening that guidance teachers would not know that that is a clear child protection issue. There is clear guidance for all teachers about how to progress issues and report them appropriately.

Yesterday, we had the police in Kirkcaldy high school with NHS Fife colleagues to talk to young people about sexting and keeping safe online. One thing that we have done—effectively, I think—is give senior pupils a peer-mentoring role with younger pupils. It is often very young children who share inappropriate images of themselves and make themselves vulnerable. The online footage of assault that Susie described is dreadful and I would hate to think that any school in Fife would not be well equipped to handle it. I am sure that it would.

Susie McGuinness: A lot of people are realising that it is happening to girls aged 12 or 13. It is more of a case for personal and social education. Issues of consent and online abuse need to be discussed much earlier—at the end of primary school, in my view. By primary 6, I was sitting in classes in which boys were taking it in turns to shout “rape” the loudest. Teachers need to realise that we need to combat that much earlier.

Hannah Brisbane: A lot of our statistics come from the seven to 12 age group, which is always surprising to a lot of people because they think that it happens a lot later. It is happening a lot earlier.

Derek Allan: I return to your other point, convener. The key thing is that prevention is far better than cure. Bullying policies in schools are important as frameworks but we would always want to get to the point at which bullying is minimised through the school's culture being such that it is not acceptable and not thought cool to be cruel. It is about building up a culture and ethos that are inclusive.

Just before I became a headteacher, I did a study tour of Canada as part of an Education Scotland trip. Schools there were very big on character education. Ontario had a specific curricular insert that looked at values such as honesty, trust, fairness and respect. Those were the kind of messages that I took back when I took over as head at Kirkcaldy high school—or, I should say, when I became head. “Took over” sounds rather grand.

We have built a values-based culture. The three core values are respect for self, respect for others, and respect for learning. We are trying to make that the drumbeat of the school, if you like. We have lots of posters and lots of discussion of the issues within the first few weeks of secondary school, and they become the theme of the lessons in several subject areas. Core to that is giving the pupils a strong voice, and equipping them to call out and challenge those who are not treating others fairly or are bullying others. It is based on a culture of equality, and making issues such as LGBT issues almost a kind of crusade to give the school something to coalesce around. As head, I want to take some of the sting out of the word “gay”, for example, by using it at assemblies and talking about our group.

A core group of about 24 young people have worked together to deliver assemblies, to inform the school's management team about what would be a useful way of building an ever more equal culture, and to become involved in local LGBT events, such as Fife pride, which is coming up in Kirkcaldy shortly. There is also a kind of buddying arrangement for younger kids who might identify as lesbian, gay, bisexual or transgender as they come through the school or who are keen to support that agenda as an ally.

As I say, rules are fine. However, a business guru once said that culture eats strategy for breakfast. It is about how the school feels as much as what happens when somebody reports an incident of bullying.

It is also important to separate prejudice-based bullying from incidents that happen because peer groups have fallen out. Clearly, sexual harassment is prejudice-based bullying, but sometimes when groups fall out kids get mixed up—parents do, too—and the one who is not doing so well out of the fall-out feels bullied. The feelings are real, but we must separate that kind of situation from prejudice-based bullying.

I do not know whether that is helpful. This might be the right time for Cameron Bowie to talk about the LGBT group.

Cameron Bowie: The LGBT group is a good support network for kids who are feeling victimised due to their sexuality or gender identity. It supports those kids in how they feel and how they identify. The assemblies that we have done at the school have given people knowledge, so that they do not go by wrong stereotypes and judge people. That has really educated people about different gender identities and sexualities, so people do not mindlessly insult others because they are not educated about the situation that the child who identifies otherwise is in.

It is about the general vibes of the school. The school is a very accepting place. At assemblies, Mr Allan uses words like “gay”, “lesbian” and “transgender”, which takes away the stigma and makes those identities accepted. That is becoming the norm, so much so that I would say that it is uncool for anyone in our school to bully someone else—if they did, everyone would look at them and be like, “Why are you doing that? It’s not a cool thing or a fun thing to be doing.” That is generally accepted, to such a point that people are not even thinking about bullying. There might be a few isolated cases of bullying, but that is probably because of some other reason.

Through the LGBT group, and with Mr Allan’s support, and through the assemblies and sex education classes, we have made the school an accepting and safe place for LGBT youth.

The Convener: The point about creating a safe place is one that we have heard a lot. Thank you for your contribution, Cameron; it was really helpful.

David Torrance has talked a lot about the scouts, so I know about the Scout Association’s work to tackle some of the issues that young men are facing. I will let you tell us about that.

Anne Whiteford: Thank you very much. In the scouts we have zero tolerance of bullying. As with what has been said about schools, part of how we deal with that is by having an inclusive culture and creating a safe place for all young people. That happens partly through self-management: the young people take responsibility for themselves and others, through our strong value base. That is

our first approach to tackling bullying and inappropriate behaviour.

Adult training is another strand—we train all our adults. If any serious bullying was happening, we would go through our safeguarding procedures.

In scouting, we see ourselves as being very inclusive, for boys and young men and for girls and young women, because scouting is now co-educational throughout the organisation. That inclusivity is probably most evident in the area of LGBTI issues and our participation in pride parades; our approach is making those identities much more acceptable, right through scouting. A lot of our senior volunteers are openly gay, which might not have been acceptable 10 years ago, so there are a lot of role models around in scouting for people in the LGBTI community.

It is about helping young people to accept each other and making it okay to be part of that community and in the scouts. For many people, that might be a challenge, but I think that we are doing a lot on inclusion in all areas and we are certainly making good progress in relation to LGBTI. It is mostly about our really strong value base. We are saying, “We are all scouts and we take care of each another.” Self-respect and respect for others are two of our key values. It is through our strong value base that we tackle bullying.

The Convener: When there is clear leadership—in girl guiding and in schools, too—does that mean that it is not cool to bully people or create an environment in which people feel unsafe, as Cameron Bowie said?

Anne Whiteford: I think so. We really work with young people on self-management in the guide and scout movements. That is true even for younger people; a cub scout can be a sixer and can then go on to scouts and have a leadership role in their patrol.

The young people take responsibility for the ethos. We encourage anti-bullying codes of behaviour. That involves the adults working with young people, if there are challenges, to think about how they will work as a group. It is about adults working alongside the young people; it is not a top-down approach. It is about helping young people to take a leadership role and to take responsibility for themselves and the group that they work in. They self-manage that and progress that as they get older. The top-down approach just creates a barrier. We really have to engage and work with young people to help to create that culture of acceptance.

The Convener: Thank you.

I have a question for Niamh McGeechan. I know about the work that the STAMP project does, but

perhaps you could explain it to the committee and our other guests round the table. It strikes me that the work that you do in schools on consent is important and relates to all types of bullying. It is about what people give permission for and what they do not give permission for. You also give guidance to young people who have had a bad experience, and you support them in tackling such situations.

Niamh McGeechan: The STAMP project came from the Lanarkshire Rape Crisis Centre. Our leader, Hannah Brown, is a sexual violence prevention worker. The young people she was working with told her that the gender stereotypes that are portrayed in the media cause sexual violence later in life, so the project was set up to try to tackle those gender stereotypes. Rape Crisis is not saying that bullying is the same as sexual violence, but it can lead to sexual violence. There is sexual harassment, sexual coercion and the idea of non-consent. It builds up, and we can see the same thing in prejudice-based bullying. We therefore do a lot of work on consent.

Teacher training has been mentioned. We have done some of that, because some teachers were interested and wanted to improve what they do for the children they are in charge of. We have done lots of training on LGBTI and consent issues in personal and social education or religious education classes. We found that there really was an issue. We did a general survey of what was going on in schools and where people wanted to see changes. We found that, largely, it depends on the teacher and how they would respond if, for example, someone went to them with a problem of sexual harassment or if they were to see something. We heard about one example where somebody—I cannot remember whether it was a girl or a boy—had put their hand on somebody else's thigh, and that person had kicked up a fuss about it, because they thought that that was not okay and the person should not have done that. However, because that person kicked up a fuss, it was technically seen to be their fault, as they upset the person who had done it to them. That should not have been dealt with in that way.

We wanted to work on those issues to try to change things. It can really depend on the teacher. There can be old-fashioned teachers who will say things like, "Can I get some big strong boys to help me move these boxes?" Little things like that are really undermining. There are definitely implications for teacher training. Sexual harassment can progress to other issues. If we nip it in the bud and somebody says, "No—you can't do that," the person might be less likely to go on to carry out sexual violence.

We have talked about young girls making themselves vulnerable through sexting. There is

an idea that most girls will feel pressured into doing that. They do not do it to make themselves vulnerable; they are already vulnerable and they are being forced into that situation. People might say, "Why did you send him those photos? That is why he posted them." However, that has dangerous parallels with the question, "What were you wearing when you were raped?" That idea exists, and it is really important that teachers and other people in positions of power realise that that is going on. Young people know that it is going on, but they might not have the capacity to do anything about it. It would be good to get a base level of teaching and to have guidelines on what should be taught on the issue of consent.

The Convener: What age group do you work with?

Niamh McGeechan: We work with 16 to 25-year-olds. It is a youth project. We are on social media, so people can follow us and interact with us, but they cannot be part of STAMP until they are 16 because, obviously, there is a lot of discussion of sexual violence and consent. Rape Crisis might go into schools to talk to young people who are a bit under 16, but we do not do much of that.

The Convener: So you work with fifth and sixth years.

Niamh McGeechan: Yes. People can join in fifth and sixth year. I am going into my third year at university. There are a couple of us spread about.

09:30

The Convener: What kind of group work would you do with those groups?

Niamh McGeechan: Personally, I have never gone into groups, but I can give you an idea of what happens, as we were part of a group when someone came in. The group work was to do with music videos, which is quite a good way to look at the issue, as it raises the idea of gender stereotypes. In the videos, women were glossed over and half naked. The suggestion is that that is their thing, but they are being dehumanised.

We heard quite a lot about slut shaming and victim shaming. Victim blaming is a big thing in relation to sexual violence. It is a no-win situation—the idea is that if you don't you're a prude and if you do you're a slut. We found out when we did our survey that in one class all the boys had to spit in a cup, and at the end the cup was seen as the girl who had had sex with numerous guys. It is awful to hear about things like that. I am sorry; I have lost my train of thought—come back to me in a bit.

The Convener: It is okay, Niamh. Mary Fee has some questions.

Mary Fee: I am struck by the almost complete contrast between what Hannah Brisbane and Susie McGuinness said about the level of harassment and bullying that young girls experience and the culture in his school that Derek Allan spoke about. Before I ask Hannah and Susie a question, can Derek give us some practical information about how to change the culture? It does not change overnight; this is about not only changing the culture in terms of the way that teachers view what they should be doing in schools but changing the whole school culture.

A number of different people from the education sector given evidence as part of our inquiry, and they have all talked about refreshing the guidance and about the provision of training on tackling bullying and harassment. Like the convener, I have a bit of a bee in my bonnet about guidance that sits on a shelf getting dusty until it is taken down once a year, with people saying, "It's been refreshed; let's move on."

How long did it take you to change the culture, Derek? How easy was it for you to get all your teaching staff on board with the culture that you wanted to embed in the school—and with the fact that they all had to get on board with it?

Derek Allan: That is a difficult question. However, once you have a strong, well-established, reasonable and simple set of values, it makes a difference. The school's previous mission statement, which appeared in its prospectus, was half a page long and nobody could remember what it was meant to be about. I do not think that we can judge success unless we know what we are trying to achieve, so the three core values were really important.

I have been lucky, as staff turnover in the intervening period has meant that about three quarters of the staff are new to the school—I think that that is almost the exact proportion—so I have been able to appoint people I understand. Even in interview questions, we always include something that tests the candidate's ability to be empathic and to work in an inclusive way. Recruitment is important.

Niamh McGeechan mentioned teacher training, which is definitely improving. All the probationers have built-in units on equality matters in their teacher education, which is important. Modelling behaviour is also important. There is the symbolic aspect of getting involved in slightly edgy stuff, if you like. In particular, the decision that we took to try to tackle teenage pregnancy in school created an openness of culture. Doing such things helps. When a contraceptive clinic was established in our premises, it changed the feel of the place; it made the young people step up and almost feel as if they were an equal part of something. The teachers are in charge, but there is a collaborative

culture of everyone looking out for everybody else. We must re-emphasise that at every opportunity and at almost every assembly we do something that symbolises or explains it.

I am with Mary Fee on this: policies are great and we need guidelines and rules, but if people do something grudgingly they do not do it properly. It is all about the atmosphere. It is difficult for me to define precisely how we achieved the culture change, other than to say that we did so by taking a consistent approach that was modelled across the school. We recruited young people to reinforce that through groups such as Cameron Bowie's group and our buddy programme. The sixth year run a bounce back group that promotes resilience among more vulnerable kids who are referred by the guidance team—the guidance staff do that because they think that the group could establish a more natural relationship with those kids. It is important to tie up those networks.

Mary Fee: How quickly did the pupils in the school feel comfortable with and take on board the change in ethos? I note the figures that Girlguiding gave us about the number of young people who feel harassed, bullied or intimidated. As the culture in a school changes, I am quite sure that a number of pupils just think, "Yeah, yeah, it's just another policy. We'll just move on, nothing will change." How long did it take for the pupils to really become comfortable with the change in the culture and confident that, if they went to a teacher with a problem, it would be dealt with?

Cameron Bowie: I have been at the school for five years. When I first came in, being LGBT+ was not accepted; people would not talk about it openly. However, by my fourth or fifth year I felt that I could be completely open about it as an individual. That did not happen over a set amount of time. It did not start one day and end the next; there was more of a gradual build-up.

The policy was made and then put in place. It was made clear that Mr Allan did not want any form of discrimination in the school. The first assembly that was run by the LGBT+ club made people think, "This isn't just another rule that we have to follow; it's a rule that will be seriously acted on." I would now feel completely fine about going to Mr Allan if I ever had a problem. In my first year, I would maybe have questioned talking to a guidance teacher or another teacher, but now Mr Allan has run assemblies, and there is a club in place and set rules for what happens if any teacher hears homophobic language. We strongly promote the Stonewall approach: if you hear it, call it out. That has allowed homophobic, biphobic and transphobic bullying incidents to be dealt with. It is not just something that we deal with once to show that we are making good policy; it is dealt with every time, with the same seriousness every time.

I say “every time” as if it happens all the time, but it happens very rarely. If it happens it is dealt with seriously, just like any other form of discrimination.

There has been a culture shift over time. We have built up gradually to a good point and we are still building up. We deal with even minor cases of individuals who show some form of discrimination or prejudice because of an outside factor. We are still trying to be the best that we can be. We can continually improve our culture.

The culture change happened because it was generally accepted by everyone and it was led by a strong hand. It was not a case of just saying, “Let’s not bully anyone.” The message was, “Let’s not bully anyone. This is why you shouldn’t bully. This is what happens if you bully and this is what punishment you’ll get if you bully.” All that has really made our culture a warm place for people to be in.

Mary Fee: The teachers led by example because they actually believe in the culture and ethos in the school. I take it that there is mutual respect between the teaching staff and all the pupils in the school.

Cameron Bowie: Yes. I agree with that strongly. The teaching staff are not in some ivory tower where we cannot talk to them; they are down at our level, and they would understand any problem that we came to them with. I presume that they would feel completely comfortable going to Mr Allan because he would deal with any problem that anyone had.

Mary Fee: If only we could package up what is in your school and roll it out across Scotland.

The Convener: David Torrance has a quick supplementary.

David Torrance: Good morning. My question is for Derek Allan. How did you manage to engage pupils with the support network and the mentoring system? From what I have seen, the pupils are totally committed to and enthusiastic about their roles.

As many people know, Kirkcaldy’s teenage pregnancy rate was among the highest in Europe. How did you get the parents engaged? When I heard about what the school was doing, I thought that my mailbag would be full, but I have not had a single complaint since the scheme was put in place. How did you engage with the parents and get them on board? It is vital that parents feed into the system.

Derek Allan: The key thing is to go through the young people. The best parents—in fact, almost all parents—will listen to their kids. The mentoring programme that we put in offered leadership opportunities, which young people crave; they want to do good.

It was also important to engage local agencies, such as the NHS, in the work. The Clued Up Project and DAPL—Drugs, Alcohol and Psychotherapies Ltd—were involved in building the training skills for the mentoring programme.

You are right about involving parents. We did that through communication and by keeping it simple. We explained the programme fully and were open about it from the start. My first communication explained the statistical background and what we intended to do. We invited parents to a special parents evening. Fortunately, there was little negative reaction.

As far as our work on LGBT issues is concerned, I have had only one piece of mail that was heavily critical. It was anonymous, but it was clear that it had been sent by a person who was homophobic and who had a bit of hate in their heart. It related to a visit that we had from Sir Ian McKellen as part of the Stonewall ambassador programme.

Cameron Bowie mentioned Stonewall’s no bystanders initiative. In my experience, which is long—I have 35 years’ experience in teaching—one thing that works well with young people is giving them the chance to be involved in something that is symbolic. It was not compulsory, but I think that, in the end, all our young people signed the no bystanders charter, as have all our teachers. We are all on the same page. The charter is displayed prominently in the school—it is at the top of a stair, so that people see it every now and again and become conscious of it. I make sure that the way in which it is displayed changes slightly, just to keep people’s attention on it. That symbolic stuff works with young people.

I do not want to patronise young people, but they like to be involved in campaigns and to wear wrist bands and so on. In fact, I am a bit like that, too—I am wearing the Fife pride wrist band, as is Cameron Bowie.

Mary Fee: I am struck by some of the statistical information that Hannah Brisbane and Susie McGuinness have provided—in fact, I would go as far as to say that I am quite horrified by some of the figures. You say that 55 per cent of teachers dismiss bullying behaviour such as sexual harassment as a bit of banter. Is that the figure across Scotland?

Hannah Brisbane: That is the figure across the UK.

Mary Fee: If teachers are dismissing such behaviour as a bit of banter, it is clear that there is a serious problem. In your submission, you call for compulsory sex and relationships education, which you say should cover online abuse.

Given what we have heard from Derek Allan and Cameron Bowie about the ethos in their school, do you think that embedding such an ethos, together with the provision of guidance, would tackle the problem more efficiently?

09:45

Hannah Brisbane: Yes. I think that it is a question of education and building up a new culture together. At the moment, the stories that we hear and the stats that we have provided tell us that in schools there is still a culture of “Boys will be boys”, which involves banter of the kind that you described.

We hear that it is easy for teachers to call out easily identifiable problems when people use slurs or other inappropriate language, but that when, for example, a boy yells, “Show us your boobs,” at a girl, teachers will look the other way because they think that hormonal boys are just like that and will learn. However, sometimes boys do not learn, and there needs to be education around consent and so on.

Susie McGuinness: I absolutely agree with that. We are expecting a lot if we are asking girls to stand up and report that kind of thing when they see a culture of teachers ignoring, dismissing and, often, perpetuating harassment. I sat in a classroom with a guidance teacher who watched as a boy walked around the classroom and undid girls’ bras through their shirts, and I had a teacher who put everybody’s third-year picture up on the board and commented on what the girls looked like. That was quite normal. Schools need to be much clearer with their staff and clamp down on that.

My friends and I reported horrific language being used by teachers, and those teachers still teach my friends. A young person in my guides group told me about a teacher who told a boy not to be too scared about hitting a girl, because, the teacher said, “She is a bit of crazy bitch.” That same teacher came in on the first day of school and said to my 13-year-old friend, “So, let’s see which of the girls have developed over the summer.” That is horrifying, and he should not be allowed to teach. That sort of thing has been reported again and again at my school, but the girls’ concerns have been dismissed. That is normal. That is what I experienced all the way through school, and our survey clearly shows that other girls are seeing that, too.

The statistic that upset me was that 25 per cent of girls aged between 11 and 16 were afraid to put their hand up in class in front of a teacher for fear of harassment. If girls are expecting abuse in front of the professionals who are supposed to be keeping them safe, they cannot learn in that

environment. That is not fair. We should not be expecting them to go to school and deal with that.

Mary Fee: When you reported incidents, what was the reaction from the teaching staff or the guidance teacher you went to?

Susie McGuinness: It was just, “Oh yeah, we’ll look at that. He’s going to be monitored.” A senior member of staff came to sit in on some of our lessons for about a week, but the behaviour continued. We heard disability slurs in that classroom, too, and they were not dealt with.

Jeremy Balfour: It seems to me that we are talking about criminal actions as well as child protection issues—the two elements clearly go hand in hand. I find it unbelievable that teachers at any level in the school would not understand that; I am not a teacher, but it is clear to me. Do you think that they understand but turn a blind eye or that there is a lack of clarity on what guidance teachers in average secondary schools in Scotland understand?

Susie McGuinness: I think that the culture is just so strong that they sometimes do not see it. Teachers seem to have accepted that that is just the baseline of how young men behave in school, even though it should not be. Female teachers are often intimidated, as well. They need to feel that the senior management will back them up if they report any such incidents, that what is unacceptable is clear and that the key points apply to the whole school. We have heard stories of female teachers being filmed, those films being put online and their being harassed by teenage boys. Schools need to support teachers to deal with that, and teachers need to feel that they can report such incidents and that they will be dealt with.

Hannah Brisbane: Because many incidents take place online rather than behind the school gates, some teachers think that they are not their problem. They can turn a blind eye to things because they are not within their realm, even though the incidents affect pupils and clearly need to be taken seriously.

Jeremy Balfour: Clearly, as a Parliament and a committee, we set policy that is followed by local authorities and headteachers. I appreciate your setting out various things that you think should happen, but what does the big culture change need to be? Does it involve support from the headteacher, a change of view on the part of the senior management or something else? If you had a magic wand, what one thing would you bring about in order to make a difference?

Hannah Brisbane: We need to start with early education on issues around respect for others and yourself, which have been discussed. One of the big issues that we face is that girls do not know

that they have experienced sexual harassment—they know that something has made them feel uncomfortable, but they do not know why it has. Girls find those incidents difficult to deal with because we have a culture that ignores such things on the ground that “Boys will be boys.” If girls knew that there was someone whom they could speak to about such unacceptable incidents, that would help them to report those incidents more—we know that there is underreporting of incidents. It would also be helpful if we could put a strong obligation on teachers to deal with a problem that they see rather than turn away. If pupils know that such a policy is in place, they will be able to say to the teacher that they have to deal with the issue. Similarly, if parents know that such a policy is in place, they could hold the school to account.

Susie McGuinness: I totally agree with that. What is happening in Kirkcaldy high school sounds wonderful, but it should not be the responsibility of the headteacher to come up with that sort of policy; there needs to be national guidance for all schools. In my school, we knew that, if somebody used a racial slur towards our friend, that would be reported, recorded and dealt with appropriately, and that the right people would hear about it. The situation is not the same with sexual harassment, even though it involves discrimination, just as racism and homophobia do. Similar guidelines should be in place, because girls need to know that they will be taken seriously and that incidents will be dealt with in a certain way. They need to know how incidents will be dealt with, because there is a great deal of uncertainty about whether a teacher will believe them, whether telling a teacher will make things worse, or whether a teacher will ignore them. Whether a teacher will even understand that the incident involved harassment is down to the luck of the draw. Teachers need to be given clear guidelines on what qualifies as harassment, what they should do next and how such incidents should be recorded.

Jeremy Balfour: As an MSP and the father of two young daughters, I thank you for what you are doing. The issues that we are talking about need to be articulated much more clearly.

We have heard a lot about online bullying. Bullying occurred when I was at school to an extent, but you got away at half past three and you had the weekends away from it. However, a few years ago, my niece, who lives in Scandinavia, was badly bullied on Facebook. The internet is in a child's house or even their bedroom. How does the school deal with that? From Derek Allan's wide experience of talking to headteachers, do schools say that that happens outwith school and is therefore not their responsibility?

Derek Allan: That is certainly not my experience. In my experience, schools take the view that, even though that behaviour takes place outwith school hours, they might still be able to do something about it and, if that proves not to be the case, they will help the pupil and encourage them to get the police involved in the case of a continual campaign of harassment.

One of the biggest problems for teachers is that they do not understand things such as Snapchat, because they do not use them. Snapchat is probably the worst of them. Messages on it disappear after 30 seconds or so, which makes it difficult to get an evidence trail. Traditional texting is more straightforward in that regard.

We have had conferences with parents to try to resolve difficulties between groups of young people that involve the fallout from social relationship breakdowns. We do not often have to deal with sexual harassment issues in online incidents—they do not often come to our attention. I am sure that they happen, but our pupils do not report them to guidance teachers very often.

We need to double our emphasis on getting people to avoid such situations and encouraging young people to block people who are likely to engage in that sort of thing and to be smart about how they use social media. There is not quite enough emphasis on that programme in the curriculum. Of course, there are changes in the area all the time. It is inevitable that a new app will come out in the next few months that will be another tool which might be used in the wrong way.

We have used social media in a positive way in our school, for example in relation to our LGBT group and our school Twitter group—I know that Twitter is very old-fashioned for young people. We try to use social media positively to blank out hate stuff that is out there.

The Convener: I see that Anne Whiteford wants to come in. You may respond to this discussion, Anne, but I would also like to ask you a question. We have heard from a girls organisation how it approaches these issues. Will you give us the view from a boys organisation so that we can compare and contrast the views?

Anne Whiteford: Scouting is co-educational all the way through, so we work with boys and girls together. We build that into how we work.

Leadership is hugely important. The Scout Association, at the United Kingdom level, took forward other equal opportunities policies in the mid to late 1990s, and that is how scouting is now. If people do not agree with that, there is no place for them in scouting. You have to be brave enough to take that position.

Our policy is that, when people apply to become leaders in the movement, there is a paper trail and an interview with an appointments committee that checks out their views on some of the aspects that we are talking about, including LGBTI issues and gender and scouting. Depending on the answers that they give, we can say no to people. We control who we have as leaders because we strongly believe that scouting should be inclusive. If people do not agree with that, we would not accept them as leaders.

We very much go with young people helping to set the agenda for the programme all the way through scouting, particularly in the older age groups. We have resources on anti-bullying and cyberbullying issues, and we very much work with young people where they are because, in conjunction with the leaders, they are the people who develop the programme in ways that are of interest to them. We perhaps do not, therefore, have such a strong policy. We are doing research at UK level, and we are happy to share the results of that when they come through. However, the main things to stress are that we work with young people, we train our leaders and we have a lot of resources. We encourage young people to develop a programme that deals with young people where they are and relates to the issues that affect their lives, and we resource teachers to help with that.

The Convener: I want to ask Niamh McGeechan a question. Susie McGuinness and Hannah Houston mentioned the point of reporting. One of the key themes that the committee has picked up concerns how data is collected and used to change behaviour. We have also picked up that some young people simply do not report incidents. I know that, in all the years in which it has been in existence, Rape Crisis has had a perennial problem with underreporting and how to tackle that. In Lanarkshire last year, there were about three or four cases involving young people, but that number shot up after the STAMP project got involved in some local high schools. Will you give us an insight into how we could tackle underreporting and support young people to report and to feel safe reporting?

Niamh McGeechan: There are a lot of reasons why people do not report these incidents. Obviously, sexual violence is a big thing for girls, but it happens to guys, too, in relation to nonconforming and so on. Guys in that position feel that they do not have a platform or any support behind them, but they do not realise that women do not have much going on in that regard, either. One reason why people might not report is that people are often made to feel that any given incident was their fault. Because of the culture in society just now, people can be made to feel that

something is their fault through things such as slut shaming and victim blaming.

Another issue is that people might not know how to report an incident. I went to a Catholic school, which had a focus on abstinence. Everything was swept under the carpet and not spoken about at all. If something happened, you feared that you would be made to feel that it was your fault by someone asking, "Why on earth would you be doing that anyway?" That would not really be the point; your point would be that it had happened to you. However, people do not feel that they have the voice to say that.

10:00

There is the idea of safe space and respecting other people. You have bodily autonomy: your body is yours and no one can take that away from you. You need to respect that idea and people need to respect you, as well. People also need to respect your voice and that you feel uncomfortable. They need to respect it when you say that you do not like something or that you do not want to do something. There is a severe lack of respect, which seems to be a society thing.

As Mary Fee said, society cannot be changed overnight—that is not how it happens—but there is the idea of safe spaces and people being taught how to deal with the issue. Obviously, the subject is very sensitive, so we cannot have anyone saying, "Oh right, this is what we are going to do". Proper training is needed. Any kind of sexual harassment or sexual abuse is a damaging psychological experience.

People might feel that they do not have any support in the school. In my school, for instance, we did not have any equalities groups or LGBT groups. Some of my school friends and I were in STAMP from the beginning. We got into it through the Duke of Edinburgh award scheme. The guy whom we were working with said that he had heard about a woman who was involved in STAMP and asked if we fancied it. We said, "Yeah, we'll give it a wee shot." That is how we got into it—it was never brought to us from a higher power or senior management, as in other schools. We had to go out and find resources as opposed to their being there for us.

It is a good idea to have resources in the school. As Mary Fee said, guidance might be there, but no one really talks about it or expects it to be used. We had that feeling in my school. To be honest, I did not know who my guidance teacher was. It is that way—there are things out there, but you have to go and find them. They need to be more available, and you need to feel that it is okay to go and talk about what has happened. It is also okay

if you do not want to talk about it, but the resource should be there for you.

Rape Crisis has maybe 11 to 13 centres across Scotland; there is one in Lanarkshire and one in Glasgow. You can drop in or phone up. It is really important to know that those resources are there, even if you have to find them yourself. However, we would like to see a situation in which people do not have to go and find them. The information would be readily given to them and they would not feel embarrassed and blame themselves for what happened.

People blame themselves because of the culture of victim blaming and slut shaming. People ask, "What were you wearing?", "Did you have too much to drink?" or "He is your boyfriend, so does it really matter? Does it really count?" Yes, it does. The resources could be there for you.

Obviously LGBT+ has its own oppression and its own issues to deal with, which are different from those of cis-straight women. More needs to be put into that area and more needs to be put into dealing with male survivors of sexual violence. That is not talked about.

That is the thing: you did not talk about it. In a Catholic school setting, the idea was that there would be no sex before marriage. You would abstain from it and would not do any of those things—but obviously people do. People go out and meet people, kiss people at parties and do all that. The idea was that it was to be ignored. You were not supposed to do it, so why should the school give you anything for it? However, we should recognise that people go out and have a drink at the weekend, and they have boyfriends or girlfriends. The information needs to be there. There should not be the idea that it does not happen because the school says that it does not happen.

The Convener: Do you think that, for some young people whom you came through school with, it was easier to report outwith rather than within the school?

Niamh McGeechan: Absolutely. I would never have reported within my school. I would have gone out and found something on my own rather than report in my school.

The Convener: Has that changed since STAMP has been involved?

Niamh McGeechan: I got involved in STAMP when I was in sixth year. I have not been in school for quite some time, but my brother is still in school. He might not be in the time for inclusive education campaign but he, a couple of his pals and a couple of people in the year above him were interested in setting up an equalities committee so that they could talk about feminism, LGBT and

sexual violence issues and how to tackle them. They were told that, if they got however many signatures, the school would sort it out for them, but it never really happened. For some odd reason, I was added to the Facebook group, so I get notifications. They are still working away. They do not have an official group, but they post things such as, "Did you hear about this?", "How awful is this?" and "Why do we still not have a group for this?" It looks as if not much has happened, but there is a want and obviously a need for that among young people.

One question that was put to young people in our survey was whether they had ever seen, heard or experienced sexism or sexual harassment in their school. People might not be sure: they might not have seen or heard it happening, but they will not deny that it is going on. There is a certain knowledge that stuff is going on, and people want to change that, but there is only so much that a fourth-year student can do without the help of a teacher or somebody in a management position in the school.

The teacher should realise that students want to do that. They are interested in the issue, and it is affecting them right now, so we should put more effort into dealing with it. It is great to see the Facebook group grow, but that is all that it is. Twenty or 30 people are involved—it could be a school-wide thing, but it is not.

All the stuff that has been done at Kirkcaldy high school seems completely alien to me. It sounds amazing and brilliant, but I would never imagine that in a school setting at all.

Gail Ross: Obviously—or perhaps not obviously—when I was at school we did not have social media and all that sort of stuff. Picture and video sharing has been ramped up since the sort of bullying that my generation faced at school. It is awful to hear some of the stories.

In your experience, and from all the evidence that you have gathered, can you see any gaping gaps between different local authorities in Scotland, or is the situation school dependent?

Hannah Brisbane: You cannot break down our evidence, as it is gathered from across the UK. We do not know about the different sectors.

Gail Ross: I was reading your written evidence. To go back to my experience at school, one of the worst times for me as a teenage girl going through puberty was when I was doing physical education and sport. Perhaps Derek Allan or Cameron Bowie might wish to comment on that, too. Various suggestions have been made.

I note the evidence from the member from Glasgow about the ceilidh dancing: instead of the boys being told to stop making comments, the girls

were told, “How about you just wear leggings and a long-sleeved T-shirt?” I find that unbelievable. Obviously it is true, but it is unbelievable in the sense that I really do not want to believe it.

How do you get over that? Swimming lessons can be particularly difficult during the teenage years. Would you have separate lessons for males and females? With your ethos, it is probably a lot easier to do that, but in many schools the ethos that we were discussing is still very much prevalent. How would you suggest tackling that sort of harassment?

Hannah Brisbane: That is something that we would like to look into a lot more, as we have heard different stories from girls who have had coed classes and those who have had girls-only classes. As a girl-only, girl-led organisation, we really value having a girl-only space. In our own units, we know that girls feel a lot more confident when they do not need to think about the pressures of boys being there. From that point of view, that is something that we would like to consider more.

Derek Allan: We do a bit of both. We have some coeducational groups and some single-sex groups for PE. A modest kit for PE—a shell suit or whatever—is perfectly acceptable for girls to wear. It is not an area that I have a great deal of knowledge about—I do not know whether Cameron Bowie has any comments to make about PE lessons. Are they a source of difficulty for young people?

Cameron Bowie: I took PE as a subject. Even for those who take it as a subject, however, it is very much split between male and female. Although there were more males, and I was predominantly in all-male PE classes, the classes during my core PE were split for some of the time. In our school, I did not see any form of sexual harassment. I am not saying that that did not happen but—I have lost the precise word—people were not mocking others, staring at them or making comments about girls’ shorts being too short. Instead, everyone was comfortable wearing what they were wearing. No one was looking at anyone else or making comments, because the people were there to do a sport.

The Convener: We are almost out of time for this panel, as we have a second panel to question. I have a quick question about the Girlguiding girls’ attitudes survey on an issue that I hope will be included in future scout surveys. What impact does bullying have on the mental or physical health outcomes for young people? Can it be a source of health issues? Have you come across that issue in your work, Hannah or Susie? I know that, a few years ago, the girl guides did work on mental health. Is that an issue that you are taking forward now?

Hannah Brisbane: Yes, there is definitely a clear link between the bullying and harassment that girls experience at school and mental health issues. Last year’s survey focused on that issue, too, and we have brought out other resources to help to build resilience.

Susie McGuinness: We have a new resource called think resilient, which is a peer education scheme on mental health. The scheme has various packs that can be discussed with units of girls. The packs are tailored to different age groups, from the Rainbows, who are aged five to seven, right the way up to the guides, who are aged 10 to 14, and the senior section. The scheme is really good. It is age appropriate. It is tailored to talk about friendships and bouncing back when things are difficult.

Hannah Brisbane: It is also about learning to talk about the effects that bullying and harassment have on girls. In the stats that we have provided, we see that the girls, as you have said, are not comfortable speaking in class—not just to report any incidents but to contribute in class. They might not take certain subjects because they know that they will come across the perpetrators of bullying and harassment more. That behaviour has an effect on their overall education, as well as on their mental health.

The Convener: We have focused a lot of our attention on education. Given the consequences of prejudice-based bullying and bullying in the class and the impact that that can have on an individual’s health, do you consider it to be a public health issue, rather than just an education issue?

Hannah Brisbane: Yes, it spills over into both issues.

Susie McGuinness: It stops girls doing what they want to do, especially in PE, because they feel uncomfortable. I did not think that I was a sporty person in school because I hated PE so much. Part of that was to do with being in coed classes where I was afraid to be there, because I watched girls getting assaulted and catcalled and have other horrible things happen to them. I suddenly enjoyed PE more when I was in a girls-only class. It should not be like that; that should not be the culture. Girls should be able to enjoy sport and PE whether there are boys there or not. I would hope that it would be like the situation that Cameron Bowie describes at his school.

Hannah Brisbane: We found that, when bullying is reported, a lot of the time the pressure is placed on the girls. They are asked why they have said something and told that what the person did was just meant to be a joke. In a lot of the stories that we have heard, the schools try to protect the perpetrator by saying that he, or

whoever it is, is young, they do not know what they are saying and they have not been educated. However, a lot of the time, they have been educated. Everyone knows when what they have done is not acceptable. Their future is being protected, whereas the consequences, such as the mental health impact, affect the girls for the rest of their lives and impact on wider society.

The Convener: That is a good point. We will have to finish there. Oh—David is making faces at me. Go for it, David.

David Torrance: Thank you, once again, convener. On today's panel, we have two of the largest youth organisations in Scotland. I think that the membership of the scouts is more than 50,000. We have been talking about education and bullying in schools. That culture does not exist in the two organisations that are represented here. Why is that? Is it simply because you engage with young people or is it the training that you give to them? These organisations and their support networks are run by volunteers. Perhaps you could expand on why they have been so successful.

10:15

Hannah Brisbane: As Susie McGuinness said, much of our organisation is peer led. As is the case with the scouts, it starts from the bottom up. We take responsibility for setting our own agendas and leadership. A lot of the stuff that we do in girlguiding is based on giving girls confidence. Perhaps they do not consider that they have the support to do that at school.

Anne Whiteford: I agree. We are more than 100 years old. We have been using the same methodology throughout, basically building up self-confidence and self-esteem in our members. Like the school, there is no one key aspect to our approach; rather, it is about our programme, our values, the leadership and the training. All those things act as a mesh that creates the positive environment, we hope, for all our scouts and guides. That is possible to do in other settings, but there is not one answer to the issue; rather, it is about having that mix of things where we value our young people and help them to take responsibility for their environments. In scouting, giving them responsibility is certainly a key aspect.

The Convener: There are clear parallels between the work that both your organisations do and the work that Derek Allan does in his school so, obviously, the approaches can transfer over and that good practice could be shared.

We really must finish now, because we have a second panel, and I want my members to have a quick comfort break. If, after you leave, you think

that there is something that you should have said, please get in touch with the clerks.

We are compiling our inquiry report, which we hope to release in a few weeks' time. The cabinet secretary will be with us next week and the faith panel will be with us shortly. That should round off all our evidence nicely.

I thank you for all your contributions today, in the past and going forward. I suspend the committee for five minutes, which will allow us to put our next panel in place.

10:17

Meeting suspended.

10:28

On resuming—

The Convener: Welcome back. We continue with agenda item 2, which is evidence for our inquiry into bullying, including prejudice-based bullying, in schools. I welcome our second panel, a member of which is missing—we hope to track him down imminently. Anthony Horan is the director of the Catholic parliamentary office of the Catholic Bishops Conference of Scotland. The Rev Dr Richard Frazer is the convener of the church and society council of the Church of Scotland. Samena Dean is a youth worker with Scotland Against Criminalising Communities. Brittany Ritell is a youth worker and a representative of the Scottish Council of Jewish Communities. Charlie Lynch is the secretary of the Scottish Secular Society. Thank you very much for coming along. We hope that Imam Hassan Rabbani will join us soon, but we want to proceed, because we are extremely tight for time.

Thank you for the written evidence that you have provided; that always helps to inform our deliberations and the questions that we ask. Before we begin the questions, I will give each of you a few minutes to explain who you are, what you do and how the work that you do is relevant to our inquiry.

Anthony Horan (Bishops Conference of Scotland): As the convener said, I am the director of the Catholic parliamentary office of the Catholic Bishops Conference of Scotland. The Bishops Conference of Scotland is pleased to participate in the committee's inquiry and to contribute to the discussions about tackling prejudice-based bullying in schools and beyond.

Given that it is my role as the director of the Catholic parliamentary office to engage with Parliament and Government, we felt that it would be appropriate for me to attend today's meeting. I also have an overview of the Catholic church and

the various agencies of the church, which include the Scottish Catholic Education Service, whose director, Barbara Coupar, you heard from at an evidence session in January. That being the case, it was felt that it would be fitting for me to attend. As I said, we are keen to assist the committee in whatever way we can in its work to tackle and eradicate bullying in all its forms.

The Rev Dr Richard Frazer (Church of Scotland): I am a parish minister of the Church of Scotland just up the road at Greyfriars kirk. I am also the convener of the church and society council of the Church of Scotland.

We are glad to be part of this work. As a church, we are committed to human flourishing and to enabling young people to reach their best. I would hate to think that we might make any young person who comes into contact with the church feel diminished or in any way intimidated by that experience. Part of the church and society council's role is to help the church in its relationship with schools and education and to find ways in which we can be in the vanguard of promoting human flourishing and enabling people to reach their best. We do not want an encounter with a faith community—in our case, the Church of Scotland—to make people feel worse about themselves.

Having read some of the evidence that other groups have submitted, I think that it is clear that there is a common thread—that of young people being singled out because they fit into a category, which might relate to a faith community or a non-faith community, and in some way feeling that they are put on the spot because of that. I find that issue intriguing. We are interested in being in the vanguard of promoting tolerance, pluralism and respectful dialogue and of finding ways in which we can reshape the contribution that the church makes to that throughout Scotland.

Samena Dean (Scotland Against Criminalising Communities): I am here as a result of a written submission by Scotland Against Criminalising Communities, which has endorsed and supported my survey on Islamophobia in Edinburgh schools. I carried out the survey because my children experienced Islamophobia and I wanted to know how widespread it was. I spoke to 100 Muslim children who go to Edinburgh schools to find out about their experiences of Islamophobia.

Brittany Ritell (Scottish Council of Jewish Communities): I am the youth worker for the Jewish community of Scotland. I work predominantly in Glasgow, because that is where the largest concentration of Jews is, but I have done work in Edinburgh, too.

A large part of what I do is going into schools to run Jewish assemblies or lunch clubs. As they are also sometimes attended by non-Jewish students, I have a chance to act as an ambassador for Judaism.

I also work outside schools. I work with youth movements—in large part, I support ones that already exist. There are many Jewish youth movements in the UK, and a few of them make it up to Scotland. I work with the youth in and out of school.

Charlie Lynch (Scottish Secular Society): I am the secretary of the Scottish Secular Society. Other members of the panel will know that secularism is rather old, but our society is rather new. I thank the convener and committee members for being willing to listen to the voices and evidence of those of a non-faith background as well as those of a faith background and I look forward to contributing to your discussions.

Jeremy Balfour: Good morning and thank you for coming. It is helpful to have received evidence from both the Church of Scotland and the Roman Catholic Church on faith-based bullying. In past weeks, we have talked a lot about different categories. We have heard that people who are in a minority in a school—whatever minority that is—often feel that they are victimised because of that. Your submissions give examples of people from different faith communities who feel that they have been bullied because of their belief, faith or understanding.

What can the Scottish Government do to help faith communities feel that they have as much protection as those who might experience bullying because of their gender, sexuality or another of the protected characteristics, given that faith is the one that is sometimes forgotten about? That is a general question to all on the panel.

Anthony Horan: The problem that we have, which the previous witnesses referred to, is that there is a culture of fear about being open. We are talking about faith, but people might also feel uncomfortable about speaking openly about other characteristics. I know that the committee has taken evidence on that. A lot of people fear being open about their faith. They are not trying to impose their views on anyone; they just fear even speaking openly about having those views.

I have received evidence from young people about anti-Catholic bullying. It is disappointing that they cannot even admit or be open about the fact that they have a Catholic faith and hold certain values. There is a culture of fear, which is exacerbated by social media, as that has become a platform for people to put forward hateful views and discriminate. We really need to look at the culture that exists because of social media. The

problem is exacerbated by the behaviour of adults on social media—I am talking about professional people. If adults cannot behave, how on earth can we expect our children to behave?

There is a deep culture of fear, and it is difficult for anyone to come up with the right answer as to how to deal with it. We in the church work nationally and locally with other Christian denominations and other faith groups to build a culture of respect and tolerance among faith communities and beyond.

My parish has a youth group that reaches out to all children across the community. We recently had a welcoming day for refugees from Syria who have come into the community. Such things are important locally and we need to keep encouraging them. We should not underestimate the amount of such activity that is going on in our communities. It is useful to bear that in mind.

From a national perspective, there is no easy answer, but we need to tackle the culture of fear that exists, because people cannot be open about who they are and what values they stand for. That is a concern, especially for young people.

The Rev Dr Richard Frazer: Thank you for the question. Something that is really important was echoed by members of the previous panel this morning. The issue might be described as religious and secular literacy among those who educate our young people. If a teacher said to girls, “Boys will be boys. You’ve just got to put up with it and wear a pair of tights rather than just shorts in the gym,” that would be an outrage, would it not? It would show an extraordinary lack of awareness and sensitivity on the part of those whom we charge with the responsibility of nurturing our young people.

In the same way, sometimes we have seen evidence that young people—whether they are secular or from any kind of faith community—can feel that they are being singled out or being asked to be an expert on a subject that they know little about. Just because they have been born into a faith community or a secular community, that does not necessarily mean that they are literate about all aspects of that community. Religious literacy is important, as is secular literacy. People need to be taught that it is legitimate in a pluralist, multicultural society to learn about the different paths that people follow. There is nothing wrong with that, and we in the church and in faith communities need to learn to live alongside one another.

Another important aspect is to recognise our histories and the journey that we have taken as a society from what Scotland was like in the 16th century, at the time of the reformation, to what it is like today, as a multicultural, multifaith, pluralist

society. That means that in faith communities—and especially in the Church of Scotland, which has sometimes exercised quite a lot of power and influence in society—we have to learn a different way of being present that is less about exercising power and control and more about exercising presence and support. That is a lesson that we in the Church of Scotland need to learn, and it is a lesson that will benefit the whole of society if we can learn it.

The Convener: I see Samena Dean nodding.

Samena Dean: I agree that we need more support. Unfortunately, young children do not have that outlet or that support system in place in schools. To answer the question, it is difficult for Muslim children to hide their physical characteristics, whether they are wearing a headscarf or starting to grow a beard. Now that we are in Ramadan, a lot of Muslim children will be fasting, so they will not be in the lunch hall or the canteen and they will be asked, “Why are you not having lunch today?” There are visible characteristics that mean that people will know that somebody is a Muslim, so they cannot hide their faith.

In my study, I spoke with 100 Muslim children, and one thing that struck me was that 67 of them would not even tell a teacher that they were experiencing Islamophobic comments or Islamophobic physical abuse. The reason for that was that they felt that their teachers did not understand Islam properly, so they could not really understand how a Muslim child felt. Because teachers would not understand the seriousness of the situation or the fact that it was an attack on a child’s identity, children did not think that teachers would help or do anything about it.

The sad and worrying thing about my report was that, in many cases, the children who did report incidents to teachers found that the schools did not even respond or take any action, and in the schools that did take action, the children were not happy with the outcome. It felt as if they had been left there after an injustice had been done. They had been attacked because of their faith or identity, which made them feel really scared.

10:45

Of the 100 children I spoke with, 21 said that they feared—I use that specific word—going to school because they were Muslims. One reason was that

“they were scared of abuse and getting attacked”;

other reasons were:

“Because of what happens on the news ... What people might think of me as I wear the hijab”.

One child said:

"I was scared if I might get attacked".

That was prominent in how the Muslim children felt.

More than 55 per cent of the children had encountered Islamophobia in verbal form and more than 40 per cent had encountered Islamophobia in physical form. They are having their hijabs ripped off and are being punched, kicked and called terrorists or suicide squads. They are being asked whether they have bombs or guns under their hijabs. Although my study was based in Edinburgh, from looking at other studies, I think that that is happening throughout Scotland and the United Kingdom.

The Convener: That almost tells the truth about all the evidence that we have heard. The numbers are pretty similar. We have heard that 59, 65 or 67 per cent of young people fear reporting bullying and, when they report it, they fear that it will get worse. When bullying is reported, they do not get the right response. We heard about how Kirkcaldy high school responds. That is a gold standard, which I hope that we will promote. Whatever the discrimination is in relation to any protected characteristic, the systems seem to be letting us down.

I ask Brittany Ritell to give us insight into that. She will know that the Scottish Government made a statement on Tuesday about hate crime. There was a specific recommendation about accepting the Holocaust Trust's definition of anti-Semitism. Does she have some truth to speak to that?

Brittany Ritell: I am not sure whether I have anything to say about that announcement specifically, although it is good that there is a definition of anti-Semitism, which will probably help to combat it. Many times, it is hard to define exactly what is bad enough to be dealt with, so having a concrete and clear definition will go a long way.

The Convener: That relates to the literacy issue that the Rev Dr Richard Frazer spoke about.

Brittany Ritell: Exactly. I wrote down that phrasing because I really like the idea of religious and secular literacy. That is a common theme in the suggestions that are in the reports that I have cited.

In many communities, there are people who have never met a Jewish person in their life. How are they supposed to get a clear understanding of what Judaism is? How is a religious education teacher supposed to teach about Judaism when they have probably never met someone who represents that faith?

Educating teachers is one thing, but it is also important to go at the issue from the other end. We have acknowledged that many students do not

feel comfortable speaking to the adults who could help them, because they do not think that reporting bullying will do anything.

An important word that came up with the previous panel of witnesses was "bystander". I talked with P7 students yesterday and none of them knew what a bystander is. When working on creating a Holocaust education curriculum for secondary 5 and S6 students, my colleague said that he did not think that those students would know what a bystander was. Starting to change that culture is important.

If students do not feel comfortable going to adults, the other approach that we can take is to empower them to have a positive impact. If we approach the issue from both ends, that will have the most effect. Bystander training is probably one of the most important things that we can do. In that way, the people who are targeted know how to handle it and their friends know how to handle it. That creates a system of peer support.

The Convener: Charlie, what is your perspective?

Charlie Lynch: Will you repeat the question, please, convener?

Jeremy Balfour: We are getting clear evidence across the board that minority groups—whether they are minorities because of their sexuality, religion or gender—feel that they are being excluded and do not feel able to report that to the appropriate authorities. I appreciate that there is no magic wand, but what is one step towards helping that situation?

Charlie Lynch: As you will have read, the gist of our submission is that we are unhappy with religious observance as it is currently managed in non-denominational schools. We have started to compile evidence from pupils and their parents who are atheists and who have had all kinds of problems with religious observance. There is a right to opt out, but we are concerned that people are frequently not told about that properly. Schools try to discourage opting out in their governance because it is difficult for all kinds of reasons, which creates a difficulty of conscience for those who are atheists and even for those from minority faiths.

A better system could be made in some way. In the past, we have advocated opting in rather than opting out. Perhaps there could be a change to the culture of schools to make it more inclusive of people from minority faiths and those of no faith.

We are also aware that there is a lot of variance across the country. Some of the more alarming evidence in our submission came from the Western Isles. There are clear variations and problems.

The Convener: Does that answer your question, Jeremy?

Jeremy Balfour: It does. Thank you.

Mary Fee: I have another question for Charlie Lynch. I am struck by the facts that guidelines are widely ignored when pupils want to remove themselves from religious education, that pupils feel intimidated and that organisations that, on the face of it, exist to encourage inclusion and interaction actually have a religious basis. I appreciate your saying that we have to stick more closely to what we are told to do, but how can we ensure that parents feel confident about going to a school and saying, “I don’t want my child taking part in any form of religious education”?

Charlie Lynch: That is an interesting and important series of points. Obviously, children do not themselves have the right to opt out of things. The Humanist Society is pursuing legal action at the moment about the age at which they should be able to do that. Educational psychologists have tests and means of ascertaining at what point children can make such decisions, and we would like that to be investigated in various ways so that people do not feel that they are made to take part in things that they cannot, in all conscience, agree with.

As for parents, we would like schools to display clearly in their handbooks that opting out is possible. We would like schools to have proper and meaningful alternative arrangements for children who have opted out so that they are not made to feel othered or different—not made to sit alone in a corridor, for example. That is the kind of thing that we hear about. We would like the whole series of problems to be approached in a more compassionate and understanding fashion.

Mary Fee: I suppose that we have to find a balance—

Charlie Lynch: Yes, of course.

Mary Fee: There has been a rise in Islamophobia and there is very little understanding of Judaism, so we must find a way to balance things. Is religious education the only way in which we can inform and educate pupils about other religions in order to break down the barriers and enable people to have more understanding? Is that the argument that you are given? Is there another way to inform people about different faiths in order to break down discrimination?

Charlie Lynch: We have talked almost entirely about religious observance, but the Scottish Secular Society is very pro-religious and moral education and we think that there should be more of it. We would like there to be more of a philosophical element to such education but, in general, we are very much for it.

There is a different set of problems to do with religious observance, including activities such as the saying of prayers in a communal setting, the singing of hymns and so on.

Mary Fee: Is that when religious education is based on one particular faith?

Charlie Lynch: Yes.

Mary Fee: Samena, has there been a significant increase in the intimidation, bullying and harassment that young Muslim children are experiencing because of the culture that currently exists? Have you seen a dramatic rise?

Samena Dean: Absolutely. Back in 2013, 1,400 children reported to Childline that they had been called a terrorist and a bomber. It has got to the level at which young Muslim girls are having the hijabs pulled off their heads in school. I am a youth worker by profession, and if two of the primary school children from the 100 children whom I spoke to had come to my youth group, I would have filled in wellbeing forms right away because of the Islamophobic abuse that those two children had experienced. These children are suffering in silence.

I had a conversation with the community inspector and asked for a link officer to go to a primary school for the wellbeing of one boy. The testimonies show that some of the things that have happened to Muslim children are criminal offences.

Mary Fee: When incidents are reported, are they properly recorded?

Samena Dean: Only one incident in the survey was recorded as racist, and that was because of what happened to my daughter, who is in primary school. I told the headteacher that I was conducting a survey and that I had had minimal responses from other schools. I said that I was really annoyed that the survey was not being taken seriously, and the headteacher said that he would record what happened to my daughter as a racist incident.

When teachers have taken action, the Muslim child has, for example, got a “Sorry”. The teacher acted and the victim received a “Sorry”, but the child still felt that an injustice had been done and that, because of the abuse that they had faced, saying sorry was not enough. The children came away feeling as though they had had no closure and no support and that the incident had not been taken seriously.

The report highlights what I think will happen more and more. The 33 per cent who said that they would tell a teacher will become zero per cent. The 67 per cent who said that they would not tell a teacher gave me a valid reason why—they had done it before and nothing had been done.

The fact that nothing gets done will filter down to the 33 per cent who said that they would tell a teacher. Teachers and authorities need to recognise a racist or Islamophobic incident or comment. Until that happens, Islamophobia will get worse.

Mary Fee: Anthony Horan, were you present for the earlier evidence session?

Anthony Horan: I was here for the second half of it.

Mary Fee: Thank you for your submission, which we received this morning. As you are aware, Barbara Coupar has given evidence to us. Although I appreciate that we are focusing more on faith-based bullying today, I cannot let the opportunity go by of comparing and contrasting her evidence with the evidence that you have given us, which says:

“Catholic schools adhere to the same anti-bullying policies as their non-denominational counterparts ... As Catholics we believe in the inherent dignity of each and every human being ... Catholic schools are committed to ensuring that all protected characteristics under the Equality Act 2010 shape policies aimed at tackling bullying.”

The evidence that we heard this morning is that Catholic schools sweep everything under the carpet. There are no equality groups and no LGBTI groups. They are faith-based schools, and the faith does not believe in sex before marriage and does not support gay marriage—so they just do not talk about it. I would be interested in your comments on that evidence.

The Convener: You have been given an easy question.

Anthony Horan: I cannot comment on individual cases, but I heard that comment and some of the other things that were said specifically in relation to Catholic schools. We have a job to do in taking on board young people’s concerns and any bad experiences that they might have had in Catholic schools. At your meeting on 26 January, Barbara Coupar said that she would take that forward. Since then, on 18 May, we had a training session for secondary school teachers that was attended by about 50 of them. There will be another session at the end of the year for headteachers. We looked at all the protected characteristics under the Equality Act 2010 to ensure that secondary school teachers are aware of their responsibility under the act generally and also specifically in relation to those protected characteristics. That is not leaving any of the protected characteristics out—it covers all of them.

11:00

We also covered the public sector equality duty, which is important, and we looked at the

respectme online resource, which is useful. All of that was done to equip teachers and ensure that they are aware of any instances of bullying—because a range of characteristics is involved, not just one or two—and to put in place processes to deal with that.

It is an on-going process. We already have in place anti-bullying procedures that we like to think are fairly robust. However, if young people continue to tell us that they have had a bad experience, we will need to review that.

Mary Fee touched on recording and monitoring, and I agree completely with what she said. We need to get better at those things. If we are going to improve the school experience of our young people, whatever protected characteristic they come under, we need to know where the issues are. If we record and monitor properly across the board, we will know where the issues are and that will better inform how we tackle them.

Mary Fee: The ethos and culture that have been developed in Kirkcaldy high school, which we heard about earlier, represent a model that we would love to see rolled out across Scotland. That school is welcoming and inclusive of everyone, regardless of their beliefs. Do you think that Catholic schools will be able to develop a similar model to that?

Anthony Horan: Our position is similar to that which the Rev Dr Richard Frazer stated at the outset. We, in the Catholic community, believe in the inherent dignity of every human being. Every human being is made in the image and likeness of God, so they have inherent worth and value—there is no exception to that. We have to be abundantly clear about that. Every child should feel included, and there should be no feelings of exclusion or of being left out.

On the Kirkcaldy example, there are always things that we can learn from. We should always consider good examples that might help us to improve the school experience of young people who might be feeling left out or discriminated against.

Mary Fee: The evidence that we have heard previously from young people who have attended Catholic schools suggests that there is a bit of work to be done in relation to sexual identity and sexual harassment and discrimination. I am pleased to hear you say that you are going to do a bit of work on that. We look forward to that.

The Convener: We have heard evidence from some young people who hold up St Joseph’s College in Dumfries as a good example of what a school should be doing. I do not know whether you know the details of what is being done in that school, but we have heard good things about how it has handled sexual harassment, sexual assault

and sexual orientation. We have heard only anecdotal evidence and have not had the chance to visit the school. Do you have any more detail about what has been done in that school? Was it the result of leadership in the school or within the whole structure?

Anthony Horan: I am afraid that I cannot elaborate on that.

The Convener: That was a bit unfair.

Anthony Horan: No, it is all right.

In response to Mary Fee's question, I suggest that there is a job to be done in ensuring that people understand the Catholic faith and Catholic values. Most of the panel have spoken about such understanding in terms of their faiths. We need to make sure that people understand what the Catholic faith is and what it stands for. We would not want that to compromise the safety and wellbeing of any of our children, but I think that it is an important point to remember.

The Convener: How do you cope with tensions between your faith and where society is now? That must be really difficult. We have dealt a wee bit with intersectionality and how it affects young people as they are growing up. People are not part of just one group and do not have just one characteristic—they generally have a number of them. How would you take forward policy, procedures or learning that supports the young person who sits in the middle of such intersectionality when there is tension between their faith and where they are as an individual?

Anthony Horan: First and foremost, as I said before, we believe in the inherent dignity of each and every human being. All of us are made in the image and likeness of God—no Catholic or Christian person should forget that. We must emphasise that point. We appreciate that we have to look after our young people, and we know that, particularly in modern, contemporary society, there are tensions with certain beliefs that the Catholic faith holds dear. However, we cannot forget that the church believes that each and every person is of intrinsic worth and value—that is our fundamental starting point. We need to cater for all people to make sure that no one's rights are infringed unnecessarily.

The Convener: I pose the same question to all the faith groups and to those of no faith, too.

The Rev Dr Richard Frazer: In the light of what happened to the leader of the Liberal Democrats yesterday, you raise an interesting issue about people's theological position and their cultural position. We, in the Church of Scotland, have been wrestling with such issues for many years and we use the term "constrained difference". We believe in inclusion and that no one should feel

excluded, so how can we live with diversity within our church? We have LGBTI people who are members of the Church of Scotland and we have ministers who are in same-sex relationships. How do we live with that, knowing that people are at different ends of a spectrum?

We have tried to deal with it by taking an approach that involves openness to learning. Some years ago, there was a pretty fixed perspective about sexual identity in our society and in the church. People have perhaps taken on board some of the evidence, some of the science and some of the cultural shifts that have taken place and we recognise that we are now in a different place from where we were 50 years ago in our understanding of human sexuality and identity. We have tried to inculcate that in our thinking, which is really important.

I endorse what Charlie Lynch said about the importance of literacy and understanding. That is absolutely fundamental. We are trying to frame our contribution to both religious, moral and philosophical education and religious observance in a way that does not offer a dominant position or place an expectation of belief on people but recognises that we can learn from each other and be enriched by learning more about Islam, secularism, Buddhism or Judaism. We should not be afraid of diversity; we need to be enriched by the diversity of our culture. All those things are really important.

We are on a journey in our understanding of human identity, sexual identity and pluralism, and we must put in place measures and policies that will support people in taking that journey towards tolerance, respect and a deeper understanding of human identity.

The Convener: A number of the young people whom we have spoken to in the course of this inquiry have suggested that a way forward is to have decent relationships and friendships. It is not so much about training as about awareness raising and understanding how to build a relationship and how to deal with rejection and conflict. It seems to me that the wisdom of the young will be the common thread that runs through our committee report, because young people seem to know what needs to be the underpinning or the foundation that allows the flourishing that we all want for them.

What you have said about expectations and a dominant attitude may be the way to go. That will be very stark, because some of the evidence that we have heard over the past few months, especially from organisations that support people who have been victims of racist incidents, shows that things are coming back now that we thought we had got rid of many years ago. For many minority groups, things go up and down, and that

brings me to the points that Samena Dean and the Rev Frazer made. How do you support young people who are facing that kind of abuse, and how do you then use those opportunities to educate other young people to have those healthy relationships, and to take the attitude that it is about humankind and not about differences?

One of the criticisms that we have heard about religious training in classrooms is that you cannot just teach a child, "This is how you observe Judaism, and this is how you observe Christianity." You need to show the interconnections between religions and how they are to be understood. How do we do that? Give me a magic pill that I can put into my report to tell the Scottish Government how to do that.

Samena Dean: I wish that there was a magic pill. How to learn about each other's religions is a really difficult question. When I spoke to the 100 children, 57 of them felt happy and proud that Islam was being talked about during their school lessons, because that was their religion, but the others felt really uncomfortable and worried because, as we know, in today's climate, Islam has been falsely linked with terrorism. That has happened blatantly wherever you go, whether in the media or in social media, so it is what other young people are picking up, and that is why abuses are happening to Muslim children.

When I spoke to children in secondary school, they told me that their curriculum talks about terrorism, about France's burqa ban and about how women in Saudi Arabia cannot drive—things that are related to Islam, although I would not say that terrorism is related to Islam. When those things were talked about, especially terrorism, 65 per cent of the children felt really worried during that lesson, because they felt scared of the repercussions and what would happen to them as soon as they walked out of the classroom door. A lot of them felt that, during the lesson, everyone would just stare at them and they would become the centre of attention, and that made them feel really worried and uncomfortable, so we need to go back and ask whether the schools are providing a safe haven for religious minorities, or for religious people. After the atrocious terrorist attacks that have happened, 46 out of the 100 children were scared of going to school the next day because of the backlash.

We know that children already face a lot of things, including adolescence and exams, but those fears give them extra worries on top of those things. What was more worrying was the extent to which the girls who wore headscarves were concerned that having those noticeable physical characteristics of their faith would mean that something would happen to them or that things

would be said to them, and they were right, because that was the case.

Is there a magic pill? There needs to be recognition. The issue has not been recognised by teachers or by headteachers—it has definitely not been logged. Everyone needs to play a part in tackling it, including the committee, the Parliament, councils, the teaching unions and wider society.

11:15

The fact that my daughters were getting Islamophobic abuse at school led to me doing the survey, as a mum. Such abuse has repercussions. On being picked up from school, my daughter would cry and cry when she came home because she had been told that she belonged to ISIS, even though she has nothing to do with that. As someone who was born here, she sees herself as a Scottish person, just like everybody else. She is a Muslim, but she does not understand why everyone is singling her out.

The psychological effect that such treatment is having on Muslim children is astounding. I came across Muslim children who wanted to change their names. I met boys who had a brown appearance, which meant that they could be Indian or Sikh or something else, but because they had a Muslim name, that meant that they were Muslim. As a result, they were a target.

I heard from girls in S1 who had decided that they wanted to wear the headscarf when they were in S3, but who were worried about what they were witnessing was happening to a girl who already wears the headscarf—she has been isolated and no one wants to be friends with her. They were worried that that might happen to them in two years' time. Those worries, concerns and psychological pressures that Muslim children are facing need to be addressed. There needs to be a support system, and we do not have one.

Brittany Ritell: I will echo some of what Samena Dean said in the context of Jewish students. When a Jewish-related topic comes up in class, they feel that they are being singled out or stared at by their peers. When world war two and the Holocaust are being discussed, Jewish students will feel as though they are being singled out—indeed, sometimes they might actually be singled out by teachers who want to hear their perspective, as the Jewish kid in class. That is problematic. It is great to hear the voices of other people, but that is not the right way to do it.

When I run a lunch club, there are usually slides in the school. Sometimes, a teacher will say, "You, you and you, make sure that you go, because you're the Jewish students." To single people out like that is not the greatest way to engage

students. For people in that age group, the hardest thing is to be perceived as different.

There is one good practice in religious education that I want to highlight. One of the schools that I go to has weekly religious assemblies; students can go to whichever one they want to. Every now and then, it also has an interfaith assembly, at which there will be a representative of Christianity, a representative of Islam, and me, as the Jewish representative. We will be given a topic to speak on. The first one that we spoke on was the path to God. Each of us spoke about our religion's perspective on that topic.

That is a great model, because the students rapidly see that our religions have a lot in common. We have our differences, but we have a great deal in common. That goes back to the idea of focusing on humankind, not difference. In addition, there is generally a Christmas and an Easter assembly at that school. When that big assembly is held, there will be a second one—a joint Jewish-Muslim assembly. The majority of students will go to the Christian one, but the rest will have another option. I like that model, which involves talking about the similarities between our religions and connecting them. It is not the be-all and end-all fix, but it is something that could be adapted elsewhere.

The Convener: Charlie, where do you fit into all of this?

Charlie Lynch: Where does no religion fit into that model? That is the problem.

Brittany Ritell: If there is time, the school that I mentioned could have as many representatives as it needs. It also does assemblies that are based on just one faith—for example, it has had Buddhist and Sikh people come in. I am sure that that school would love to have more people at its assemblies, if there are representatives available.

Charlie Lynch: How might we cater for such diversity in more rural areas of the country or in places where resources are more stretched and there are not enough personnel on hand to promote such diversity? How do we come up with a model that is flexible enough to allow that approach to be taken in different scenarios and on different scales?

Brittany Ritell: That is a challenge for everyone. In my job, I concentrate on Glasgow and Edinburgh, because one person can only do so much.

I know that the organisation that I am representing today created resources that are approved by the people it represents, so people get a say in what is presented. Again, that requires some degree of funding and support. Getting a

chance to create your own resources that you can disseminate is one way of doing that but, when it comes to the human piece, there are only so many people who can go and do the work.

The Convener: The normal process of the committee is to come through the chair, but I am really enjoying the interplay that is going on, because the point is that, if we talk to and understand one another, we can make a difference.

We are almost out of time again, which is quite worrying.

Gail Ross: I have just returned from Bosnia. We spent a couple of nights in Sarajevo and went up to the Srebrenica memorial. Remembering Srebrenica [Scotland], which is led by the Very Rev Dr Lorna Hood, has just produced an educational pack, which it is putting round schools. When I was over there, we chatted to loads of different people. In history, we are taught about various things that happened around the world. The Holocaust is obviously a huge example of horrific genocide, but so is the Srebrenica genocide. More than 8,000 Bosnian Muslim men and boys were killed within five days. It was absolutely—I cannot even go into it because it is still so fresh. It is really upsetting.

Should the Scottish Government support such outside organisations that have educational packs? Charlie Lynch brought up the need to teach children about the different religions and none, although all the witnesses mentioned it. We need to teach children that it is also okay not to have a religion and, as an aside to all that, about ethics and morals. You do not need to be religious to be a good person. There is a message that we can take from history about being humans, respecting one another and trying to stamp out hate and prejudice in society everywhere that we see it. That is a responsibility for all of us.

That was really a comment.

The Convener: It was a statement.

Mary Fee: I have a comment as well. We need to take on board the pressures that are on the curriculum and teachers, but, to develop an understanding of all faiths and none, as Gail Ross said, we have to teach about them in every school. It cannot be that one school concentrates on a certain faith; every school must teach about every faith and no faith. How do we give that the importance that it needs to have in the curriculum? It cannot be that, once every three weeks, someone comes in and talks to the school for 10 minutes. It also cannot be something that is outside the normal 9-to-4 school day, because it would become optional and we would not get buy-in from the staff and pupils. It needs to be part of

the main curriculum, but we need to ensure that it is given the importance that it needs.

I will pick the Catholic schools, although I am not picking on them for any particular reason in this instance. Does a Catholic teacher know enough about the Muslim faith, the Jewish faith, the Church of Scotland and no faith to stand up in front of the school and say what those people believe, why they believe it and why they should be supported? In the same way, I do not know whether any school from the Christian faith could do it.

I pose the question but I do not expect all the witnesses to answer.

The Convener: She has not given you any easy questions at all.

The Rev Dr Richard Frazer: In the Christian faith, as Anthony Horan has said, we talk about the inherent dignity of every human person, as they are made in the image of God. However, we share humanity and, when we encounter the human in another person, regardless of their faith or whether they have none, we see something with which we can identify.

It is really important for us as a society to think about the fact that we cannot leave it entirely to schools to deal with the issue. In the parish just up the road where I am minister, we have provided space for an organisation called Amina—the Muslim Women's Resource Centre, which is a Muslim women's support group. There is also a lunch club for elderly people from the Islamic community that meets in one of our premises.

It is about friendship and relationships. More resource needs to be given to that. For example, Edinburgh Interfaith Association struggles financially to keep going although it is doing urgent and important work. It is a tragedy that such organisations, which are about building relationships, understanding and friendship, are withering because they do not get the support that they need in the times that we are talking about. The stories that you hear make your heart break. It is crucial to provide opportunities for people to learn from each other and to build the friendships that will make for a peaceable society and world.

Mary Fee: Do you think that the Government should take a more proactive role in promoting organisations such as interfaith groups and support them more openly?

The Rev Dr Richard Frazer: Yes, I do.

The Convener: Jeremy Balfour wants to come in with a quick supplementary. We are just about to finish, Jeremy.

Jeremy Balfour: It will be closer to a statement, because we are almost out of time.

I have found this to be an interesting debate. I am not quite sure—this picks up on the point made by Mary Fee and others—how we deal with the ignorance about what a conservative Muslim, a conservative Orthodox Jew or a traditional Catholic believes, because we live in such a secular society. Even views about what an evangelical Christian believes are very much manipulated by the media.

How does a primary teacher in Stockbridge primary school today represent the different faiths? We need to have a bigger discussion on the issue with the Education and Skills Committee and the Scottish Government. It does not matter whether we are talking about a person who is an Orthodox Jew, a traditional Catholic, or whatever their faith may be. We have lost that understanding about their faith because most people no longer go to church or they have no connection with faith communities regularly.

That takes us back to the issue of religious and secular literacy. I would be interested in receiving a written statement from all the panellists on how we get that literacy back not just in our inner cities, but in rural Scotland and wherever else.

The Convener: We have covered all the ground that we wanted to cover with you this morning. The upshot of all this is the consequences on young people if we do not deal with bullying and harassment. Indeed, the thrust of our report will be about the consequences and how we can prevent them from becoming unhealthy. That is the main point of all this work.

I thank everyone for their contributions this morning, which have been incredibly enlightening. They have given us another perspective, which has helped us to understand better the dynamic.

We are in the process of compiling our inquiry report. The cabinet secretary will be with us next week, which will be our last evidence session. We hope to have the report published soon after that. As you can imagine, there will be a lot of information in our report, and I am sure that there will be pointed recommendations.

I thank you again for your participation this morning and for your written evidence. If, in the next week, there is any matter that you consider that we should know about, please get in contact, because making those links would be helpful for us not just for this inquiry, but for all our work over the next few years. I really appreciate your work.

11:28

Meeting continued in private until 11:40.

This is the final edition of the *Official Report* of this meeting. It is part of the Scottish Parliament *Official Report* archive and has been sent for legal deposit.

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Pàrlamaid na h-Alba



“Coming Out”

KHS LGBT Group

Thursday, 04 March 2021



“Coming Out”

- **Telling yourself or someone else something about yourself that isn't immediately obvious.**
- **Traditionally...**
 - **L**
 - **G**
 - **B**
 - **T**

“Coming Out”



Lesbian Gay



Bisexual
("Bi")



Non-binary
("Genderqueer")



Pansexual
("Pan")



Trans



Asexual
("Ace")

“Coming Out”

■ Why come out?

- Being honest
- Not hiding

■ But...

- No pressure!
- When you’re ready or not at all

**Pressure is good
for tires, not
people.**

CherylRichardson.com

“Coming Out”

- **When should you come out?**
 - When you want to
 - When you’re ready!

- **Some people never formally come out but are still open and honest about who they are.**



“Coming Out”



Ricky Martin
38



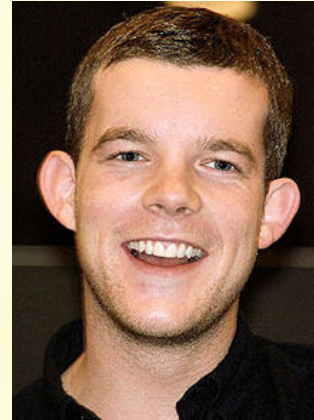
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51



Ian McKellan
49



Susan Calman
19



Russell Tovey
15/16

“Coming Out”

- Advice?
- LGBT Youth Scotland
 - <https://www.lgbtyouth.org.uk>
- Stonewall Scotland
 - <http://www.stonewallscotland.org.uk>
- KHS LGBT+!
 - Tuesday lunchtime 😊
 - All welcome!

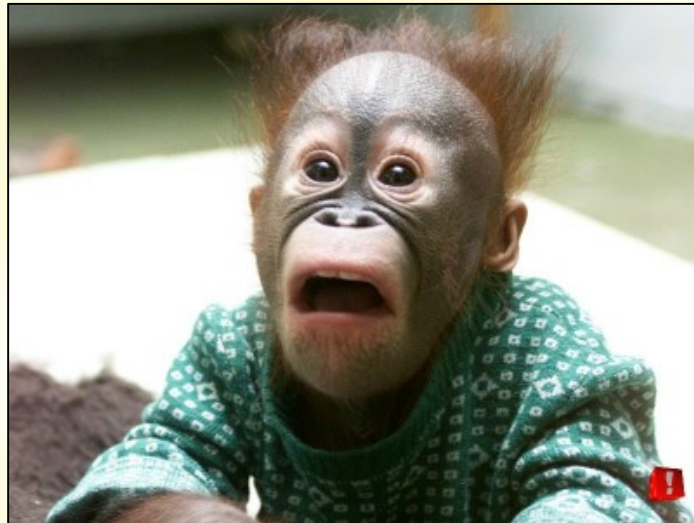




“Coming Out”

“Coming Out”

- Many folk who have come out have a story – you can ask!
- Coming out is for anyone but it’s not for everyone!



LGBT History Month 2018

- “Timeline” poster outside A4
- Rainbow Laces
- Rainbow ribbons



Celebrate lesbian, gay, bisexual, transgender and intersex lives and culture by recognizing the significant contribution LGBT people have made to Scotland and the world at large. Share your milestones at #lgthheritage www.lgbthistory.org.uk

FEBRUARY IS LGBT HISTORY MONTH

START →

1606 James Stuart, the first Duke of Albany, assumes the name John Stewart and joins the Hibernia Woollen Company to work in Ireland before going into exile in 1617.

1812 Dr James Barry graduates from the University of Edinburgh Medical School. Following his death in 1815, it is discovered he was assigned female at birth.

1933 Artists Robert Colquhoun and Robert Riddlehead meet at Glasgow School of Art and become lifelong partners.

1957 The Wolfson Report recommends the decriminalisation of male homosexuality. The recommendations are rejected by the government.

1971 Scotland's first gay rights bill, the Gay Public Order Bill, is introduced in Glasgow.

1977 The UK's first Gay Centre opens at 54 Buchanan Street, Glasgow.

1980 Homosexuality is decriminalised in Scotland for people over the age of 16.

1982 Lesbian Magazine – Scotland's first LGBT magazine – opens at York Street, Edinburgh.

1983 Original show on Stewart Youth Project, LGBT Youth Network is established in Edinburgh with a mission to support LGBT young people.

1990 Eddie Morgan – Glasgow's first openly LGBT comedian – performs at the Edinburgh and Perth Theatre and then at the Glasgow Comedy Club.

1995 The Lesbian Archive relocates to Glasgow's Hermitage Library.

1995 Scotland's first Pride event gathers at Broom Street in Edinburgh on 17 June.

2000 The newly formed Scottish Parliament repeals Section 28, the law which prohibited the promotion of homosexuality in schools in the UK.

2001 The age of consent for gay and lesbian men is lowered.

2003 Margaret Smith and Rachel Horne become Scotland's first and second openly LGBT MPs.

2004 The Gender Recognition Act is passed providing legal recognition for transgender men and women.

2005 The first same sex civil partnerships take place in Scotland on 20 December.

2006 The first LGBT History Month takes place in Glasgow and the rest of the UK.

2009 Lord Alex Daley becomes the first woman, the first Scot and the first openly LGBT member to be elected to the UK's First Law Lords.

2010 The UK government passes the Equality Act 2010, providing protection from discrimination on the grounds of sexual orientation and gender identity.

2015 The first same sex wedding takes place in 2015 in Glasgow.

2016 The Scottish Government adds interim equality for their approach to sexual orientation and gender identity.

2016 The first LGBT History Month takes place in Glasgow.

2016 The first LGBT History Month takes place in Glasgow.

2016 The first LGBT History Month takes place in Glasgow.

2016 The first LGBT History Month takes place in Glasgow.

TODAY! →

As an LGBT history month, we have chosen to celebrate the significant contribution LGBT people have made to Scotland and the world at large. Share your milestones at #lgthheritage www.lgbthistory.org.uk

STOP →

2018 Celebrate lesbian, gay, bisexual, transgender and intersex lives and culture by recognizing the significant contribution LGBT people have made to Scotland and the world at large. Share your milestones at #lgthheritage www.lgbthistory.org.uk

Find out more about LGBT History Month, including what's happening in your area, in our 50 programme of events www.lgbthistory.org.uk or these links: www.lgbthistory.org.uk

1 LGBT History Month Scotland 2 LGBT History Month Scotland 3 LGBT History Month Scotland 4 LGBT History Month Scotland 5 LGBT History Month Scotland 6 LGBT History Month Scotland 7 LGBT History Month Scotland 8 LGBT History Month Scotland 9 LGBT History Month Scotland 10 LGBT History Month Scotland 11 LGBT History Month Scotland 12 LGBT History Month Scotland 13 LGBT History Month Scotland 14 LGBT History Month Scotland 15 LGBT History Month Scotland 16 LGBT History Month Scotland 17 LGBT History Month Scotland 18 LGBT History Month Scotland 19 LGBT History Month Scotland 20 LGBT History Month Scotland 21 LGBT History Month Scotland 22 LGBT History Month Scotland 23 LGBT History Month Scotland 24 LGBT History Month Scotland 25 LGBT History Month Scotland 26 LGBT History Month Scotland 27 LGBT History Month Scotland 28 LGBT History Month Scotland 29 LGBT History Month Scotland 30 LGBT History Month Scotland

Fife Pride 2018

- 7th July 2018
- All welcome!



Dear Parent/Carer

I hope you are in good form. Here is the news from your kid's school.

This week started with a strong focus on employability and the world of work. On Monday, we hosted the Scottish Government's "Early Learning and Childcare Roadshow", which is a recruitment drive in this growth area. The recent expansion of nursery places and hours means that there are thousands of new jobs becoming available in this field over the next couple of years. We had almost 100 young people involved and I am grateful to Miss Malcom (our Principal Teacher in charge of Workforce Development) for her work with this. We also had a small group of Lochgelly High School pupils along to join us in the afternoon.

Also on Monday, Mrs Davidson took a group of young people with an interest in the motor industry along to the Kwik Fit Training Academy at Broxburn. I understand that we are the only Fife school involved like this. We've been before and it really is worthwhile. Mrs Davidson tells me that the pupils were enthusiastic about their "hands on" experience. They had lots of great questions as well as having a unique opportunity to use the diagnostic equipment and find out about modern apprenticeships.

On Tuesday, our S1 pupils were involved in a STEM "Energiser" event in the assembly hall. This was delivered by "Tomorrow's Engineers" and was great fun, involving building an electric car and testing the capacity of its battery, using experiments to compete against other teams. It continued on into Wednesday and involved skills in teamwork challenges in science, technology, engineering and maths.

Also on Tuesday, our LGBT+ group were involved in delivering inclusive training for Fife Council Youth Leaders. This was in the evening in our Boardroom. Some of the feedback from participants was outstanding. I must thank Dr Murray and the team for their commitment to making Fife (and Scotland) fairer for all. The group also met with LGBT Youth Scotland after school on Wednesday to plan how KHS can be accredited with the LGBTYS "Charter" (Gold Standard) over the coming months. This was a very positive experience and we are looking forward to this partnership.

On Tuesday evening, we hosted the Fife final of the Crown Office Procurator Fiscal Public Speaking Competition. Well done to Amber Thomson and Logan Piotrowicz (S3), who debated the impact of internet access, alongside the 3 other finalists; 2 teams from Queen Anne, and one from Inverkeithing. Many thanks to Miss Osborne (History), who supported Amber and Logan in their preparations. Team KHS were excellent and will be very disappointed to have lost out by the finest of margins to Queen Anne. I am very proud of Amber and Logan.

On Wednesday, it was a pleasure to host three teachers from Italy as part of the Erasmus Education Programme, funded by the European Union. Our visitors thoroughly enjoyed their day and learned a lot about Scottish education, leaving with many happy memories. Many thanks to our S6 Language Ambassadors (and to Mrs Morris) who were excellent hosts.

I attended a Fife Headteachers' meeting on Thursday along at Levenmouth Academy and in school, we staged the UK Mathematics Challenge (Intermediate Age Group). Many thanks to Miss Cunningham (Principal Teacher of Numeracy) who organised this. She also set up a fun Maths based version of "The Chase" at

lunchtime yesterday and today, involving staff and pupils. Proceeds from this, and a bake sale today, are to be split between the NSPCC and a Scottish based charity called "Children 1st". All this is to mark World Number Day.

This morning, the senior pupils who had signed up for the Anthony Nolan Bone Marrow Donor Register have given a sample mouth swab which becomes part of a stem cell record. Thanks to all who have responded to this excellent cause. We were delighted to have Ally Boyle and the guys from Fire and Rescue Scotland in last week. The Kirkcaldy Fire Crew link with Anthony Nolan is hugely worthwhile and the response from our young people has been terrific ... 82 of them completed the full registration and gave their DNA sample today (photo right).

All this week past, we've had students taking part in the Fife Festival of Music at the Adam Smith Theatre, and I am informed that everyone played brilliantly and were a credit to KHS. We are very proud of all our young musicians and I must thank Mrs Simpson, Mrs Duckett and the instructors for all their hard work. A particular well done goes to Cameron Hamilton who won first prize and the trophy in the Brass Advanced Class. Cameron plays cornet beautifully.

Tomorrow's Saturday's study school is Business Management, Administration/IT and Computing Science. I would urge all those in SQA exams in these areas to come in on Saturday morning. It's a great chance to get ready for May. Many thanks to the teachers who are giving up their time at weekends to deliver this.

In sport this week the scores have been: U15 Football KHS 6 - 1 Beath, Seniors - KHS 2 - 2 Beath, in S3 Netball, our made the semi final of the plate of the Fife Schools' netball tournament, held at Glenrothes.

Next week is a short week due to the In-service Staff Training Day on Wednesday and the two day mid-term break. On Monday we'll have the NHS Fife immunisation team in school doing catch up sessions for Meningitis, TB etc.

Then, on Tuesday, our Social Subjects students involved in the trip to London heads off. This is always an excellent experience which includes a tour of the House of Commons. The group is also visiting Madame Tussauds, The Museum of London, The Imperial War Museum, The London Dungeon, a show at Covent Garden and cruising on the Thames as well as riding the London Eye. I suspect that Mrs Meek, Ms Young and Miss Ashby will need the weekend to recover after their return on Friday evening! Many thanks to the staff giving up their time.

Also that day (Tuesday), we are holding an extensive consultation with NHS Fife to support their "Excellence in Care" initiative. Around 100 of our young people will take

part in focus group discussions about services and expectations led by Jennifer Grant of the School Nurse Team. I am meeting with a group of pupils today to ask them to take part.

For the staff training day on Wednesday, it will be a real pleasure to welcome teaching and support staff from Capshard, Fair Isle, Torbain and Valley along to KHS in the morning for a session on "Adverse Childhood Experiences". Morgan Faulds (S4) is up first, offering a report on her attendance on the "ACE Aware Nation" Conference in Glasgow, before she introduces Mary Glasgow, Chief Executive Officer of "Children 1st".

We'll also have our own Mr Broadway (Head of Supported Learning) introducing the "Be That Person" film, made by Fife Council to help promote awareness and understanding of the impact of childhood trauma. There is compelling data which shows that neglect and abuse can have a severe negative impact on young people in school, and on their life chances. There is an emerging science behind this which is of interest to all education professionals. I am very grateful to Mrs Kendrick (Principal Teacher of Guidance) who has put together an excellent programme for staff on teenage mental health issues, including a session on our increasing involvement in the delivery of meditation, yoga etc.

Mrs Gannon (Biology) will also raise staff awareness of the defibrillator we have recently had installed at reception. This was the result of student fund raising. More details of this next week.

To continue with that theme of adolescent mental health issues, and to involve you, next week I intend to send home an advice leaflet on the theme of teenage anxiety. This has been very kindly prepared for you by Carolyn Brown, our school's Educational Psychologist. I hope that it may be helpful for you and develop a better understanding of what seems to be a growing problem for young people. Carolyn has said that she is prepared to do other similar short articles on issues such as self-harm and body-image. I am very grateful for her work with this.

Also on that Wednesday next week, our LGBT+ Group will be delivering staff training for medical and nursing staff at the Queen Margaret Hospital, Dunfermline. Then, on Friday, despite the fact it's a holiday, they'll be running the same training at the Vic. The group are rightly recognised as leading the way across Scotland.

Next week's canteen hot meal menu is as follows:

Monday: Lentil soup, Stovies with crusty bread, turnip **Tuesday:** French onion soup, Chicken korma, boiled rice and vegetables

We also have baked potatoes, pizza, pasta, sandwiches and salad available every day as well as our outdoor snack bar. Please do be aware that we offer a free cup of soup with bread for all our young people, regardless of their "free school meals" status. We also have our "Breakfast Club" available from 8.10am and this is free to those facing hardship (it costs 44p otherwise). We have cereal, toast and jam and juice on offer.

As a wee reminder, please do get involved in the ongoing public consultation about the future of Templehall Community Centre. There are exciting plans for redevelopment and an exhibition has been set up at the Centre. Other plans include

a “pop up” van and a family fun day on Thursday 14 February (our mid term break). Get your voice heard.

As I have mentioned in previous messages, we have been fortunate so far this winter in terms of severe weather. However, we’ll all recall the “Beast from the East” and will need to be prepared. You can check out Fife Council’s best advice here: www.fifedirect.org.uk/winter. There is also the opportunity to sign up for a text alert in the event that we have to close for any reason. Follow the link on the “Winter” page. I would also advise you to make use of Twitter to keep up to date with all sorts of KHS news, including weather alerts or closure information. I am led to believe that it’s the most followed Twitter feed of any Fife school. Check us out on @KirkcaldyHigh.

If you have a son or daughter in S4 or S5, the attachments to this message are specifically for you. They show the course choice arrangements in place over the next month. You will see that the “Course Catalogue” is attached and that we are holding a “Choice Fair” between interval and lunchtime on Monday 18 February. You are very welcome to come along to this event which takes place in the Hall. Staff and senior students will be manning “stalls” explaining what to expect from certain courses at N5, Higher or Advanced Higher. Other options, such as “Foundation Apprenticeships” will be explained too. I have also attached a copy of a letter which is going out next week offering you the chance to meet with Guidance staff on Monday 25 February (S5) or Wednesday 6 March (S4) to help make those all important decisions.

Of course, if there is anything with which we can be of assistance, please do be in touch. Also, if you know of any parent/carer from outwith our “catchment” who will want their child to join our First Year in August, please ask them to submit their placing request this month. It looks very much like we will be more or less full, with most available places now confirmed.

Finally, and again, this is a repeat appeal, please call the school if you wish to reserve tickets for the “Friends of Kirkcaldy High School” Ceilidh, on Friday 8 March. Tickets are £10 and this includes dancing to the Bert Pozzi Band and a fish supper. We also have a bar available on the night. It’s a great cause and the group has donated thousands for school improvement over the last couple of sessions. Please ask for Mrs Davidson, who is overseeing ticket sales. The last few ceilidhs have been a sell out.

Aye yours

Derek Allan

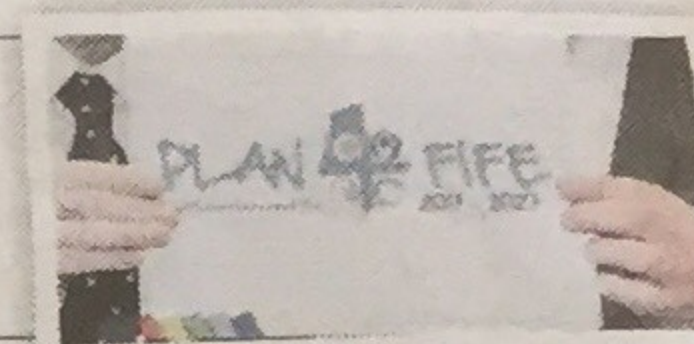
RECTOR

8 February 2019

NEWS

Every pledge you make ...
How you can play your part

PAGE 20



How high school's small 'safe place' project was shortlisted for a top award

KHS LGBT: So proud to make a difference ...

BY TANYA SCOON
t.scoon@jpress.co.uk
Twitter: @ffptanya

A group of Kirkcaldy pupils who set up a small project to provide a "safe space" for vulnerable young people and promote equality for all are now waiting to find out if they have won a prestigious national award.

Kirkcaldy High School's LGBT+ group is in the final three of the COSLA Excellence Awards in the Tackling Inequalities and Improving

Health category.

It is shortlisted with groups from Dumfries and Galloway and Renfrewshire.

Since it began in 2015 the group has grown in both numbers and strength, helping youngsters to cope with everything from bullying and coming out to their peers to improving their self confidence and mental health.

Members have spoken at school assemblies and helped to educate teachers and guidance staff on dealing with sensitive issues as well as helping dozens of youngsters recognise that they are valued members of the school's inclusive

community.

And the group has proven so successful that its remit has now reached far beyond the walls of the school, spreading into the wider community and helping other schools to set up their own groups.

It has also worked alongside Fife Council, NHS Fife, the Scottish Government and national policymakers in the fields of education and health.

Dr Paul Murray, chemistry teacher who oversees the group, said: "We're delighted to be nominated for this award and we're very proud of the work we do. It's funny to think that any allusion to LG-



Some of the group at a recent Pride event

BT would have once have had me risking being struck off under Section 28. That same thing has now led to a nomination for a major award!

"It's heartening to know that we can be part of a dramatic change in culture and

make a difference to those who were previously bullied and marginalised."

Alannah Ferguson, chairman, added: "I was blown away that we're in the final for the awards and immensely proud of the group for all the hard

work it has done.

"Just knowing that collectively we have made a bit of a difference to people in Scotland is just out of this world."

The winners will be announced at the Fairmont Hotel, St Andrews on October 11.

More accolades for KHS project



statements
Free Press.”
In last w
MSP said he
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it is run pro
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problem w
But the

A petition has been set up calling on Kirkcaldy’s MSP to reconsider his “support” for a new strip club set to open in the town.

It has been started by a group called Common Weal Fife and asks David Torrance to “oppose the opening of the club and withdraw previous

Opposition

Petition again

Succulent Scottish
mouthwatering



Perfect
Toro Look
Superior

£4.67



28 Day Matured Scottish
Sirloin Steak, 227g.

£3.7

£15.37 per kg

Alf@Scotland @Alf@UK

In Scotland, in store alcohol prices may be higher and alcohol may be 75cl. 28 Day Matured Scottish Sirloin Steak 227g, £3.77 per kg, 28

Pupils scoop top award for equality work

BY TANYA SCOON
t.scoon@fifejournal.co.uk
Twitter: @fiftanya

The ground-breaking achievements of Kirkcaldy High School’s LGBT+ group have been recognised by the Convention of Scottish Local Authorities after it scooped its top award.

KHS LGBT+ is a student-led group established in 2015 to tackle homophobia, prejudice and bullying in the school.

And the enthusiastic pupils have had significant successes through training, campaigning and supporting initiatives not just in their school, but across the county – including working with other schools, health boards, Stonewall Scotland and the Scottish Government.

Group members, accompanied by Derek Allan, rector, (pictured) and Paul Murray, chemistry teacher and group coordinator, were there in person to collect the Presi-

dent’s COSLA Award at a ceremony in the Fairmont Hotel, St Andrews last week.

The award is given for exceptional achievement beyond the scope of the award categories, and represented the finale of the 15 awards presented to projects from across Scotland, on the evening.

The COSLA Excellence Awards celebrate initiatives which are making a meaningful difference to people’s quality of life in communities.

Mr Allan said: “We are incredibly proud of KHS LGBT+, which plays such a big part in creating a happy, inclusive atmosphere in our school.



and the powerful impact it has had across and beyond Fife.

“Many people find happiness and succeed in life despite what happened in school. We’re trying to achieve those things because of what happened in school.”

Cameron Bowie, the group spokesman, said: “Three of us went to give a presentation to COSLA at its Haymarket headquarters in September when we got through to the final stage.

“We didn’t know what to expect on the night of the presentation and we were a bit disappointed when we weren’t chosen in our category.

“We hadn’t realised that was because we had been chosen for the president’s award. It was a great feeling walking up to collect the trophy from Jackie Bird. We are all so proud.”

Alannah Ferguson, chairman, added: “This is going to open more doors for us and many of the councils which were there have asked us to go and speak to them.”

Murder rates of and Afghanistan to be probed

"Most transition successfully into civilian life once they have put away their uniforms, but we cannot afford to be complacent."

In July the House of Commons Defence Committee published its latest report on the scale of mental health issues in the armed forces.

It warned the number of armed forces personnel and veterans seeking mental health care has nearly doubled over the past decade, with particularly high levels among those who saw combat in Afghanistan or Iraq.

The MPs said it was still taking "too long" for veterans to access treatment.

Official Ministry of Defence figures showed that 3.1% of serving personnel were diagnosed with mental health conditions, twice the number seen in 2008-09.

But the committee warned that the number of veterans with conditions such as post-traumatic stress disorder (PTSD) or depression could be three times higher, at about 10%, amid concern that some may not seek help because of stigma surrounding mental health.

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Monday Matters

with Craig Smith



Kirkcaldy High School has scooped an award for its work helping LGBT+ pupils.

Big award for a school that's conquering all forms of prejudice

FIFE OFFICE
CHIEF REPORTER
TWITTER: @C.CSMITH

"Some people succeed and find happiness DESPITE what happens to them in school.

"We work to make that happen BECAUSE of what happens in school."

That quote from Kirkcaldy High School rector Derek Allan last week sums up the ethos at my old school entirely these days and I could not be more proud of the staff and pupils for the incredible work that is going on there.

Another example has been highlighted this week after KHS won the top award at last week's Cosla Excellence Awards, but it's particularly pertinent for me as it's a really encouraging sign of the times when you consider why it was singled out.

The school took the President's Award for its work in tackling negative attitudes, discrimination and bullying with regards to lesbian, gay, bisexual and transgender (LGBT+) issues, as well as improving the mental health and life chances of LGBT+ young people in Fife.

When I was a pupil there 20 years ago, let there wasn't a rainbow flag in sight, let alone being waved proudly, as it has been of late and many of my peers were simply too scared to come out.

Those who did were bullied, ostracised and even persecuted at school and it's little wonder the LGBT+ community is well known to have suffered disproportionately from depression, anxiety and self-harm.

However, the KHS group has been proactive in tackling the issue and has contributed significantly towards challenging the hostility and prejudice once commonplace.

KHS is one of Fife's bigger schools and has a diverse community of around 1,100 young people.

About one in three are said to be living in some of the country's most deprived datazones. Throw into the mix the usual anxieties around being a teenager growing up in Kirkcaldy and it's fair to say it's not an easy ride for pupils.

Yet you have pupils from all year groups not only standing up for rights and equality but in doing so, immeasurably improving the confidence and mental health of LGBT+ young people in their school, across Fife and beyond.

It would be patronising to call them brave — they are inspirational young people, a credit to themselves and a credit to their school.

And they are now making waves in other schools, with health boards, Stonewall Scotland and the Scottish Government all sitting up and taking notice.

It's a real success story and an award that's richly deserved. Kudos to all at KHS.

To contact our Fife reporters call 01592 260385 or send a letter to letters@thecourier.co.uk



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OFFICIAL REPORT
AITHISG OIFIGEIL

Meeting of the Parliament

Thursday 8 November 2018

Session 5



The Scottish Parliament
Pàrlamaid na h-Alba

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Thursday 8 November 2018

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Scottish Parliament

Thursday 8 November 2018

[The Presiding Officer opened the meeting at 11:40]

General Question Time

ScotRail (Fife Circle)

1. **Annabelle Ewing (Cowdenbeath) (SNP):** To ask the Scottish Government what recent discussions it has had with ScotRail regarding operations on the Fife circle. (S5O-02529)

The Minister for Energy, Connectivity and the Islands (Paul Wheelhouse): The Cabinet Secretary for Transport, Infrastructure and Connectivity met Dominic Booth of Abellio UK last week. Only this week, he met Alex Hynes, the managing director of the ScotRail Alliance, and his team to discuss the recent rail performance issues across the country. At those meetings, the cabinet secretary stressed that performance must improve immediately to the standards expected by customers and the Scottish Government.

Our officials at Transport Scotland meet ScotRail regularly to monitor and challenge the performance issues and the delivery of the many initiatives that will support performance improvement.

Annabelle Ewing: I stress, for the avoidance of doubt, that my constituents are absolutely fed up with ScotRail. Those in Aberdour and Dalgety Bay face constant delays, cancellations and overcrowding, as do those in Inverkeithing and North Queensferry. Those in Cardenden have to put up with the total farce of not knowing whether their train will stop in Cardenden or at some random station that they have not chosen to go to. That is unacceptable.

I ask the minister to ensure that the cabinet secretary arranges to meet ScotRail again as a matter of urgency to make certain that, as far as the Fife circle is concerned, ScotRail gets the situation back on track.

Paul Wheelhouse: The cabinet secretary and I appreciate how frustrating disruption is for passengers. The problems that Annabelle Ewing has highlighted in number of localities in her constituency are of great concern—I can understand how concerned her constituents are.

As I mentioned, the cabinet secretary met Alex Hynes earlier this week. He also met the chief executive of Network Rail, Andrew Haines, several weeks ago and reiterated the need for a robust and resilient plan to deliver improvements across

the network and provide customers with a reliable railway. I am happy to confirm that the cabinet secretary will meet Annabelle Ewing to discuss the matter, and he will also arrange a meeting with the ScotRail managing director.

Alexander Stewart (Mid Scotland and Fife) (Con): Many constituents in the Fife circle have to endure the crush hour, as it is known—overcrowding and a lack of crews and stock, together with cancellations, as has been indicated. Promises have been broken time and again. What reassurances can the minister give to constituents that that intolerable situation will be addressed as a matter of urgency?

Paul Wheelhouse: We take these matters very seriously, and Alexander Stewart is right to raise them on behalf of constituents. Significant investment is now being made by the ScotRail Alliance to further improve the resilience of the rail network, including the Fife circle, through the recommendations from the Donovan independent performance review that was commissioned earlier this year. The recommendations will help to deal with infrastructure, fleet and operational reliability issues across the country.

Additionally, the industry is delivering performance interventions outwith the Donovan recommendations. Those are more immediate interventions. Some examples across Fife include Inverkeithing to Thornton, where five sets of clamp lock points have been renewed, and Inverkeithing to Ladybank, where remote condition monitoring has been installed on clamp lock points at 10 locations. Class 158 trains and engine radiator failures are being addressed, and the clutches on the trains are also being looked at. Those are all matters that have contributed to the poor performance in that area.

As I said to Annabelle Ewing, we take those matters very seriously and continue to engage with the operators.

Mark Ruskell (Mid Scotland and Fife) (Green): There are four stations on the Fife circle that are not fully accessible to all users. Fife Council local communities are hoping to apply for the access for all fund, but in recent years that has funded the refurbishment of only one or two stations a year. At this rate, it will be a generation before we have a fully accessible rail network in Scotland.

Will the minister inform me of any other sources of funding available for that work? Will the Scottish Government consider an accelerated programme to make the Fife circle and the rest of the rail network in Scotland accessible for all users?

Paul Wheelhouse: I recognise the importance of those issues. We all want to see proper access

for all users of our rail network and ensure that any barriers to use of our trains are addressed.

I make a commitment that, once I have had a discussion with the cabinet secretary, we will write to Mr Ruskell with the details of potential funding options that he has asked for, to make sure that we are identifying all the potential funding opportunities that could address local difficulties. I hope that that will be helpful.

National Health Service (Integration Joint Board Structure)

2. Liz Smith (Mid Scotland and Fife) (Con): To ask the Scottish Government what plans it has to review the NHS integration joint board structure. (S5O-02530)

The Cabinet Secretary for Health and Sport (Jeane Freeman): The integration joint board structure is a partnership between NHS Scotland and local authorities. The review of progress that began in May 2018 is led jointly by the Scottish Government and the Convention of Scottish Local Authorities and is expected to conclude in January 2019, when its findings will be presented to the ministerial strategic group for health and community care.

Liz Smith: I thank the cabinet secretary for that helpful answer. Does she accept that the significant challenges that are faced by the administration of integrated health and social care demand very clear lines of responsibility and accountability, and that the current structures are not sufficiently robust in that respect?

Jeane Freeman: I am grateful to Ms Smith for raising the issue. We see a mixed picture across the country in our integration joint boards. Although I do not completely agree with Ms Smith on the matter, I am aware that what she describes is the case in some areas. The remit of the review includes looking at finance, governance and commissioning arrangements, delivery and improving outcomes. It is my intention that part of the review's focus will be on precisely the matters that she has outlined—lines of responsibility and accountability. I expect to see the review's assessment of that across all the integration joint boards, and any recommendations that it might have for us and COSLA on how we can improve and provide greater clarity on those matters.

Domestic Violence (Maryhill and Springburn) (Support)

3. Bob Doris (Glasgow Maryhill and Springburn) (SNP): To ask the Scottish Government how it supports victims of domestic violence in the Maryhill and Springburn constituency. (S5O-02531)

The Minister for Older People and Equalities (Christina McKelvie): We are introducing new legislation and investing record levels of funding for front-line services to help to support victims and survivors of domestic abuse. We fund a range of services in Glasgow, including Glasgow East Women's Aid, which supports women and children, and the ASSIST—advocacy, support, safety, information services together—service.

We are also working to improve the response of justice services and have provided funding to reduce court waiting times for domestic abuse cases and expand the innovative Caledonian programme, which is a domestic abuse perpetrator programme in Glasgow. Finally, in 2019 we will commence the Domestic Abuse (Scotland) Act 2018, which creates a specific offence of domestic abuse. That will cover not just physical abuse, but other forms of psychological abuse and coercive and controlling behaviour.

Bob Doris: The Scottish Women's Aid report "Change, Justice, Fairness: Why should we have to move everywhere and everything because of him?" draws on the experience of women subjected to domestic and sexual abuse. It recommends making it easier for women to stay in their own home when practical and moving the perpetrator instead, as well as other related recommendations for when women are forced to flee domestic abuse. How is the Scottish Government giving serious and significant consideration to those very important matters? In this context, I note the positive engagement of the Scottish Federation of Housing Associations on the issue when I met it and Scottish Women's Aid.

Christina McKelvie: I agree with Bob Doris that housing and domestic abuse is a very serious issue, and I am well aware of the publication that he mentioned, which is based on research that was carried out in Fife. The programme for government committed us to consulting on further protections for people at risk of domestic abuse, through new protective orders that could be used to keep victims of domestic abuse safe by banning perpetrators from their homes. The consultation on that is currently being prepared and will include looking at whether changes are needed to the current system of exclusion orders. I urge colleagues across the chamber, the Scottish Federation of Housing Associations and others to take part in that consultation and raise these issues as part of that process.

Borderlands Growth Deal

4. Colin Smyth (South Scotland) (Lab): To ask the Scottish Government when it will respond to the proposals from the five cross-border local authorities regarding a borderlands growth deal. (S5O-02532)

The Minister for Energy, Connectivity and the Islands (Paul Wheelhouse): The cabinet secretary met the leaders of the borderlands authorities on 30 October to discuss their ambitions for a growth deal. He reiterated our strong support for a borderlands deal and his desire to see it taken forward. They agreed to meet again to discuss the next steps when the cabinet secretary has had a chance to consider the detail of the proposal.

Colin Smyth: The five local authorities that are involved in the borderlands deal deserve great credit for developing their growth deal proposals. They were given a deadline of September to submit those proposals, with the promise that they would be considered as part of the United Kingdom budget, but, sadly, the budget did not propose any funding.

I urge the Scottish Government not to make the same mistake. I ask it to consider those plans and set out a clear funding commitment in the budget when it is published in December.

Paul Wheelhouse: The member will appreciate that the budget is a matter for the finance secretary, who is sitting in front of me. In order to avoid any death stares from Mr Mackay, I will not give any figures today. [*Laughter.*] I got one anyway—it was a nice smile.

We understand the need for local partners to have as much certainty as early as possible. We continue to push the UK Government not only to deal with the Borderlands but to cover 100 per cent of Scotland with growth deals. I assure the member that the cabinet secretary will push hard, as he has done with the Tay cities deal, to get a decision from the UK ministers.

Joan McAlpine (South Scotland) (SNP): David Mundell has been talking up a borderlands growth deal for years but the UK budget failed to deliver any money at all. Does the minister agree that that reflects very badly on Mr Mundell's influence within the UK cabinet? Can he assure us that he will demand that any money that is allocated by the Scottish Government is matched in full by the UK Government?

The Presiding Officer (Ken Macintosh): Please limit your comments to the latter part of the question, minister.

Paul Wheelhouse: I declare an interest as a representative of South Scotland.

We have made clear our commitment to securing a deal for the borderlands. We are working hard to deliver that deal as quickly as possible and recognise the need to invest in the right things that support inclusive growth. Colin Smyth and Joan McAlpine are right to be keen to see this progress, but it is incumbent on the UK

Government to demonstrate that it is able to match our commitment to move forward at pace.

There have been encouraging signals from individual UK ministers about delivering 100 per cent coverage of Scotland with growth deals, but, as yet, a formal UK Government commitment to that goal has not been forthcoming. As I said, the Scottish Government wants to achieve 100 per cent coverage, and we stand ready to make that happen along with UK Government colleagues.

Rachael Hamilton (Ettrick, Roxburgh and Berwickshire) (Con): I was pleased that the Chancellor of the Exchequer mentioned the borderlands growth deal in his autumn statement. This week I met borderlands champion John Stevenson MP to discuss the deal. Many people in my constituency believe that there should be more cross-border co-operation, especially concerning infrastructure projects such as the extension of the Borders railway. Does the minister agree that this growth deal provides a perfect opportunity to develop cross-border connectivity, and will he ensure that the Scottish Government works with the UK Government to deliver for the people of the borderlands?

Paul Wheelhouse: I certainly welcome the latter-day conversion of the Conservatives to supporting the extension of the Borders railway. [*Interruption.*] Members across this chamber will remember opposition from those on the Conservative benches in past times.

On the point that Rachael Hamilton makes about cross-border collaboration, of course we recognise that there are opportunities to collaborate on developing a growth deal for the borderlands and we want to see a successful outcome for local authorities on both sides of the border. It takes commitment from both sides to achieve that. The Scottish Government has made clear its commitment to all previous growth deals and has committed to match UK Government funding, so it would be good if Rachael Hamilton and her colleagues could press UK ministers to come forward with commitments on funding as soon as possible.

South-west Transport Study

5. **Brian Whittle (South Scotland) (Con):** To ask the Scottish Government when the findings of the south-west transport study will be published. (S5O-02533)

The Minister for Energy, Connectivity and the Islands (Paul Wheelhouse): The study is well under way. Over 100 representatives from a wide range of stakeholder groups were invited to workshops held in Stranraer, Dumfries and Maybole in October and early November. The workshops were well attended and positive

feedback was received from participants. Furthermore, a public online survey has also been highly successful and received over 2,500 responses to date.

Analytical work is on-going and it is anticipated that the findings will be published in early 2019, with the emerging outcomes forming part of the evidence base for the second strategic transport projects review.

Brian Whittle: My understanding is that that will feed into the national transport study, so it will be three years before people in the south-west find out whether they are getting the investment in the infrastructure that they deserve.

There is a welcome £3 billion investment in dualling the A9, but that is as against a projected £30 million investment in the Maybole bypass. Given that the A75 and the A77 link the busiest port in Scotland at Cairnryan with the rest of Scotland and south of the border, is it not about time that the south-west's infrastructure needs were met after years of neglect?

Paul Wheelhouse: I was fortunate the other night to watch on television a members' business debate, led by Emma Harper, on upgrades to road infrastructure in the south-west, in which Michael Matheson made the point that we are dealing with a legacy of decades of underinvestment in south-west Scotland. This Government has made significant investment, and I hope that Mr Whittle will be open enough to admit that the progress on the Dunragit bypass has helped constituents in the south-west of Scotland. [*Interruption.*] I would appreciate it if I could answer, rather than listen to Mr Whittle wittering away on the Conservative benches. The cabinet secretary and I are trying to address the strategic transport needs of the south-west of Scotland. In this week's debate, the cabinet secretary made very clear the Government's commitment to continuing to invest in the south-west, including the A77 and A75, and I hope that he will continue to engage with Mr Whittle on that.

Universal Credit (Roll-out)

6. **Bill Kidd (Glasgow Anniesland) (SNP):** To ask the Scottish Government what its position is on next month's completion of the roll-out of the universal credit full service. (S5O-02534)

The Minister for Older People and Equalities (Christina McKelvie): We have consistently called for a halt to the roll-out of universal credit and will continue to do so. Universal credit is pushing people into poverty, rent arrears and hardship. It is simply not fit for purpose, yet the United Kingdom Government has refused to listen to the overwhelming evidence that it must be stopped until its fundamental flaws are fixed. It is

unacceptable that the UK Government should carry on with universal credit, regardless of the clear evidence of the damage that it is causing to people and communities across the country.

Bill Kidd: The new roll-out is due to start in Drumchapel in my Glasgow Anniesland constituency, on 5 December. As families will be caught up in this debacle just three weeks before Christmas, at one of the coldest times of the year, knowing that they will have to deal with a minimum of five weeks' delay in receiving their first payment, does the minister agree that that imposition beggars the Prime Minister's statement at her party conference that "austerity is over"?

Christina McKelvie: Mr Kidd will not be surprised that I agree with him. Austerity is clearly not over for most of the people who are affected by universal credit. The UK Government has missed an opportunity to use its budget to address the numerous fundamental flaws with universal credit, including the minimum five week delay in receiving a first payment. The budget has also missed an opportunity to lift the benefit freeze with immediate effect and uprate benefits in line with inflation. The benefit freeze has led to a reduction in spending of around £190 million this year, which will increase to around £370 million in 2020-21. For all the people who will be impacted by those cuts, austerity is still in their homes. This opportunity to make a much-needed change to universal credit—it was so desperately needed—has been so desperately wasted by the UK Government.

Homelessness (Glasgow)

7. **Johann Lamont (Glasgow) (Lab):** To ask the Scottish Government what action it is taking to alleviate homelessness in Glasgow. (S5O-02535)

The Cabinet Secretary for Communities and Local Government (Aileen Campbell): Ending homelessness and rough sleeping is a priority for this Government. We have allocated £23.5 million for rapid rehousing and housing first, to support people who are sleeping rough or living in temporary accommodation into settled accommodation first, then to tailor any support that they need. Up to £6.5 million of that supports our partnership with Social Bite, which is working with the Corra Foundation, Glasgow Homelessness Network and partners to deliver housing first pathfinders in five cities, including Glasgow. The homelessness prevention and strategy group is leading work to publish an ending homelessness together action plan by the end of this year.

Johann Lamont: The cabinet secretary must be all too aware that the Scottish Government has cut the level of funding to groups that tackle homelessness in Glasgow by more than £100,000 since 2007. She must also be aware that

Glasgow's overall budget has been cut massively in real terms since 2007, and I know that she knows that rough sleeping—the most visible evidence of homelessness—has increased significantly in Glasgow. What representation has she made to the Cabinet Secretary for Finance, Economy, and Fair Work to ensure that he will provide fair funding for Glasgow to allow it to tackle the causes and consequences of homelessness and all that that means for far too many people in communities across Glasgow.

Aileen Campbell: The £50 million that we have allocated to end homelessness shows our complete and utter commitment to end homelessness together, as does our work with partners across the third sector and local authorities to make sure that we transform housing policy and eradicate homelessness and prevent the unnecessary consequences that arise as a result of it.

I have regular dialogue and communications with the finance secretary about that, but the member should recognise that £50 million is a significant amount of investment in tackling the issue. We will continue to work hard and deliver on the impacts and the recommendations of the homeless and rough sleeping action group—HARSAG—to make a transformative difference to the people of Glasgow and the people of Scotland.

The Presiding Officer: That concludes general questions. Before we turn to First Minister's questions, members may wish to join me in welcoming to the gallery the Ambassador of the Republic of Austria to the United Kingdom, His Excellency Michael Zimmerman.

First Minister's Question Time

12:00

General Practice (Investment)

1. **Jackson Carlaw (Eastwood) (Con):** Why is the Scottish National Party Government still choosing to invest less in general practice than is invested in other parts of the United Kingdom?

The First Minister (Nicola Sturgeon): I do not accept that characterisation. We are investing record sums in our national health service more generally. Per capita spending on the NHS in Scotland is significantly higher than it is elsewhere in the UK. If we were to match UK levels, we would require to take around £850 million out of our NHS budget in a single year. Our spending levels are therefore ahead of the rest of the UK.

In general practice, or primary care, which is the more appropriate term these days as we seek to expand primary care teams, we have set a clear target to shift the balance of spend towards primary care and achieve a particular proportion of the overall NHS budget that is dedicated to services in GP practices and the wider primary care team.

We will get on with doing that work. It is the right direction of travel. When it is accompanied by, for example, the integration of health and social care—we are the first part of the UK to undertake that reform—it underlines the fact that the Government is investing in our NHS and carrying out essential reforms to it.

Jackson Carlaw: That was a pretty speech, but it was not an answer to the question that I posed. In each and every one of the past five years, investment in general practice has been lower in Scotland than it has been south of the border. That is a spending gap that has amounted to a whopping £660 million of support lost to primary care in Scotland. The Royal College of General Practitioners is now warning that, during the next five years, as a consequence of extra demand on services, we could be short of more than 900 family doctors in Scotland because of, in the RCGP's words, a "long-standing underfunding" of GP practices. Is the RCGP wrong?

The First Minister: We are working with general practitioners and wider primary care teams. I have already made the point that is beyond any argument about the higher levels of per capita NHS spend in Scotland than in the rest of the UK.

By the end of the current parliamentary session—and this is a clear target that we have set—we will be investing an additional £500 million

in primary care, including £250 million in direct support for general practice. That will raise primary care's share of the NHS front-line budget to 11 per cent by the end of the current parliamentary session. I seem to recall that, when that target was set, it was welcomed by GPs and the wider primary care teams.

We will also ensure that there is a pay rise for GPs so that general practice remains an attractive career. We have a whole range of recruitment initiatives and incentives to get more people into medical professions, and general practice in particular. We also have the new GP contract in place, which ensures that GPs are well rewarded and that we have the right focus on building primary care teams.

Finally, when I make comparisons with the rest of the UK, Jackson Carlaw says that it is not legitimate to do so, but he is doing exactly that today. We have more GPs per 100,000 of our population than the rest of the UK has. In Scotland, we have 91 for every 100,000 people compared to just 71 per 100,000 people in England. Our record withstands scrutiny and we have set out a clear direction of travel for the future.

Jackson Carlaw: I am sure that the RCGP will be very impressed with that slap down.

Last week, in very revealing language, the First Minister said that the £550 million coming to health was "only £550 million." I have had a look, and it turns out that it is almost £200 million more than the Scottish Government's own increase for the NHS in its previous budget. Why is it all hearts and flowers when Nicola Sturgeon comes up with the money and all grudge and grievance when Westminster gives an extra £550 million to Scotland's NHS?

We are clear that more of that increased resource should be going to general practice because, self-evidently, more funding for GPs will help our NHS, keep people out of hospital and reduce demand on critical services. The Scottish National Party says that it will eventually increase spending on primary care to 11 per cent of NHS spending, but GPs have been told that they will have to wait until 2021 to see it. Why will they have to wait? Will the First Minister do the right thing and give Scotland's GPs and patients the support that they need now?

The First Minister: Perhaps if Jackson Carlaw had looked at the matter more closely in advance of question time, he would have known that investment in primary care has gone up in every year of this Government. Of course, we are now working towards that 11 per cent target. Why does that have to be done on a phased basis? It is so

that we do not destabilise acute services. We have to get the balance right.

Let me give Jackson Carlaw a few more facts to chew over after this exchange has finished. Overall health spending is more than 7 per cent higher per head in Scotland than in the rest of the UK. As I said a moment ago, if we were to match the UK Government's health spending plans, our NHS would lose £850 million in this year alone. We have given a commitment to pass on all revenue consequentials to the NHS. Those consequentials are not just a gift from the UK Government; they come from Scottish taxpayers' money that goes to the Treasury before it comes back to Scotland.

Three contextual points still require to be made. First, those consequentials would be wiped out if we were to give tax cuts to the richest, as the Tories want us to do. Secondly, that £550 million, however welcome it may be, is not the £600 million that the Tories promised the Scottish budget. Yet again, the Tories are short-changing the Scottish budget and the Scottish health service. Finally, it does not take away the fact, which was confirmed by the Fraser of Allander institute in its report this morning, that from the Tories coming to power in 2010 to the end of this decade, the Scottish budget will reduce by £2 billion in real terms.

Therefore, we will take no lectures from the Conservatives on these matters. Instead, we will continue to provide record funding for our national health service.

Jackson Carlaw: Actually, the Fraser of Allander institute is crystal clear that the growth in health spending in Scotland will double the previous projections.

The Government's record no longer fills people with confidence. We just heard the First Minister say that it does not want to destabilise the NHS, but this is a week in which we have had warnings of huge job losses in NHS Tayside, reports of locum consultants in the Highlands picking up £400,000 a year and news that delayed discharge in Scotland has reached its worst level in two years, despite promises to abolish it. That is all part of a growing legacy not just of destabilising Scotland's health service but of 11 and a half years of SNP incompetence.

The £550 million budget investment in Scotland's NHS is an opportunity to put in place a sustainable long-term plan. This morning, the Fraser of Allander institute explicitly reports that, if the SNP does not take that opportunity, even more money will eventually be needed.

Saving the family doctor is our priority; securing the future of GPs is essential. Will the First Minister use the investment to plan for the long

term, or is it to be squandered yet again, as it has been for more than a decade, on short-term fixes?

The First Minister: Jackson Carlaw started his questioning by suggesting that we are not spending enough money on the NHS. He then cited a Fraser of Allander institute report that shows that the proportion of the total Scottish Government budget that is dedicated to health is rising and has been rising year on year. He talks about confidence but forgets to tell us that patient satisfaction is at a record high since 2014, with 86 per cent of people rating their in-patient experience positively. He also forgets to tell us that the Fraser of Allander institute says that, per capita, the real-terms reduction in the Scottish Government budget over the decade is 7 per cent. Those are the facts.

Jackson Carlaw also mentioned delayed discharge. The most recent annual report, which was published in September, showed a reduction of 6 per cent in bed days lost to delayed discharge, which builds on reductions of 3 per cent in the previous year and 9 per cent in the year before that. There has been a decrease of 37 per cent in delayed discharge since 2006.

Those figures are the fruits of our investment, and we will continue to invest in the health service and to reform it. While the Tory Government at Westminster continues to preside over real-terms cuts to the Scottish budget, we will get on with the job of delivering for patients across the country.

Debt (Time Limits for Recovery)

2. Richard Leonard (Central Scotland) (Lab): Time limits are essential in any legal system, but does the First Minister think that governmental bodies should have up to 20 years before they begin to pursue a person for debt? (S5F-02744)

The First Minister (Nicola Sturgeon): I am sure that Richard Leonard will go on to tell me the particular context in which he has asked that question. When he does so, I will be happy to seek to answer it in detail. Obviously, the different contexts that might apply might have implications for the answer that I would give. I look forward to hearing his next question.

Richard Leonard: This afternoon, Parliament will debate the Prescription (Scotland) Bill. Under the current system, the Department for Work and Pensions can take up to 20 years to notify people of debt relating to overpayment of benefits. However, the problem is not just about the DWP; Scotland's councils also have 20 years in which to notify people about council tax debts.

The Scottish Labour Party thinks that it is unfair that, 20 years after it was incurred, a person can be chased for a debt of which they had no knowledge, when no previous action had been

taken. That situation could be ended in Parliament this afternoon when, in the stage 3 debate on the Prescription (Scotland) Bill, Scottish Labour will move amendments that would cut the period to five years. That would mean that, under Scots law, Scotland's councils and the DWP would have five years, not 20, in which to notify people of debt. Why are Scottish National Party members planning to vote against that proposal this afternoon?

The First Minister: They will do so to protect debtors, actually.

I am glad that Richard Leonard has told me what he was asking about. Had he done so in his first question, I could have given him the answer that he was looking for.

In the submissions that it made at stage 1 of the Prescription (Scotland) Bill, the Convention of Scottish Local Authorities was very clear that any amendment that shortens the period in which overpayments can be recovered would hurt debtors most. If a debt had to be recovered within five years, that could mean higher repayment instalments, which could cause greater hardship to debtors. We have listened to COSLA's view. It also said:

"The consequences of moving to a 5-year prescription period would be so significant that any consideration of such a change should be subject to full public consultation and financial scrutiny."

The bill is not the place in which to try to make changes to council tax—or to reserved benefits—by the back door.

There may be a wider discussion to be had on the matter, but Parliament has considered such issues as the bill has gone through its stages. The Scottish Government has accepted the view of the Scottish Law Commission that the proposals should be accepted, and that exceptions should maintain the status quo as it is generally understood.

Richard Leonard: Let me be clear: Labour's amendments are supported by Citizens Advice Scotland, Money Advice Scotland and StepChange Debt Charity Scotland. Those organisations are on the front line: day in and day out they witness the human cost of such an unfair and unjust system. They have told us of a parent who stopped receiving child tax credits 10 years ago and was recently presented with a bill for almost £4,000, and of a son who moved in with his mother in order to care for her who was handed a bill for more than £3,000 for council tax arrears going back eight years.

The system as it stands is not only unnecessary: it is cruel. It does not serve the interests of the individual, but it does not serve the public interest, either. This afternoon, we have the

opportunity to change that. Why will the First Minister not grab it?

The First Minister: I have explained the reasons for that. The issues have been considered as the bill has gone through its parliamentary stages. However, it is important to say that there was, as I understand the situation, no dedicated consultation on the amendments in question. There is a view that there might well be a wider debate to be had on the matter. I certainly hope that all councils and other organisations would act sensitively in cases of the kind that Richard Leonard has raised, but it is better to have that debate properly, and with full scrutiny and full public consultation. I am happy to give an undertaking that the Government will consider whether that wider discussion is merited. However, the bill is narrowly drawn, and it would be wrong to make such changes by the back door instead of focusing on them properly.

The Presiding Officer (Ken Macintosh): We have a number of constituency supplementaries, the first of which is from Shona Robison.

Michelin Tyre plc (Dundee)

Shona Robison (Dundee City East) (SNP): Will the First Minister take this opportunity to join me in paying tribute to the Michelin workforce and local managers in Dundee for showing such resilience, tenacity and flexibility in the face of previous and, of course, current challenges? Will she reaffirm her support and that of the Scottish Government, and do everything within her power and whatever is possible to help either to retain or to repurpose the plant, and save as many jobs as possible?

Finally, will the First Minister use her offices to persuade the United Kingdom Government to contribute, as a minimum, a further £50 million to the Tay cities deal in order to match Scottish Government funding?

The First Minister (Nicola Sturgeon): I thank Shona Robison for her question and for engaging with Derek Mackay over the past few days to ensure that discussions with the local management at Michelin and the unions have been as constructive as they have been. Clearly, this week's news has been devastating to the 845 workers at Michelin, their families and, of course, the wider community in Dundee, and my thoughts are with all of them at this time.

Let me be clear, as Derek Mackay was in the chamber earlier this week: we will do everything we can to find a sustainable future for the plant. Our absolute priority is to pursue options for the site to continue with commercial production, and we will leave no stone unturned in working with Michelin, Dundee City Council and other partners

to secure a positive future for the plant, its workers and the wider community. I hope that we have the support of all parties in the chamber as we take that work forward.

We will continue to call on the UK Government to match the Scottish Government's contribution to the Tay cities deal. As Derek Mackay told Parliament on Tuesday, the Scottish Government will continue to look at all reasonable suggestions for additional funding that it might provide, but a good place to start would be for the UK Government to commit an additional £50 million to match the contribution from the Scottish Government, and to ensure that all partners can look to invest the money for the benefit of the wider community. We will do everything possible to support Michelin, its workers and Dundee.

Stranraer Train Services

Finlay Carson (Galloway and West Dumfries) (Con): Stranraer was without a train service for more than two months, because of the closure of platform 4 at Ayr station as a result of safety concerns about the stability of Ayr Station hotel. Moreover, road closures on several weekends led to lengthy delays. Such a situation would be totally unacceptable elsewhere.

I put on the record the hard work of the ScotRail Alliance and others on the task force in getting trains running again last weekend, but line closures must not happen again. Will the First Minister give the people of Stranraer her personal commitment that she will intervene to ensure that contingency plans are instated quickly so that temporary platforms can be set up at the south of Ayr station in the event of platform 4 being closed in the future?

The First Minister (Nicola Sturgeon): We will do everything possible to mitigate any future disruption. I know how difficult the situation has been. Of course, what happened at Ayr station was unavoidable, and ScotRail acted as quickly as possible to ensure that disruption was kept to a minimum.

It is good that trains are running again, but we must all work to ensure that the right plans and contingency options are in place so that the disruption is not replicated, so I give that undertaking today.

Skretting UK

Gail Ross (Caithness, Sutherland and Ross) (SNP): Skretting UK has announced this week that it will cease all operations in the United Kingdom, including its manufacturing base in Invergordon in my constituency. What support can the Scottish Government give to the employees both in

Invergordon and at the storage site in Kishorn who will be affected by this decision?

The First Minister (Nicola Sturgeon): I was very concerned to learn that Skretting plans to cease production at its plant in Invergordon and to close its distribution centre on Shetland. This will obviously be an anxious time for the company's staff, their families and the local areas involved.

Highlands and Islands Enterprise is engaged with the company locally and is seeking to engage with Skretting management in Norway. Highlands and Islands Enterprise is exploring all possible avenues of support to help secure a buyer for the business and retain jobs. However, in the unfortunate event of there being job losses, our partnership action for continuing employment team stands ready to offer its full support to staff. PACE does everything that it can to help those affected by redundancy to get back into work as quickly as possible. We understand that there are no immediate prospects of job losses at the warehouse in Kishorn that is used by Skretting and operated by a third party, and I can assure Gail Ross that everything possible will be done to support the company and the workers involved.

Craig McClelland (Public Inquiry)

Neil Bibby (West Scotland) (Lab): I am sure that the whole chamber is aware of the tragic case of Craig McClelland, and that all our thoughts are with his three little children, who will grow up without their father. They will do so because he was murdered by a dangerous criminal who was unlawfully at large and had been for nearly six months. Two reviews have indicated that there were significant failures, but they were not specifically tasked with looking at what went wrong in this case.

Craig's family have conducted themselves with unbelievable strength and dignity. Unfortunately, they have not been able to find the answers to the questions that they have been asking, and they still do not have confidence that the correct lessons have been learned or that changes have been made to prevent this kind of tragedy from happening to another family. The McClelland family now believes that only a full public inquiry will give them the answers that they deserve. Can the First Minister give them her support?

The First Minister (Nicola Sturgeon): This was an absolutely awful crime, and I cannot begin to imagine how Craig McClelland's family and friends are feeling. I am not surprised that there are answers that they still seek and that they feel that they have not yet had the opportunity to get those answers.

The two inspectorates reviewed the processes that led to James Wright, who committed this

awful crime, being released and the actions that were then taken to apprehend him. The Cabinet Secretary for Justice set out the Scottish Government's acceptance of all the recommendations from the inspectorates and set out in this chamber a number of immediate additional safeguards that have been or will be put in place to strengthen the home detention curfew processes. For example, there is now a presumption that individuals who are convicted of violence and knife crime will not, in normal circumstances, receive home detention curfews, so lessons have been learned from this dreadful, tragic case, and I hope that members across the chamber welcome that.

On the further action that Craig McClelland's family consider is appropriate, the justice secretary has offered to meet them again and that offer stands. The justice secretary will be happy to discuss with them the actions that they consider appropriate and we will give full consideration, as a Government, to each and every one of them.

Michelin Tyre plc (Dundee)

3. Willie Rennie (North East Fife) (LD): I want to return to Michelin in Dundee. It affects real people's lives and real people's jobs. They have a right to expect Governments and local authorities to stand up for them. Michelin has been a giant presence in the city of Dundee. We need to do everything that we can through the Tay cities deal and other measures to keep as many jobs in the city as possible. When Michelin pulled out of its Ballymena plant, there was a decent redundancy deal for the workers that paid proper respect to their services. Workers deserve that. Will the First Minister ensure that any Dundee workers who are made redundant get that Ballymena deal or better?

The First Minister (Nicola Sturgeon): I thank Willie Rennie for raising the issue and I agree with him entirely that it is incredibly important. It affects real people and real jobs, and the Government will do everything that we possibly can to support people in these incredibly difficult times. In agreeing with Willie Rennie's point, I hope that he will understand when I say that, if redundancies are inevitable, we will want workers to get the best possible deal, and Michelin has, as I understand it, already given commitments that that will be the case.

However, we do not want to assume at this stage that that is an inevitable outcome. Right now, our focus is on doing everything that we can to find a sustainable future for the plant that will see commercial production continue there. The action group that will meet on Monday, under the convener'ship of Derek Mackay, will be focused on

bringing together a plan and Scottish Enterprise will be central to that.

In such situations, I cannot stand here and guarantee that that will prove to be possible. However, if it does not prove possible, that will not be for want of trying. I hope that Willie Rennie understands that that is what we want to focus on in the short to medium term, but that if redundancies have to happen, we will absolutely demand that workers get the best possible package.

Willie Rennie: The First Minister is right to focus on keeping as many jobs as possible. I am pleased that the company has given that commitment and I hope that we will hold it to that commitment.

Brexit is another issue that will not help those Michelin workers. I was pleased that, yesterday, the Scottish Parliament officially backed a people's vote—the support for that from members of the Scottish Parliament has gone from five to 65 MSPs. Momentum is building for the British people to have the final say and to save us from the economic damage that will come with Brexit.

Previously, the First Minister has talked about compromising with the United Kingdom Government. The backstop could involve the whole of the UK remaining in the customs union for an unspecified time. Will the First Minister clarify whether that would be enough for her to support the deal? I hope that she rejects it and opposes everything but a people's vote. What does she think?

The First Minister: That would not be enough for me to give my support to the deal. I make no apology for trying to compromise in the interests of the Scottish people. However, I have said openly, expressly and explicitly that the bottom line for me, the Scottish Government and the Scottish National Party is permanent, unequivocal membership of both the single market and the customs union. That said, I would prefer that we remained in the European Union as full members—I would prefer Scotland to be in the European Union as a full independent member.

We will continue to do everything that we can to protect Scotland's interests, Scottish jobs and Scottish living standards. That is why we have said that if the proposal comes before the House of Commons, we would support the option of a people's vote, to give people across the UK the opportunity to change their mind. Of course, that would not involve people in Scotland changing their minds, because the people of Scotland voted overwhelmingly to remain in the European Union at the first time of asking.

Instrumental Music Tuition (Fees)

Ross Greer (West Scotland) (Green): Yesterday, the Parliament's Education and Skills Committee heard from two members of the Scottish Youth Parliament, who told us how the rise in instrumental music tuition fees of hundreds of pounds was creating Victorian levels of inequality, where only the wealthy can afford to take up an instrument. Does the First Minister believe that that is acceptable and does she recognise that councils need powers to raise the money that they need to give our young people all the opportunities that they deserve?

The First Minister (Nicola Sturgeon): Some councils already provide music tuition on the basis that Ross Greer is suggesting and we would encourage other local authorities to consider that. The Scottish Government provides support for other music initiatives, such as Sistema—although I am not suggesting for a second that Sistema is a substitute for music tuition in schools.

On the overall support that we provide to councils, in this financial year—with the agreement of the Green Party—we are providing real-terms increases in local government budgets. We are currently in the process of finalising next year's budget and I am sure that local government finance as well as a range of other matters will continue to be the subject of intense discussion.

Attacks on Neil Lennon (Bigotry and Racism)

James Kelly (Glasgow) (Lab): The First Minister will be aware of last week's attack on Neil Lennon and the subsequent comments from Mr Lennon that the numerous attacks that he has endured in Scotland resulted from bigotry and racism. Such treatment is wholly unacceptable in a modern and progressive country. Will the First Minister join me in condemning anti-Catholic bigotry and anti-Irish racism and commit the Scottish Government to urgent action to root out those unacceptable attitudes and behaviour?

The First Minister (Nicola Sturgeon): I thank James Kelly for raising an issue that is of huge concern to people across country. I condemn unequivocally the attack on Neil Lennon that took place last week. It is a matter for the police to thoroughly investigate. I saw some of Neil Lennon's press conference at the end of last week and I thought that he conducted himself with great dignity. I am sure that we all agree that nobody should have to suffer the abuse and attacks that he has had to suffer.

I unequivocally condemn anti-Catholic bigotry and anti-Irish racism. I condemn sectarianism in any shape or form. This Government will continue to take the action that is needed to ensure that Scotland is a country that demonstrates zero

tolerance of that kind of bigotry. Whatever our football loyalties may be, or if we have none, such conduct has no place in modern Scotland and all of us must unite to make that absolutely crystal clear.

Poverty and Human Rights

Gillian Martin (Aberdeenshire East) (SNP): The United Nations special rapporteur is in Scotland to begin an inquiry into rising poverty across the United Kingdom. That comes on the back of Trussell Trust figures showing that food bank use in Scotland has risen by 15 per cent, driven by the roll-out of universal credit. How will the Scottish Government engage with that inquiry?

The First Minister (Nicola Sturgeon): I will meet the UN special rapporteur later this afternoon. Other Government ministers will also meet him and his team, and we will be very constructive in our engagement with the inquiry. We will set out the actions that the Scottish Government is taking to tackle poverty and how we see the assault on poverty as a human rights-based issue, which I think is extremely important. We will also take the opportunity to raise concerns about universal credit and about the UK Government's welfare cuts more generally, because those cuts are driving more and more people into poverty, and we are seeing demand and reliance on food banks rising. I hope that when the inquiry concludes and its outcome is published, it will be a helpful contribution to the work that all of us are doing to consign poverty to the dustbin of history.

Real Living Wage

4. James Dornan (Glasgow Cathcart) (SNP): To ask the First Minister how the Scottish Government supports the real living wage. (S5F-02767)

The First Minister (Nicola Sturgeon): Currently, 80.6 per cent of employees in Scotland are paid at least the living wage, making Scotland the best performing of all United Kingdom countries. This week, I announced an increase in the real living wage rate. People in Scotland who receive it will earn £9 an hour. We have provided funding to enable adult social care workers to be paid the real living wage, and from 2020 that rate will be paid to all workers delivering funded childcare hours. We continue to work with partners to deliver our commitment to lift at least 25,000 more people on to the real living wage in the next three years. We are also working to adopt a fair work first approach by extending fair work criteria, including payment of the real living wage, to as many funding streams, business support grants and contracts as we can.

James Dornan: I thank the First Minister for that answer, but does she agree that it is a disgrace that the UK Government failed to use its budget to put in place—finally—a real living wage for every worker and that it continues to subject workers who are under the age of 25 to lower pay for no justifiable reason?

The First Minister: Yes. I absolutely agree with that. I would make two points. First, the UK Government should unequivocally get behind the real living wage, which is independently assessed as the level that people need for a decent standard of living.

Secondly, the age discrimination that is currently part of the Government's living wage is unacceptable in modern times. We think that people who do the same job should be paid the same wages, regardless of their age. That is one of the many reasons why I hope that in the not-too-distant future we will see powers in that regard devolved to the Scottish Parliament, so that we, instead of the UK Government, can take those decisions.

Arthritis (Loneliness and Isolation)

5. Brian Whittle (South Scotland) (Con): To ask the First Minister, in light of the study, "Defying Arthritis at Every Age", what the Scottish Government is doing to reduce loneliness and isolation among people with the condition. (S5F-02759)

The First Minister (Nicola Sturgeon): I welcome the research and recognise the importance of raising awareness of the challenges that people who live with arthritis can experience. We know that particular groups of people, such as those with long-term health conditions, can be at greater risk of experiencing social isolation and loneliness. We are committed to publishing a strategy to tackle social isolation and loneliness, which will reflect those risks and outline a programme of work that is designed to address the issues.

The Minister for Public Health, Sport and Wellbeing will meet the group that commissioned the research this afternoon, to discuss how we can work together to improve the lives of people who are living with arthritis.

Brian Whittle: Despite the fact that a staggering one in six people is living with arthritis, a lack of understanding of the condition has led to an epidemic of isolation, according to the Versus Arthritis report.

Yesterday, the British Society for Rheumatology published its report, "Rheumatology in Scotland—The State of Play". In the report, the society notes that since 2010 the average waiting time for a first appointment has almost doubled, from 41 days to

79 days, against a 2016 Scottish Government target of 28 days. The report states that there is a 12-week window after the onset of arthritis symptoms in which referral to a specialist can reduce the symptoms, thereby helping to reduce disability and work limitations.

Given that a lack of mobility is often a key factor in increasing loneliness and isolation, when does the Scottish Government expect to hit its stated target on waiting times for rheumatology appointments?

The First Minister: A couple of weeks ago in the chamber, the Cabinet Secretary for Health and Sport set out the waiting times delivery plan that we are working towards. We are investing considerable sums of money to make sure that we achieve the targets in that plan.

More generally, it is absolutely correct that we need to do more to raise awareness of arthritis and to make sure that people who suffer from it—in particular, the newly diagnosed—get access to the support that they need so that they can continue to be active and independent in their communities.

As I mentioned, the Minister for Public Health, Sport and Wellbeing will meet Versus Arthritis this afternoon, and he looks forward to discussing all aspects of the research so that we can ensure that Government policy, whether on health service waiting times or on the wider work on loneliness and social isolation, reflects the action that needs to be taken to address some of the issues that the report has identified.

Bob Doris (Glasgow Maryhill and Springburn) (SNP): Digital connectivity can make a significant contribution to tackling loneliness and isolation for older people, yet 38 per cent of 65 to 79-year-olds report not being able to use a computer at all. How is the Scottish Government seeking to address such inequalities in tackling loneliness among our older citizens?

The First Minister: It is very important that older people can get online, and the Scottish Government is certainly committed to helping them do so. The most recent Scottish household survey shows a significant increase in internet use by adults over 60—in the 10 years between 2007 and 2017, the figure increased from 29 per cent to 63 per cent.

We want more people to benefit from digital opportunities. Our digital participation charter fund, which was launched in partnership with BT, has made awards of more than £200,000 to 26 organisations for digital inclusion projects, and older people are a priority group for that. In addition, the Minister for Public Finance and Digital Economy is leading work with older people to better understand how digital technologies can

add value to their lives in ways that are meaningful to them.

Pauline McNeill (Glasgow) (Lab): Many people with multiple sclerosis and arthritis say that they would benefit from the use of medicinal cannabis, because it would help with muscle spasms or stiffness. I have raised the issue with the First Minister previously. I am sure that she will recognise the action of the UK Government in, and congratulate it on, allowing medicinal cannabis to be prescribed.

Can the First Minister say when the Scottish Government might be able to issue guidelines so that general practitioners can freely prescribe medicinal cannabis when they think that it is appropriate to do so? She will know that many arthritis sufferers feel that they would benefit from that.

The First Minister: I am told by the health secretary that we have already issued such guidance, so I will ask her to send Pauline McNeill a copy of that.

More generally, as I have said in previous exchanges with Pauline McNeill on the issue, I am broadly supportive of the medicinal use of cannabis or drugs that are derived from it. Such issues are not entirely within the control of the Scottish Government, which is why we rely on Westminster decisions.

I will make sure that a copy of the guidance is sent to Pauline McNeill later today.

Mountain Rescue Teams (Support)

6. Rhoda Grant (Highlands and Islands) (Lab): To ask the First Minister what the Scottish Government is doing to support mountain rescue teams. (S5F-02752)

The First Minister (Nicola Sturgeon): The Scottish Government provides annual grant funding of more than £300,000 to Scottish Mountain Rescue to help the organisation and all 27 Scottish civilian volunteer teams to carry out their vital work effectively. We are the only Government in the United Kingdom to fund mountain rescue in that way.

As well as providing £100,000 over three years from 2016-17, we are providing advice on procurement to assist with the replacement of Scottish Mountain Rescue's radio equipment. In addition, Scottish Government officials work with Scottish Mountain Rescue and responder agencies to help to resolve any issues that arise to do with the co-ordination of multi-agency working.

Rhoda Grant: Mountain rescue volunteers put their lives at risk to save others, so it is sad that mountain rescue teams believe that they are seen as "expendable" by the agencies. If they were

recreational climbers, they would be airlifted off the hill.

Is Police Scotland able to task rescue services with airlifting mountain rescue teams on and off the mountains? If it is, will the First Minister ensure that they do that, especially when volunteers are carrying out the distressing task of retrieving the bodies of people who, sadly, have perished on the hills; when the time that it would take to get back to base is excessive; or when they are carrying equipment that poses a danger to their safety? Will she make sure that agencies support and protect our mountain rescue teams?

The First Minister: I thank Rhoda Grant for raising the issue. I take the opportunity to say that mountain rescue volunteers do a vital job, often putting their lives at risk. I do not consider them to be dispensable, and I do not think that anybody in the chamber or across the country would consider that to be the case. I am sure that we all want to take the opportunity to thank them for the role that they perform.

I am aware of concerns that have been raised by independent Scottish Mountain Rescue about the current search and rescue helicopter support arrangements. Scottish Government officials have previously raised those issues with the Maritime and Coastguard Agency, following earlier correspondence with the teams. Police Scotland has legislative responsibility for search and rescue in Scotland, but the levers for change around search and rescue helicopter support remain at United Kingdom Government level.

Police Scotland is introducing its helicopter to assist mountain rescue teams as a last resort for body recovery. I know that Police Scotland has written to independent Scottish Mountain Rescue about the changes and that the response has been positive. I understand that the coastguard agency has also now written to extend an invitation to a meeting, which I understand has been accepted.

I will ask the relevant minister to write to Rhoda Grant with more detail of the work that we are doing to ensure that the appropriate arrangements are in place.

Liz Smith (Mid Scotland and Fife) (Con): Does the First Minister accept that, among the concerns that have been raised by mountain rescue teams, one issue is the centralisation of Police Scotland, which has diluted the interaction between mountain rescue teams and local police officers, who know the relevant area much better than anyone else? According to the mountain rescue teams, that can impact on the ability to co-ordinate mountain rescue and to respond with the necessary experience.

The First Minister: No, I do not agree with that at all, and I do not think that there is any evidence that that is the case. However, a number of issues have been raised—the issues that I have just gone through with Rhoda Grant. As I say, we take responsibility where we have it, as does Police Scotland, but much of the responsibility lies with the coastguard agency and at UK Government level.

We will continue to take action and make the appropriate representations to ensure that mountain rescue teams get the support that they need. I hope that all of us will resist the temptation to be party political about this issue and instead will get behind our mountain rescue teams and the fantastic work that they do.

Scottish Water (Single-person Discount)

7. Jackie Baillie (Dumbarton) (Lab): To ask the First Minister what the Scottish Government's response is to the proposal by Scottish Water to remove the 25 per cent single-person discount from at least 500,000 customers, including older people. (S5F-02746)

The First Minister (Nicola Sturgeon): There is no proposal to remove the discount. We recently consulted on investment priorities and principles of water charging for the 2021-27 regulatory period, which included consulting on whether reducing the single-person discount could fund an increase in the maximum discount available to households on full council tax reduction, from 25 per cent to 50 per cent. We are currently reviewing the responses to the consultation but, crucially, any detailed changes to charging policies would be subject to further consultation with customers and stakeholders, in the course of the next year, prior to implementation in the 2021-27 period. I stress that absolutely no decisions have been taken on the issue.

Jackie Baillie: It turns out that it is not a Scottish Water proposal; it is actually a Scottish Government proposal. We can fight over whether the word is "remove" or "reduce", but in effect the Government is proposing to cut the discount. On that basis, will the First Minister rule out now any cut to the single-person discount for water? No one would dispute the need to help the poorest more, but the Government should not fund that by taking money from lone pensioners on fixed incomes, who equally are struggling.

Because people are concerned that this is the thin end of the wedge, will the First Minister take the opportunity to rule out cuts to the single-person council tax discount, which is something that her Scottish National Party MSPs have in the past suggested should be scrapped? Will the First Minister give a commitment now that her Government will not penalise single households,

particularly as many of them are pensioners on low fixed incomes?

The First Minister: What I will do is say that the Government will continue to review the responses to the consultation, and then we will take decisions in the normal course. That is called responsible government. When we take the decisions, they will be progressive—they are all about making sure that the help that we provide goes to the people who need it most.

Citizens Advice Scotland has said that it

“welcomes the ... proposal to increase the maximum reduction for recipients of the Water Charges Reduction Scheme from 25% to 50%”

because that

“will provide additional benefit to over 340,000 households on full Council Tax Reduction, and another 160,000 on partial Council Tax Reduction.”

The issues are important and it is right for the Scottish Government to consult fully on them. Any detailed changes would require to go through a further consultation process, so Parliament would have plenty of opportunity to discuss any proposals. No decisions have been taken at this stage, and the Scottish Government will continue to give the issues proper and full consideration.

The Presiding Officer: That concludes First Minister's question time. As members know, we normally move to members' business at this time. However, given the significance of the anniversary on Sunday, today we will move to a motion of remembrance to mark 100 years since the end of the first world war.

Many members of the public who are in the gallery need to leave now, and many more wish to come in, so we will have a short pause to allow the gallery to clear.

Motion of Remembrance

The Presiding Officer (Ken Macintosh): The next of item business is a debate on motion S5M-14666, in the name of Nicola Sturgeon, on a motion of remembrance.

12:49

The First Minister (Nicola Sturgeon): It is an honour to move this motion today. I suspect that everyone in the chamber will be able to picture the war memorials in their local communities. The one in Dregghorn, where I grew up, stands on a hill above the village and looks down on the primary school that I attended. It contains just over 50 names from world war one, from James Andrew to Andrew Wylie. The main war memorial of the Canongate kirk—just up the road from our Parliament—contains more than 200 names, from John Aitken to John Young. Those are just two of the more than 5,000 memorials across our country.

In total, the rolls of honour for world war one in the Scottish national war memorial contain more than 130,000 names. Those names include members of the armed forces from Scotland and of Scottish descent along with nurses, munitions workers, merchant navy sailors and others. When 134,712 names are projected on to the walls of the Parliament as part of the armistice day commemorations on Sunday, the display will take seven hours. That fact on its own gives some idea of the sheer scale of the suffering that was caused by the first world war.

It has been estimated that more than 15 million people from around the world died. Every single one of those people was somebody's son or daughter, somebody's sibling or somebody's fiancé or spouse. Many millions more were injured, often grievously.

The psychological impact of the conflict, which was borne mainly by very young men and women in an age that often did not recognise or talk about mental health, is difficult for us to comprehend or even to conceive of.

In November 1919, *The Scotsman* newspaper called the first armistice day commemoration

“a reminder of vacant niches in our memories ... of lost heartache in millions of homes”.

It is maybe hard for us to fully grasp not just the intensity, but the universality of the grief that must have been evident on those earlier armistice days. However, the debt that we owe to those who served does not diminish with the passage of time. It is vital that today we remember and honour their courage and their sacrifice.

Other aspects of world war one are also worthy of reflection. Earlier this year, we marked in this chamber the centenary of the start of women's suffrage, which was partly a consequence of the war. The map of Europe was completely redrawn after the first world war, and the settlement reached at Versailles would ultimately lead towards world war two. In many respects, therefore, the first world war was instrumental in shaping modern Scotland and determining the world that we live in.

It is therefore entirely appropriate that the past four years have seen a nationwide programme of commemorations to mark the centenary of the war. The programme has been carefully considered and immaculately planned by the Scottish commemorations panel, which has been ably chaired by Norman Drummond, and its team of advisors. The panel's expertise and hard work have played a significant part in making the events such a success. It is also worth noting that the free books produced for each of the commemorations have been hugely and deservedly popular. As First Minister, I put on record my heartfelt thanks for everything that Norman, the panel and its advisors have done. It is absolutely right that today's motion gives the Parliament as a whole the chance to demonstrate our gratitude.

The panel has worked with a large range of partners, including the Royal British Legion Scotland, Poppyscotland and Government agencies. The armed services have been heavily involved and have supported all the commemorative events. They have also conducted their ceremonial duties with the professionalism that we have come to expect but which we must never take for granted.

At a local level, hundreds of community groups, faith organisations, veterans societies and many others have organised and participated in ceremonies, gatherings and cultural events across the country. For example, on Sunday after I attend the national remembrance service here in Edinburgh in the morning and the Glasgow cathedral service in the afternoon, I am hugely looking forward to seeing "Far, Far from Ypres"—a production that has received warm praise from audiences right across Scotland on its current tour.

Our schools have been heavily involved in commemorations. Almost all schools in Scotland have played a part in marking the centenary.

I have seen at first hand how successfully those different organisations have worked together at each of the commemorations that I have been privileged to attend, including the Loos commemorations in Dundee and commemorations for the Quintinshill rail disaster, the Gallipoli campaign, the battle of Jutland, the battle of the

Somme and the battle of Amiens. The beating of the retreat at Arras last year, marking a campaign where 18,000 Scots died in little over one month, is something that will stay in my memory for a very, very long time. Many of those events have had a strong international element, including, rightly and very movingly, from countries that were opponents in world war one and are now valued friends and partners.

To get back to the point about schools, one of the other things that has stayed with me from the commemorations in Arras is meeting students from Monifieth, Alloa, Duncanrig, Crieff and many other places besides, several of whom had great-grandparents or other relatives who had died or served in the great war. All of them were learning about the conflict—not just its geopolitical consequences, but its impact on people and communities.

The opportunity that this commemorative period has provided for that—not just for school students, but for all of us—may indeed prove to be its most valuable legacy. Service in world war one has now passed entirely out of living memory, and the same will happen before too much longer with world war two, but as those wars recede further into the past, our obligation to remember them is, if anything, greater now than it has ever been. After all, one of the lessons of those conflicts is that peace is something that no nation and no continent can ever take for granted—it requires constant hard work and continued attention and dedication.

When the then Prime Minister David Lloyd George addressed the House of Commons on armistice day, he famously said:

"I hope we may say that thus, this fateful morning, came to an end all wars."—[*Official Report, House of Commons*, 11 November 1918; Vol 110, c 2463-4.]

His words then expressed a universally held hope that has, of course, never been fulfilled, but it is one that we must continue to cherish and work towards each and every day.

One of the ways in which we can work towards peace—not the only way, but a very important way—is to remember and understand the cost and the sheer horror of war. These centenary commemorations have given all of us an opportunity to do that. Today, as we do every November, we remember with respect and with gratitude all those who died. We honour all those who contributed to the war effort and we resolve once again to do everything in our power to promote a more peaceful world, because ultimately that is the best, the most fitting, and perhaps the only meaningful tribute that we can pay to those who lost their lives.

I am proud to move the motion in my name.

I move,

That the Parliament acknowledges that the First World War had a devastating impact around the world, including on our nation, in which no community was unaffected; recognises the importance of honouring all those who have lost their lives in armed conflicts; notes that 2018 marks the centenary of the First World War Armistice; commends the work of the Scottish Commemorations Panel and partner organisations, which have developed a fitting programme of events to commemorate Scotland's Armistice centenary, both nationally and for communities; notes that the centenary of the Armistice will be commemorated with a National Service for Scotland in Glasgow Cathedral; recognises the many other organisations and community groups in communities across Scotland that will be delivering commemorative events that inform people about Scotland's involvement in the First World War while helping them recognise the effects of the war on their local communities and the wider world and its lasting impact on life today, and calls on the nation to come together and pay its respects on 11 November 2018 to ensure that those who suffered so much will never be forgotten, and in the hope that conflicts such as the First World War might end.

12:57

Jackson Carlaw (Eastwood) (Con): I begin by associating myself entirely with everything that the First Minister has just said.

And so, finally, the guns fell silent. In that era, when newspapers were the only source of news, when the pounding of the guns, right up until the appointed hour, could still be heard across the channel, their sudden and longed-for silence spoke volumes. That was 100 years ago.

One hundred years before that were Waterloo and the Napoleonic wars, which were, to those who were emerging from the first world war, a distant memory, but only as distant to them as the great war is now to us—that moment when first-hand knowledge has passed, and when fewer remain with even a strong second-hand recollection. A huge moment in the story of our nation and the world slips into history.

Laurence Binyon's enduring stanza, which begins

"They shall not grow old, as we that are left grow old",

was composed when the war was just weeks old, with all the terror and horror ahead. The poem has served as an inspiration to a nation that is determined to honour and remember the sacrifice of the fallen.

The cenotaph in Whitehall and war memorials across and in every part of the nation and the world will remain at the centre of our collective remembrance this coming Sunday—the centenary of that destructive and desperate conflict.

As the First Minister said, since 2014, we have marked the centenary anniversaries of the key conflicts: Ypres in 1914-15; Gallipoli in 1915; Verdun, Jutland and the Somme in 1916;

Passchendaele in 1917; movingly, in April last year, Arras, in which so many Scots perished; and Amiens in 1918. They have been deeply moving events that have been attended, as we might expect, by politicians, members of the royal family, members of our armed forces and, with singular dedication, Royal British Legion veterans. More moving still has been that, as we have contemplated the vastness of the loss, we have witnessed time and again the humility, pride and enduring sadness of the families of those who did not return, and who have themselves returned to where relatives fought and fell.

As a schoolboy at Glasgow Academy—itsself a war memorial trust—respect for those who served, whether they fell or survived, was profound. As pupils still do, I passed several times each day two huge memorial plaques that face each other across an atrium, one for each of the world wars, that bear the names of all those from the school who perished. In the 1970s, there were still many veterans and others who knew those names personally. I realised later that there were members of staff and other students who counted family names among those who are listed. It is also true that among those who were teaching us were many men and women who had fought in the second world war.

That proximity to events ought to have been a rich vein of knowledge, but, as we all know, those who survived, in all humility and with respect to those who had fallen, spoke little of their own direct experience. Only towards the end did gallant men like Harry Patch share their stories. He was, at one point, the oldest man in Europe and the last surviving combat soldier of the first world war from any country. He served on the Western Front and died in 2009.

The past four years have seen an extraordinary engagement in communities, in particular through schoolchildren investigating the life histories of the names on local memorials, in order to make vivid portraits of those who died: their families, their lives, where and how they met their end and the legacy that endured. Those creative acts of practical remembrance ensure that the memory of individuals survives.

The past four years have also seen many fine new histories of the great war—none more so, in my view, than Nick Lloyd's searing account of Passchendaele, which was surely, in that long conflict, the ultimate battle to illustrate the futility of so much of it.

"Between July 31st and November 10th, 500,000 men were either killed, wounded, maimed, gassed, drowned or buried"

he writes, and there were so many Scots among them. Looking at operational maps and seeing the strategic names including Dumbarton Wood,

Inverness Copse and Glencorse Wood, is vivid testament to an engagement in which so many Scots died.

Lloyd George called it

“the campaign in the mud”,

for it rained mercilessly almost the entire time, and the shelling so destabilised the fabric of the ground that it turned literally to a sea of mud. I recall seeing the Deputy First Minister John Swinney at the Menin Gate, where many of those whose remains were never recovered are listed on the memorial.

Basil Liddell Hart, in his 1930 history “The Real War”, quoted a then un-named general, who said,

“Good God, did we really send men to fight in that?”

and Siegfried Sassoon encapsulated the death of those who fell at Passchendaele, in his poem “Memorial Tablet”:

“Squire nagged and bullied till I went to fight
(Under Lord Derby’s Scheme). I died in hell—
(They called it Passchendaele). My wound was slight,
And I was hobbling back; and then a shell
Burst slick upon the duckboards: so I fell
Into the bottomless mud, and lost the light.”

As the war ended, and in the months that followed, tens of millions more would die from influenza. All too many who had survived battle succumbed and, at home, civilians who had endured died just as suddenly as many who had fought. The first world war was, ultimately, a series of conflicts between nations and nature. Perhaps the American civil war should have given those who were leading it some premonition of what 19th century military tactics could expect when facing 20th century technology—but, if it did, it was ignored.

In commemorating the end of the first world war, in acknowledging its many horrendous conflicts and anniversaries, and in celebrating the heroism of many individuals, we do so firm in our resolve that it is not, and will not be, to glory in that war, in its ambitions or its monstrous indiscriminate slaughter, in its bloody victories or in its defeats.

Were there positive legacies? It was the beginning of the end of deference, certainly—men of all backgrounds who fought side by side in the trenches came home ambitious and confident of their equal worth. There was women’s suffrage, and there was the ambition of those who had stepped up to fight from around the world to move from Empire to Commonwealth.

Tens of millions would die in the decades that followed. It was not the war to end all wars, when in the peace that was finally struck lay the seeds of Hitler, the global war and the Holocaust, which followed just 20 years later. However, in 1918 the guns fell silent.

Presiding Officer, this debate is a salute from the world of today to the world as it was then. It is an act of remembrance of a conflict that now slips into history, of our forebears, of ordinary men and women from across the world who fought or endured at home, but especially, here in Scotland’s Parliament, of the Scots who gave their all.

13:04

Richard Leonard (Central Scotland) (Lab): I rise in support of the motion. It is important that the Scottish Parliament marks the centenary with the solemnity that it deserves, and with due regard to the commemorative tone of this remembrance.

Many of our own families were directly affected by the first world war. My grandfather, Richard Hopkinson, never spoke of his wartime experiences in France. They were locked away. They were compartmentalised, never to be released, and were taken to the grave—and little wonder. He volunteered with the Bradford Pals, who were part of the West Yorkshire Regiment, at the start of the war in 1914, at the age of 18. He witnessed at first hand the grimmest horror of trench warfare. He fought in the battle of the Somme, where, of the 2,000 men in the first and second battalions of the Bradford Pals, as *The Yorkshire Post* reported, 1,770 were killed or badly injured as they walked into a hail of German bullets in the first hour.

Over the following 140 days of the Somme, there were 1 million casualties, and we know that the wounds were not merely physical. My grandfather served until armistice day a century ago. In his world that I knew, of bowling greens, of family—a daughter and grandchildren—and an apple tree in the back garden, the snarling cry of the machine gun from half a century before was shut out. That was not the full story of his early life experience. There were also his brothers and sisters, who were themselves slain before the war—lives cut short by tuberculosis and slum housing.

That was a generation that suffered much; a generation to which we still owe an incalculable debt. It is fitting that this Parliament and this country remembers them—those who made it to old age and, more poignantly, those who did not; those who fell on those cold battlefields a long way from home; and those who served on the home front.

At times like this, Parliament is at its best, when we stand together across the political divides—not just to remember those who fought in the first world war, but to remember those who fell in later conflicts in the 100 years since 1918. To the families of those fallen soldiers we also owe a

debt, and to the veterans who survive we have a special responsibility. Our duty is to provide them with the support that they need, when they need it. As we commemorate the fallen, we must also speak out and take action for the living. That means that Parliament must do what it can for those who cannot shut out the trauma—the physical and the mental anguish.

We cannot change the past, but we can understand it and so build a better today and tomorrow. We can create a better future and so pay back our debt to those whose sacrifices have been great. We can do that by investing—as a priority—in public health and in public services, by tackling poor mental health and ending the stigma around it, and by working to build a future that is founded on peace and not on war, and which does not lead us into believing that there will, necessarily, be a war to end all wars.

As we commemorate those who laid down their lives, we should recall that the great war poet Wilfred Owen wrote some of the most harrowing poems ever written in the English language—the poem about

“The old lie: *Dulce et Decorum est*”,

and the “Anthem for Doomed Youth”. He wrote them while being treated for shellshock—which is now known as a form of post-traumatic stress disorder—at the Craiglockhart war hospital in this city.

We should not airbrush from our history, either, the prominent members of the Independent Labour Party, including James Keir Hardie, John Wheatley, Jimmy Maxton, Tom Johnston, and Arthur Woodburn, or those who formed the women’s peace crusade in 1916—Helen Crawford, Agnes Dollan, Mary Barbour, Agnes Hardie and Annie Swan—who opposed the war on grounds that were at once both moral and political. It was an opposition which, in the words of Maxton, took “a world-wide humanitarian view”.

We must learn all the lessons of all our history, and remember the 135,000 women and men from Scotland who gave their lives, and whose names will be projected on to the Parliament on Sunday: those who are commemorated in every city, in every town, in every village and on every war memorial, where we will stand in silence and pay our own respects, and draw on our own memories this Sunday, at the eleventh hour of the eleventh day of the eleventh month, and resolve, as a nation, that we shall never forget.

13:10

Patrick Harvie (Glasgow) (Green): I am grateful for the opportunity to add remarks in support of the motion, on behalf of the Scottish

Greens. This moment of remembrance, in which we mark the 100th anniversary of the first world war armistice, is a moment of shared recognition of the horrors of a war that took so many lives, touching every community in Scotland and so far beyond.

Every one of those names, and the stories behind them, is powerful, but the scale of what we are here to remember is breathtaking: nearly 10 million military dead and twice as many wounded, most not there as volunteers but through conscription or under the threat of conscription. There were millions more civilian deaths: people from all walks of life were the direct victims of the war and unknown millions more died as a consequence of the war, as hunger, disease and emotional trauma followed conflict, as they so often do. This, too, must be remembered.

What can it mean to stand in remembrance of such staggering and unnecessary human suffering? What does it mean to honour those lives? It is, in part, a continued commitment to observe the intention that has been maintained strongly throughout the century quite simply to never forget. However, it must also be a chance to reflect on the nature of that war, an atrocity committed by the powerful against the powerless, as millions of young men were forced to enlist, marched across Europe and sent into fields and ditches to face mutual slaughter. That was, indeed, an atrocity committed by the Governments of both sides against the people of both sides, an atrocity committed also by the companies that sold arms to both sides or told lies to both sides to make war more likely and line their own pockets. This, too, must be remembered. It should have stood throughout those hundred years as the ultimate lesson on the futility of war.

We must remember and honour those who lost their lives, but to make that act meaningful, we should also remain true to the other sentiment that was expressed so strongly in the years immediately after the war. It was not only “never forget”, but also “never again”. On that second imperative, we have shown far less commitment. As we stand in remembrance of the first world war dead and all the victims of all wars, across the world today, in places like Rakhine, Yemen and Palestine, conflict rages on and the war profiteers in this country and around the world carry on their lethal business. This, too, must be remembered.

On this 100th anniversary of the armistice, Scotland marks the bravery of those who fought, but it still has no memorial to those other brave people who risked imprisonment, torture or execution by their own Government for having the courage to say no, they would not kill their fellow human beings. This, too, must be remembered, and if the proposal for such a memorial becomes a

reality, it will offer a place to reflect on the lives of those who have worked for peace in our history and around the world.

We are right to keep in our collective memory the horrors of war and the lives that were so needlessly destroyed, but remembrance is not an end in itself. It matters because human beings matter. It is an attempt to keep us connected with the reality of war that exposed what Wilfred Owen called “The old Lie”, when he urged us not to let it be the fate of the next generation to die for their country and think it noble.

If we are to truly honour those who were sent to that fate, we must be faithful to both imperatives: we must have the continued resolve to say “never forget”, but we must also find the courage to say “never again”.

13:15

Willie Rennie (North East Fife) (LD): On this, the 100th anniversary of the armistice, there is rightly a focus on the first world war. It is, after all, where the poppy symbol comes from. Rather than fading from memory, service in the first world war has been growing in the public’s mind in recent years. Some of that comes from the work that is being done in schools, where new resources have made it easier for children to learn about what life was like for those who served in that war. There are photographs, letters, poetry, art and links through ancestry that capture the imagination and make us want to know more.

This year, 100 years on, there is a new way of looking at the first world war, the lives it took, and the devastation that it caused. Peter Jackson’s film “They Shall Not Grow Old” has been in cinemas and will be on television this weekend. It brings film footage from the first world war to life through film that has been repaired and turned to colour. The result is a whole new way of seeing that history. The faces of the soldiers look like the faces of people we know and see around us. They might have been us. They are no longer remote, historical people.

The story told through the film is also remarkable. It surprises us in every way, and sometimes in uncomfortable ways. We do not expect to learn that men were enthusiastic and keen to join up and go to France, but they were. We do not expect men to say that they enjoyed much of their life in the Army in the war, but they do. We are sad beyond belief to know that, when they returned to Britain in 1918, many were devastated that their families did not want to hear their stories and find out what they had gone through, the lives lost, and the hell of war.

That is the point of remembrance this week—to hear, to listen to and to learn of those who served

their country, whether they were conscripts or volunteers, and to remember their sacrifice.

Wilfred Owen described the mechanised slaughter of the western front as being “as obscene as cancer”. The Scottish Poetry Library ran a public competition to choose whose words should be engraved on a new monument to commemorate the first world war. The lines that will appear on that monument are taken from Neil Munro’s poem, “Lament for the Lads”:

“Sweet be their sleep now wherever they’re lying,
Far though they be from the hills of their home.”

13:18

Meeting suspended.

14:30

On resuming—

Care Homes (South Lanarkshire)

The Presiding Officer (Ken Macintosh): The next item of business is a members' business debate on motion S5M-14123, in the name of Monica Lennon, on "South Lanarkshire Care Homes Under Threat". The debate will be concluded without any question being put.

Motion debated,

That the Parliament understands that South Lanarkshire Council plans to reduce the number of its care home facilities; notes that the first phase of these plans includes the closure of McWhirter House in Larkhall and Kirkton House in Blantyre; considers that the proposed new community hub facility at the St Joseph's site in Blantyre is not a like-for-like replacement and that this will result in a reduction in the number of long-term residential beds; understands that the closure of McWhirter House will leave Larkhall with no council-run care facilities for older people; believes that council-run care provision must remain a vital part of the delivery of residential care for older people and that the ageing population requires a shift in the model of care in South Lanarkshire and the Central Scotland region; recognises that the reliance of the older population on care is likely to increase in coming decades; acknowledges calls that this should be achieved without a reduction in the availability of long-term council care beds and with the support of the community; is concerned at reports that there has not been meaningful consultation with care home staff, trade unions or the communities that are affected by the plans; acknowledges in particular the concerns raised by the GMB, and notes the calls for the SNP administration in South Lanarkshire to halt the planned closures.

14:30

Monica Lennon (Central Scotland) (Lab):

Ensuring good quality of care for older people who can no longer live at home and who need to live in a care home setting is an issue that should be important to us all, but such provision is at risk in part of the region that I represent.

On a positive note, South Lanarkshire Council has an excellent reputation for the eight council care homes that it operates—in 2016, it was rated the best residential care provider in Scotland by *Which?* magazine. However, South Lanarkshire Council is under new management, and the Scottish National Party administration wants to close down some of those fantastic care homes. Despite repeated pleas from Scottish Labour councillors, the residents, their families and trade unions such as the GMB and Unison, on behalf of their members who work in the homes, the council is refusing to listen to the case for keeping Kirkton house in Blantyre and McWhirter house in Larkhall open. I see that some of those care home workers and campaigners are in the gallery, where they are joined by Councillor Lynsey Hamilton and the MP for Rutherglen and Hamilton West, Ged Killen.

As a member of the GMB trade union, I refer to my entry in the register of members' interests.

The council claims that the care homes will be replaced by a new facility at the St Joseph's site in Blantyre. Although it is welcome that the new Blantyre hub will include transitional care beds and services to help people who are able to return to their own homes, it is not a like-for-like replacement. It will not help people like Hugh Brady, a McWhirter's resident who needs long-term residential care. So, the new SNP administration is making its mark, but not in a good way. It has made a deliberate choice to disinvest in long-term, council-run care, but it has not had the courage to be straight with the public.

In the fight to save McWhirter house, I had hoped that the people of Hamilton, Larkhall and Stonehouse would have found an ally in our constituency MSP, Christina McKelvie, but she refuses to condemn the council's decision to close the care home. I have written to Christina McKelvie twice to ask her to speak out against the closures and to invite her to debate the matter publicly in the constituency. I congratulate Christina McKelvie on her recent appointment as the Minister for Older People and Equalities. She will undoubtedly be under pressure to toe the party line, but I must ask what good a minister for older people is if she cannot even stand up for the older people in her own constituency—the people who gave her the privilege of being a member of this Parliament in the first place.

Fulton MacGregor (Coatbridge and Chryston) (SNP): Will Monica Lennon take an intervention?

Monica Lennon: I must continue, because I am struggling with my voice and it is affecting my timing.

The facts support the retention of the care homes. South Lanarkshire's older population—those over the age of 75—is forecasted to increase, and research anticipates that by 2035, demand for care homes across the United Kingdom will have increased by a third. South Lanarkshire Council is making a dreadful mistake by reducing the availability of long-term, council-run residential care beds. When we have an ageing population and the likely need for care homes is set to increase, we should be doing all that we can to increase the availability of council-run, publicly owned and publicly accountable care. That is why the previous Labour administration in South Lanarkshire set aside £18 million to invest in our care homes rather than close them.

The council says that it wants to support people to remain in their homes for longer. Who would disagree? However, for many older people, staying in their own home is just not possible. I am

extremely concerned about the consequences of cutting the long-term bed numbers, especially when delayed discharge remains a pressing problem in our area, with older people trapped in hospital for longer than necessary because of insufficient care availability. That is bad for older people and expensive for the national health service.

The way that the council has managed and communicated the decision has been extremely poor. I am told that some of the staff and the families of the residents at Kirkton and McWhirter's first heard of the plans in our local newspaper, the *Hamilton Advertiser*. There are more than 90 members of staff between Kirkton and McWhirter's, the majority of whom are female and work part time, many with their own caring responsibilities. Simply stating that they will be redeployed elsewhere is little comfort to a hard-working care workforce. There is zero clarity over what will happen to the residents and the staff when the homes are closed.

Stewart Stevenson (Banffshire and Buchan Coast) (SNP): Nonsense.

Monica Lennon: Mr Stevenson does not represent Lanarkshire, but let me tell him about Hugh Brady, who is 92 years old and who is living with dementia and a number of other health conditions. McWhirter's in Larkhall is his home. His daughter Anne, who has been tenacious in trying to get answers from the council, has said:

"I have had various meetings with different people, but still I am no further forward with a time-scale"—

Stewart Stevenson: As the member has named me, will she take an intervention?

Monica Lennon:

—"and what care they hope to provide for my father. My dad has worked hard all his life and it was not an easy step to have him cared for in a home, but he is settled there and very happy. I, like many others, feel let down and I'm losing sleep over what will happen next."

I have to say, Presiding Officer, there is often a robust debate in the chamber, but it is very rude of members to interrupt when I am reading a direct quote from a daughter who is worried about her 92-year-old father.

There is no good reason for closing down quality care-home beds at a time when we have an increasing reliance on them. The SNP in South Lanarkshire is willing to shut down older people's care homes rather than speak out against austerity budgets and fight for a fair settlement for the people of South Lanarkshire. I will never stop standing up for my constituents on this important issue, even when others such as Christina McKelvie, wherever she is today, do not seem to have the courage to fight for them. The SNP in South Lanarkshire must start listening to the

people and act immediately to save our care homes. *[Applause.]*

The Presiding Officer: I encourage members in the gallery not to applaud—sorry, I encourage members not to applaud as well, but I encourage people in the gallery not to applaud or intervene.

14:38

Fulton MacGregor (Coatbridge and Chryston) (SNP): I can associate myself with Monica Lennon's comments about her voice and having a sore throat, as I, too, am carrying a cold, but I am afraid that that is probably the only association that I will make with her today.

I declare an interest, in that I was previously employed by South Lanarkshire Council. I believe that that is important, because I have great respect for the ethos in the social work department there. I did not work in older people or adult services, as I spent my 12 years there working across children and families and justice services, but there was always close working between teams. Perhaps most important for the debate is the focus on care in the community, whether in working with families to support children, in steering folk away from custody in the justice setting or in meeting the needs of older adults in their own homes.

That is the key. The motion that Monica Lennon has brought to the chamber shows a lack of understanding of the health and social care system in the very person who Labour says would be in charge of the area if Labour was in government. Thank goodness that we have an SNP Government. There has been a national shift in priority from residential care to care at home, which is universally agreed by all parties and experts to be better for those who are in residential care homes and their families. As we move more people into care at home, the requirement for long-term beds goes down. The important thing is that a proper plan is in place when doing that.

I have spoken to officials at South Lanarkshire Council and I am told that the closure of the two care homes that Monica Lennon has mentioned, which are not up to a sufficient standard to meet Care Commission requirements, will be offset by the opening of a new modern facility locally that will have a mixture of long-term and intermediate spaces.

I heard the issues that Monica Lennon raised about the staff, whom I, too, welcome to the chamber. I hope that the council will work with the staff to redeploy them and achieve a satisfactory outcome for them.

In contrast, the Labour administration in North Lanarkshire Council decided to close Monklands house in Plains—I admit that that is not in my constituency, but in Alex Neil's—with no plans for the people who reside there, for the staff or for respite care for local people.

In her attempts to play politics with the issue, Monica Lennon would have us believe that the decision in South Lanarkshire was taken to save money, but service users' wellbeing is the most important factor for any healthcare professional. I truly believe that the politicians who take such decisions base them on the experts' advice. Let us not forget that the decision was taken not only by politicians but by the equal representation on the integration joint board of health board members.

When deciding whether to advocate for IJBs across Scotland to increase the number of long-term residential care facilities rather than pursue the current focus on getting people back into the comfort of their own homes, we should all reflect on the fact that, for every 10 days that someone spends in a hospital or care home bed, they lose the equivalent of 10 years' worth of muscle capacity.

This stunt by Monica Lennon is even more embarrassing when we dig a little deeper into the process that led to the decision.

Monica Lennon: Will the member take an intervention?

Fulton MacGregor: I have to finish.

In 2016, South Lanarkshire IJB agreed its strategic commissioning plan, which included the shift of focus from residential care to intermediate care and care at home. Presiding Officer, I am sure that you will be as surprised as I was to learn that the four councillors on the IJB at that time were from the ruling Labour group, and the chair of the board was the Labour deputy council leader, Councillor Jackie Burns.

There are eight council-operated residential care homes in South Lanarkshire. The recent decision by the IJB means that the number will fall to seven.

Monica Lennon: Will the member give way?

Fulton MacGregor: No—I have a lot to get through.

In Labour-controlled North Lanarkshire, there were until last month two council-operated care homes. That figure has just dropped to one. Why is Monica Lennon not lodging motions about North Lanarkshire having one home? To its credit, North Lanarkshire is way ahead of most areas in shifting the balance of care from residential homes to the community.

That said, the Labour Party's recent decision to remove the automatic entitlement of over-75s to a community alarm—a decision that the SNP and even the Tory member of the IJB opposed—is questionable to say the least. Surely community alarms are an integral part of keeping people in their own homes. For SNP councillors to have to rely on the support of Tory members against Labour in North Lanarkshire is unthinkable. It is right that we want people to stay at home whenever possible, and we should give them all possible support to do so.

This is not a debate that was required. We should work together to make community care as effective as possible and praise our services, which work tirelessly to make that happen.

14:42

James Kelly (Glasgow) (Lab): I congratulate Monica Lennon on securing the debate, which is on an important issue for people in Larkhall and Blantyre. The purpose of members' business debates is to allow members to raise local concerns in the chamber and have the Government account for the decisions that have been taken.

The decision in South Lanarkshire will have an impact on people in Blantyre and, as a Glasgow regional list MSP who covers the Blantyre area, I know that people are deeply concerned about the closure of Kirkton house, which is why campaigners and staff are in the gallery, joined by Ged Killen, the local MP, and Councillor Lynsey Hamilton. People see the impact of having a home based in the Blantyre area that can look after their relatives and friends, and they see the signal that is being sent about the home closing.

The decision has two flaws. First, it is one thing to say that Kirkton house will be replaced with a hub on the St Joseph's site in Blantyre but, if the hub has 100 fewer units, the care facility will be substantially reduced. The decision is also short sighted. In the past couple of days, a report from the Finance and Constitution Committee and the Fraser of Allander institute budget event have raised the important issue of demographics and Scotland's growing elderly population, so why is a care facility being closed and replaced with a hub that will have substantially fewer units?

Fulton MacGregor: Will the member also condemn the decision of Labour-run North Lanarkshire Council to reduce the number of its care homes to just one?

James Kelly: I will tell the member what I will condemn: we are in this situation because councils have had to face £1.5 billion of accumulated cuts since 2011. The reason for that is that, every year when it comes to the budget,

MSPs such as Fulton MacGregor and Keith Brown press their buttons for a budget settlement that penalises local government and introduces cuts. That is the scandal of this SNP Administration. When we come round to the budget settlement this year, if SNP members have any guts, they will stand up for their communities and argue for a budget that stops the cuts and supports local government.

It perplexes me to see that the minister responding to the debate is Graeme Dey, the Minister for Parliamentary Business and Veterans. Given that this is an important debate on the closure of care homes, why is nobody from the Government's older people or health teams responding to it? The two MSPs concerned are Christina McKelvie and Clare Haughey—they are part of the relevant ministerial teams—and it is disappointing that they are not here to account for the Government in this debate of all debates, particularly when we have local people and campaigners in the gallery. I do not think that the SNP Government is treating the debate or the issues that it raises properly.

Monica Lennon deserves great credit for raising an important issue. I know, from the strength of feeling in Blantyre and Larkhall, that the campaign will go on. Labour will continue to press the case for proper care facilities and will oppose the closure of McWhirter house and Kirkton house.

Neil Findlay (Lothian) (Lab): On a point of order, Presiding Officer. I wonder whether you could help me and my colleagues. I think that this is the first time—it is certainly the first time that I have seen it in a members' business debate—that no minister for the relevant portfolio has come before Parliament to respond to a very serious debate. There are people in the gallery and in the community who are extremely concerned about the closure of care homes in their area. It is a huge discourtesy that a Government minister has not come before the Parliament to take part in the debate and, if necessary, answer questions on such an important issue.

I wonder whether you could help us, and the people who are being done a disservice. Is there anything that you can do to bring the Government here to be held to account for its budget decisions?

The Presiding Officer: I thank Mr Findlay for his point of order. It is up to the Government to decide which ministers to put forward. The Minister for Parliamentary Business and Veterans is, in many cases, responsible for a number of areas; it is not unusual for that minister to respond to members' business debates.

I call Graham Simpson to be followed by Claudia Beamish.

Keith Brown (Clackmannanshire and Dunblane) (SNP): On a point of order, Presiding Officer. I seek your guidance. I understand that, these days, members' business debates are much more like political stunts and much less like members' business debates than they used to be.

James Kelly said that he condemns the decision of the Scottish Government in relation to this matter, but the decision was taken by a council—in fact, it turns out that it was taken by previous Labour councillors, one of whom is present today. Given that that is the case, why are Labour members allowed to say that this was a Government decision, when it is plain, even from the terms of the motion, that it was a decision that was taken by the council?

The Presiding Officer: That sounded entirely like a point of argument, not a point of order. It is not something for me to rule on.

I call Graham Simpson to be followed by Claudia Beamish.

14:49

Graham Simpson (Central Scotland) (Con): Thank you, Presiding Officer—eventually. I thank Monica Lennon for securing the debate. I signed her motion to allow it to get to this point, which is important.

Monica and I were councillors in South Lanarkshire. I was on the social work committee of what was a Labour council, albeit it with support from the Conservatives. At the time, we saw the launch of a project that would start to change the model of care for older people—reshaping care for older people was trialled at Hairmyres hospital in East Kilbride. The thinking behind it was that it is far better to help older people to live independently or to be looked after in their own homes than it is for them to be in a hospital or care home. All the evidence shows that that is better for patients, and it is what most people want. There are also savings to the public purse—but as a result of doing the right thing and not for the sake of saving money.

The pilot, which was undoubtedly a success, started under the Labour council of which I and Monica Lennon were key members. I supported the pilot and, presumably, so did she. The reduction of care home facilities may be happening under an SNP Administration that is proving easy to criticise on many things but, on this, it is continuing a direction of travel that has been some years in the making.

Monica Lennon: For clarification—because there have been a few references to this, including from Fulton MacGregor—does Graham Simpson accept that to date the only votes on these specific

care home proposals took place at June's meeting of South Lanarkshire Council social work committee? That is where the decision was taken.

Graham Simpson: I do not dispute that, but I am saying that the direction of travel started some years ago, under Labour.

There has been a further pilot this year to focus on intermediate and transitional care beds in homes in South Lanarkshire. Fifty-six of the 80 people supported were able to return home, which is impressive. That model, which gives people more choice and control over their lives, can help more than three times the number of elderly people who are helped under the current system of residential care. That has got to be a good thing.

The motion focuses on the closure of McWhirter house in Larkhall and Kirkton house in Blantyre and says that

"the proposed new community hub facility at the St Joseph's site in Blantyre is not a like-for-like replacement".

The model of residential care in South Lanarkshire Council care facilities has provided an excellent service over the past 20 years, but the model itself has remained largely unchanged in that time and has not kept pace with changing demand. The new facility would have the potential to offer a service to 261 people who are at risk of hospital admission or who require support to return home post hospital admission—that is three times the number of such people in care facilities. The closure of the homes is just phase 1 of a new model of care; proposals for the next stage are yet to be worked up.

Increasingly, trends show that people in need of long-term care have their needs better met in a nursing home that offers clinical care. Council care homes do not have on-site, 24/7 clinical support. This is actually about increasing choice. In the future, the council will be able to deliver a mixture of residential, transitional and nursing care provision. Transitional care beds were not previously an option.

It is easy to criticise councils—particularly when they are not of our political persuasion; we can make capital out of it—but we must do so for the right reasons. I think that South Lanarkshire Council is on the right track here and, as I said earlier, it is a well-trodden path that started under Labour.

14:53

Claudia Beamish (South Scotland) (Lab): I, too, thank Monica Lennon for bringing the motion for debate.

We urgently need investment in our social care system. As we all know, demographics are

changing: people are living longer and the population is aging. Because of that, and in the face of a decade of SNP cuts to council budgets, local authorities are struggling to manage care packages in the community. Scotland's social care system is bulging at the seams.

A month ago, I was contacted by a constituent in Midlothian whose local authority could not provide the care package agreed by social services. My constituent was told that, with current resources, social services could not provide any more care. The situation was finally resolved and the care package was met, but not without months of uncertainty for the constituent and their family. What of others who are in a similar trap?

Increased care at home is part of the solution to increasing demand for social care. However, I highlight the comments of Graham Simpson, in that it seems that some people are saying that they will close what they already have and then analyse what they need to do more widely in future. However, that is causing enormous anxiety to people who are at present resident in our care homes in South Lanarkshire, which is not on.

I question the notion that many people who are currently living in a care facility would be better cared for at home—I stress the point that I am talking about people who are currently living in a care facility. It seems to me that most of those people went into a care facility or care home because they were no longer able to cope at home, with carers making shorter visits or unpaid carers no longer able to look after them. I know something about that, as does Graham Simpson, as we were co-conveners of the cross-party group on carers, although he has now had to resign.

McClymont house in Lanark is another such precious facility, which is very much valued in Lanark and the rural community around it. The hub-and-spoke method that is proposed for South Lanarkshire must not be an excuse to cut beds and reduce resources now, before there is a clear and broader future care plan.

We are at the tipping point for social care. Yes, people often want to stay at home, and they should be able to when that is practical and safe. There are even polls that show that people would prefer to pass away at home. However, the facilities must be there to make that possible, with the ability for more medical interventions to take place at home. Fuel poverty is also a real issue for elderly people who live in houses that are inadequately heated.

A local councillor recently told me the story of a 70-year-old constituent who is looking after her 86-year-old mother who has dementia. It is people like that who are worried sick about their future.

The kind of care home facilities that Monica Lennon was talking about need to be kept open.

Fulton MacGregor: Will the member take an intervention?

Claudia Beamish: I am sorry—I have not got time.

We need investment now to improve care in the community, and we need longer visits with more structured care at home. Some interesting approaches, which I do not have time to go into today, are being explored or are happening in other countries. I saw a BBC documentary about a Dutch system that has students living in a nursing home and offering support in return for reduced rent. There are positive intergenerational effects, including tackling loneliness and isolation and helping to tackle depression in both the older and younger people. Social cohesion can be significantly supported by such sharing of experiences and life perspectives.

However, while we must look to the future for all our sakes, not just across South Lanarkshire, but in urban, rural and the whole of Scotland, the fear that the consultation on this particular arrangement has put into people simply has not been fair, as I understand it from the people who have spoken to me. A proposal was put to people and that was it; there was no choice or discussion. What has happened in South Lanarkshire, with the care homes that Monica Lennon has highlighted, and in Lanark, with the concerns about McClymont house, is not acceptable.

I support the motion.

14:58

Stewart Stevenson (Banffshire and Buchan Coast) (SNP): I am glad of the opportunity to speak in the debate and I thank Monica Lennon for providing the opportunity for us to have a broader-based discussion about how we support older people in our community. I do that from the perspective of being the only person in the chamber who is in his eighth decade. I am, therefore, perhaps most directly thinking about what my future may be in the event of my health deteriorating to the point that I need that kind of care.

I will make a few points of common cause with Monica Lennon at the outset, to show that we need not focus simply on what might divide us, but on what might unite us. It is entirely proper that Monica Lennon should bring forward a matter of constituency interest; I do not agree with all those members who might have suggested otherwise. She was also entirely correct to raise the issue of a 92-year-old with dementia. There are some very special needs for people with dementia that it is

worth considering for a second or two. They are—in general terms, because dementia comes in many forms—people who are relatively intolerant of any change, however small it may be. They are people who require a regular routine and certainty and whose ability to understand change—however well intentioned it may be—is more limited. Therefore, it is correct to refer in the debate to individuals who may be affected by change.

Monica Lennon: Will the member take an intervention?

Stewart Stevenson: Forgive me, but I am going to speak very briefly.

Claudia Beamish said, quite correctly, that we need to look at longer visits by carers—I think that that is a Scottish issue—and more care at home. I fundamentally agree with her on that, and on the need to look at Scotland as a whole.

We need to give a bit of context to this, and the context is undoubtedly that we are making progress. If I recall the number correctly, there has been a 37 per cent reduction in what is commonly called bed blocking, which means that we have an opportunity to look at matters in a different way. In the context of the existing care homes being criticised by the care commission for their provision, the option to do nothing is not available to the council, as it would similarly not be available to councils across Scotland.

I will close my short contribution by saying that the difficult matters that affect those individuals in our community who are in the greatest need are best conducted by building coalitions of interest. I worked with Tam Dalyell—a man with whom I had fundamental disagreements on a wide range of issues, but with whom I had an excellent personal relationship—many times on matters of joint interest. For example, Tam and I worked together when someone was about to be thrown out of the UK by the Home Office in 1999 and that person is still in the UK. That is because we were able to put our political differences to one side and put the needs of our constituents at the heart of our concerns.

In conducting the debate and taking the issue forward, I encourage us all to focus less on our differences than on the commonalities, which may help in the constituencies of Monica Lennon, James Kelly and other MSPs who represent the area. The issue is difficult but it needs attention, and we will have to make change and adapt to changing needs, changing responsibilities and different models of care.

15:02

The Minister for Parliamentary Business and Veterans (Graeme Dey): Whatever else the

debate has achieved, it has highlighted the vital role that care homes play in supporting people to live well in a supported, homely setting. Care, in all its guises, is something that the majority of us have had some form of personal contact with. It is an extremely important issue. It was therefore disappointing to note the tone that was set by Monica Lennon and her exploiting of the issue to launch a personal attack on another MSP, motivated by party politics. I would gently encourage her to reflect upon that point.

I acknowledge the more measured and considered approach that was taken by Graham Simpson and indeed Stewart Stevenson. Graham Simpson rightly pointed out that this is about doing the right thing. I want to continue the tone that was set by Graham Simpson and pay due respect to an issue that I recognise matters to many people.

The role of care homes is changing—that is a fact—and services are being redesigned to take account of our ageing population, who are living longer but not necessarily healthier lives; the number of older people with complex needs has increased.

Our models of health and social care need to change to ensure that we better meet the needs of an ageing population. That is why we have integrated health and social care and that is why this Government has taken steps to protect and grow services and integration by investing more than £550 million of resource.

At its heart, integration is about ensuring that people get the right support, in the right place, at the right time. Integration authorities are now responsible for almost £9 billion of funding to plan health and social care services so that they are sustainable in the long term.

Monica Lennon: Will the minister give way?

Graeme Dey: No, I will not—I am sorry.

Monica Lennon: Will the minister give way?

Graeme Dey: Monica Lennon refused to take interventions from any members; I am going to continue.

South Lanarkshire's integration authority is one of many that are redesigning services in that way. It has put forward proposals to ensure that more people can be supported to live well in their communities. At the core is a commitment to redesign a number of care facilities to provide more short and intermediate rehabilitation care, with the aim of preventing prolonged delays in hospital and inappropriate admission to hospitals or residential care.

As Graham Simpson pointed out, the current model of delivery has remained unchanged for many years while the needs of local citizens have

continued to change. At the same time, half of the council-run care homes have ageing layouts and condition. Of course, it is right to point out that the demographic growth projections for South Lanarkshire suggest that the 75-plus and 85-plus population will rise year on year by 2.7 and 5.2 per cent, respectively. However, the nature of the need is changing, too, and the provision must adapt accordingly. Perhaps most important of all, feedback has highlighted people's expressed wish to remain at home and in their community, but South Lanarkshire is one of the highest users of care home beds in Scotland; it has 41 care home beds per 1,000 population, compared with 36 across the rest of Scotland.

The proposals have been subject to extensive engagement with elected members, stakeholders, staff, the unions and the public. Crucially, the integration authority directions for residential care were unanimously supported by all voting members on the integration joint board, as was the strategic commissioning plan for 2016 to 2019.

We know from international evidence that that approach is better for people. There is local evidence to back that up by virtue of a successful pilot of the model in South Lanarkshire in 2017-18, which resulted in 56 of the 80 people who were supported returning home instead of going into residential care.

It has been claimed that there will be fewer care home beds, but the new model will mean that up to three times more people will benefit from the new service compared with the old model. Such changes are being proposed across Scotland, thanks to the opportunities to tailor services that are opened up by integration.

As we have heard today, change is, of course, challenging. It requires leadership at all levels and appropriate engagement with service users and their families. As a constituency MSP, I have seen great examples of care model reshaping in Angus South; the new Kinloch care centre and the approach to step-down care are two such cases, and I commend those who are responsible for them. However, I have also seen day-care provision being removed in a cackhanded way that caused distress to all concerned. That reminds us all of the opportunities that are available to make meaningful change and to meet the changing need; it also highlights the need to take people with us on any change of course.

Monica Lennon: Will the minister take an intervention?

Graeme Dey: I have already indicated, Presiding Officer, that I will not take an intervention from the member.

The Government will continue to support our integration authorities to take the bold steps that

are required to redesign services that reflect the changing requirements of our population. We are committed to free personal and nursing care. Scotland continues to be the only country in the United Kingdom to provide personal and nursing care that is free of charge, and funding levels have been increased over this Government's period in power.

The debate has provided an opportunity for us all to recognise the important role of our care homes. However, it has also highlighted changing needs that require us to work differently and collectively across the health and social care sector. Integration authorities are doing just that, but they can do so only with appropriate leadership from local and national partners.

I reiterate this Government's commitment to supporting integration authorities in developing services that are responsive to the changing needs of our population. I echo the words of the South Lanarkshire Council leader, John Ross, in his recent East Kilbride news column:

"I think how we look after the elderly is one of the most important issues we face. Our proposals are designed to give older folk exactly what we know they want: to live at home and in their communities and, when necessary, they want our support to help them do so for as long as possible. No one wants to go in a hospital, and when they do, they want to go home as soon as they are fit to. They do not want to go into a care home unless they really need to, and if they do have to, they want the facilities to be as good as possible. These are the principles at the heart of the care homes modernisation programme."

I want to reflect on his final comment, which echoes the points that were made by Fulton MacGregor and Graham Simpson. He urged everyone to put people before politics on this vital matter.

The Presiding Officer: Thank you. That concludes our members' business debate. We will shortly move on to the next item of business, which is a statement by the Cabinet Secretary for Education and Skills, John Swinney, on the educational experience of lesbian, gay, bisexual, transgender and intersex young people. Before we do that, I wish to draw the attention of members, particularly Mr Cole-Hamilton, to the fact that I have advised members not to wear ostentatious campaign material in the chamber. I noticed that every other member has observed that guidance. If Mr Cole-Hamilton wishes to be called to ask a question, I ask him to leave the chamber and change his tie. I have nothing against the TIE campaign to which it has drawn attention, and Mr Cole-Hamilton has made his point.

Lesbian, Gay, Bisexual, Transgender and Intersex Inclusive Education

The Deputy Presiding Officer (Linda Fabiani): The next item of business is a statement by John Swinney on Scotland's plan to improve the educational experience of lesbian, gay, transgender and intersex young people. The cabinet secretary will take questions at the end of his statement, so there should be no interventions or interruptions.

15:11

The Deputy First Minister and Cabinet Secretary for Education and Skills (John Swinney): The aim of the Government's education policy is to achieve excellence and equity for all our children and young people in a high-performing education system. Equity for all can be achieved only through an inclusive education system. Today, I am delighted to inform Parliament of the progressive and world-leading set of recommendations to improve the educational experience of our LGBTI young people.

I am proud of the Government's record on LGBTI rights, but we must recognise that there is more to do. We rightly abhor homophobia, biphobia and transphobia whenever it occurs, but exclusion, isolation, underrepresentation and silence are more subtle forms of discrimination. They can be equally damaging to children and young people's health and wellbeing and have no place in our education system.

It was to address the passionate and powerful campaigning of Jordan Daly and Liam Stevenson of the Time for Inclusive Education campaign that, on 19 April 2017, the Government announced our intention to form an expert group to provide advice and recommendations on the aims and pledges of TIE. That advice, which would also include the voices of organisations that have campaigned tirelessly for LGBTI equality for decades, would provide a foundation to improve the educational experience of LGBTI children and young people in Scotland.

I am grateful to Christina McKelvie MSP, here today as Minister for Older People and Equalities, for the key role that she played during her time as convener of the Parliament's Equalities and Human Rights Committee in helping to establish the working group. Christina McKelvie has staunchly supported the aims and objectives of the TIE campaign over many years. She ensured that LGBTI issues remained at the top of the political agenda, galvanising Parliament, and, through my

party's policy process, helping to ensure that we make changes for the better.

Today, I can inform Parliament that the Scottish Government will accept in full all the recommendations of the "LGBTI Inclusive Education Working Group: Report to the Scottish Ministers". I am delighted that, in the year of young people, we can present to thousands of children and young people across the country a strong and powerful message of inclusivity, tolerance, respect and equality.

The groundbreaking report includes 33 detailed recommendations outlining how we can, in partnership, improve the educational experience of LGBTI children and young people in Scotland and hopefully provide other countries around the world with a model for improving the learning experience of LGBTI pupils.

The availability of appropriate guidance for local authorities, schools and other education providers is essential. I can confirm that the Scottish Government, in partnership with the Convention of Scottish Local Authorities, will provide initial guidance to education authorities, making it clear that education should be LGBTI inclusive and encouraging schools to work together and in partnership with children and young people to enhance LGBTI inclusion. The guidance will signpost teachers towards supporting resources.

In addition, we will work with key partners to fully update the existing statutory guidance, "Conduct of Relationships, Sexual Health and Parenthood Education in Schools", originally published in 2014, to use a thematic outcomes-based approach and to ensure that it covers themes relating to LGBTI equality and inclusion.

Those themes include understanding LGBTI terminology and identities; representations of LGBTI people and their relationships; recognising, understanding and addressing homophobia, biphobia and transphobia; and an awareness of LGBTI equalities movements. The Scottish Government will evaluate the impact of the updated guidance within five years of its publication.

To assist with the inclusion of LGBTI content in curriculum for excellence, Education Scotland will review and develop specific LGBTI experiences and outcomes, as well as benchmarks that are appropriate to learners' ages and their stages of development. Those will be developed in collaboration with schools, teachers and LGBTI organisations. Education Scotland will also work with the Scottish Qualifications Authority to ensure the appropriate inclusion of LGBTI content in the development of new or adapted course specifications and relevant guidance, which will

ensure that LGBTI inclusion is embedded across the curriculum.

I recognise and value the work that has been undertaken throughout the country by initial teacher education providers in relation to LGBTI inclusion. Nevertheless, the Scottish Government can provide additional, valuable support. Therefore, we will work with our colleagues in further and higher education to ensure a long-term sustainable approach to LGBTI-inclusive education within initial teacher education provision. That will ensure that our teachers of the future are equipped with the skills and attributes that they need to deliver LGBTI inclusion within any education setting and to better support the children and young people whose lives they set out to positively influence.

I also recognise the importance of developing suitable, career-long professional learning opportunities for our existing education staff. I confirm that the Scottish Government will fund sustainable LGBTI training that is accessible to all teachers and school staff in Scotland. We will also lead and resource a new, free-to-access, basic awareness LGBTI inclusion training course that will be suitable for all schools in Scotland. That course will be piloted in 2019 and, following evaluation, made nationally available during 2020. The Scottish Government will ensure that adequate funding is in place in order to enable those programmes to meet demand.

To ensure that all schools have appropriate LGBTI teaching resources, we will review existing resources and fund the development of new teaching resources to support LGBTI-inclusive education. Those new learning resources will focus on LGBTI curricular inclusion from the early years to the senior phase. We will also work with our partners to develop a new toolkit to enhance LGBTI-inclusive education at a whole-school level, which will help to increase staff confidence in addressing instances of prejudice and bullying and in engaging with parents and carers of LGBTI children and young people. The toolkit will build on respect for all, which is our national anti-bullying approach.

Inspection has an important role in evaluating how well schools are developing and improving LGBTI inclusion. I confirm that Education Scotland will continue to provide training for school inspectors to ensure that they are able to engage in professional dialogue about LGBTI equality and inclusion and have an understanding of what LGBTI-inclusive education looks like in different educational settings.

Those actions comprise a new national framework to support the consistent and effective delivery of LGBTI-inclusive education in all Scottish schools. The working group

recommended those actions as an alternative to legislation as it believes that they are achievable by the end of the current parliamentary session. The Scottish Government will consult the working group on further measures should progress be insufficient within that timescale.

The Scottish Government and COSLA have demonstrated, through the successful implementation of the school clothing grant and educational psychologists' training, that swift and effective progress can be made through partnership working in the place of legislation.

As outlined in the debate in the chamber in April last year, action is needed now. The Scottish Government and COSLA will shortly plan the practical delivery of the recommendations. The working group recognises the Government's desire to implement its recommendations as quickly as possible to ensure that they are implemented before the end of the current parliamentary session in May 2021. Therefore, the group will reconvene as an implementation group to drive that work forward and to provide accountability and oversight.

I am aware that some might say that LGBTI-inclusive education could undermine the values of their faith or beliefs. I do not take that view. Human rights and the values of respect and tolerance are universal. Children and young people should feel happy, safe, respected and included in their learning environment, and all staff should be proactive in promoting positive relationships and behaviour in the playground, classroom, wider learning community and society. That is central to the delivery of the curriculum for excellence and the implementation of getting it right for every child. Education remains by far the most effective means that we have to improve the life chances of all young people. The actions that I have outlined will ensure that all young people have the opportunity to excel in a way that works for them as individuals. I am confident that that is the right approach for Scotland so that we continue to get it right for every child.

Finally, I thank each member of the group, and all who have contributed over the past year, for their energy, commitment and determination to improve LGBTI-inclusive education. Reaching consensus among such a diverse group was not easy. Individuals understandably came to the table with their own perspectives, priorities and concerns. Around that table, there was great strength of feeling, which was driven by the passion and importance that individuals attach to their work and their roles—and nobody is wrong to feel like that. However, through a process of patient and respectful dialogue, members of deeply varied perspectives unanimously agreed the delivery of a world-leading set of

recommendations that will make a real difference to the educational experience of not just LGBTI young people, but all children and young people in Scotland. That is an immense achievement that each member of the group has contributed to, of which each member should be immensely proud and that Parliament should value, commend and embrace.

One of the most enduring and, for me, inspiring characteristics of Scottish society is our belief in equality. It is the beating heart of our country's approach to education. It is a value that is enshrined in our approach to social security. It drives our route to creating an inclusive economy. It is central to the importance that we attach to our human rights. Today, we take another step forward, by ensuring that all our children and young people will have the opportunity to better appreciate LGBTI issues within our education system, and our country will be the better for it.

The Deputy Presiding Officer: Before we move on, I say to the people in the gallery that we do not allow clapping, cheering or jeering, so please refrain from doing so.

The cabinet secretary will now take questions on the issues that were raised in his statement, for which I intend to allow about 20 minutes. I invite members who wish to ask questions to press their request-to-speak buttons.

Annie Wells (Glasgow) (Con): I thank the cabinet secretary for advance sight of his statement.

As someone who has been on board with improving the education experience of LGBTI young people since day 1 of my being a member of the Scottish Parliament, I sincerely welcome today's statement. I, too, record my thanks to the individuals and organisations who have helped us to reach this point.

I appreciate that the aim is to ensure that the report's recommendations are in place by the end of the parliamentary session. However, when does the cabinet secretary expect us to see a published timetable for implementation? How will the Scottish Government ensure consistency across all local authorities, and that the approach is not led just by individual teachers and headteachers who are passionate about the cause?

Will teacher training be mandatory and accessible to all school staff? Finally, will parliamentarians have the opportunity to review progress regularly, in an entirely transparent process? At what stage will the cabinet secretary step in if not enough progress has been made?

John Swinney: I thank Annie Wells for her endorsement of the direction of travel. I assure her now—as, I hope, my statement did—that the

Government and our partners who have worked with us to produce the report are serious about ensuring that the recommendations happen, and as quickly as possible. The nature of the recommendations from the working group is that early and swift progress should be made. I embrace that as an objective. I assure Annie Wells that we will come to Parliament with a timetable for implementation as soon as we agree it with our partners.

As I have said, the working group will continue to oversee the process as the implementation group. I suspect that if there is any slacking in the timescale, I will hear about it not only from Annie Wells but from the implementation group—and rightly so.

As for consistency across all local authorities, that brings us to the nub of some of the dilemmas that we in this institution wrestle with all the time. The Government sets out guidance and looks to local authorities to take it forward in a consistent fashion. However, there are checks and balances in the system, such as the inspection role that is played by Education Scotland, which can give feedback on whether practice is changing on the ground in our school community.

Training will, of course, be accessible to all staff. I am in Parliament's hands as to the amount of information that it wants on the matter. I am happy to report to Parliament periodically by placing information in the Scottish Parliament information centre. Perhaps we should also, in due course, use Government time for a debate to enable us to take stock and to see whether sufficient progress has been made. I give Annie Wells a commitment on behalf of the Government to doing all that we can to move swiftly on the agenda.

Iain Gray (East Lothian) (Lab): I, too, thank the cabinet secretary for early sight of his statement.

I begin by associating the Labour group with the cabinet secretary's praise for Jordan Daly, Liam Stevenson and the TIE campaign, which was not only powerful and passionate, but tactically astute and carefully cross-party. As a result, it has—as we have heard today—been very effective indeed. The formation of the Government's expert group and the Government's acceptance of the group's recommendations should certainly mean that we will make a significant stride forward in LGBTI young people's right to a fair, inclusive and equal educational experience, safe from bullying and discrimination. We can all be proud of that, and no one more so than Liam and Jordan.

I have two questions for clarification. First, what resource does the cabinet secretary envisage will be made available to cover in-service training, learning materials and other costs? Secondly, when the cabinet secretary says that he will work

with key partners to update statutory guidance for schools, which key partners does he mean and can he assure us about the breadth of that engagement?

John Swinney: On resources, the costs will be conditional on the manner and method of implementation, so we will take time to discuss with our local authority partners how best to proceed. Consistent with my answer to Annie Wells, I say that I am happy to come back to Parliament in due course to share that information.

As for further guidance, I have tried to take as broadly inclusive an approach as possible, and I am profoundly grateful to organisations of various backgrounds and perspectives for coming together to take forward the agenda. That is the spirit in which I want to proceed in the further stages. I think that that is by far the healthiest way to proceed.

Our local authority partners will be absolutely central in implementation of the agenda, as will our work with professional associations, interested stakeholder organisations and the implementation group, with which I continue to work. I assure Parliament that I intend to be as inclusive as possible in order to ensure that we reach the kind of agreement on how to proceed that we have already managed to reach in order to get to this point.

The Deputy Presiding Officer: A lot of members wish to ask questions, so I ask everyone to be concise in their questions and answers.

Ruth Maguire (Cunninghame South) (SNP): I support the TIE campaign, because I believe that our young people have the right to see themselves and their families being respectfully and honestly reflected in what they are taught in school. I agree with the cabinet secretary that human rights and values of respect and tolerance are universal.

How will the Scottish Government monitor private schools to ensure that their provision of relationship, sexual health and parenthood education is inclusive, appropriate and respectful and, which is important, that it meets the needs of all the young people who are in their care?

The Deputy Presiding Officer: That was a very good question, but it was hardly concise. *[Laughter.]*

John Swinney: I will try to do slightly better, Presiding Officer, so that I do not incur comments like that.

Education Scotland obviously has a role in undertaking school inspections of private schools, and the issues that I have raised and the perspectives that I have brought to Parliament will be reflected in inspections. In many respects, independent schools have a lot of good practice in

this area. A number of independent schools have been recognised with LGBT Youth Scotland gold charter awards as an indication of their commitment to the agenda, and I am quite sure that independent schools will wish to be part of the inclusive approach that the Government is taking.

Jamie Greene (West Scotland) (Con): Although the fact that we need statements like today's still saddens me, the fact that we have had it greatly encourages me, so I thank the cabinet secretary for his words today.

I want to push a little bit further and get clarification. The guidance and training that have been announced today will be mandatory in all schools for all teachers and school staff. If the cabinet secretary is not happy that the spirit behind today's announcement is being delivered in practice, will there be additional legislative options available to him to ensure that every pupil in every school receives the support that they deserve?

John Swinney: Jamie Greene's question gets to the nub of some of the challenging issues in how our education system operates. As I have rehearsed in Parliament on various topics, our education system operates on the basis that we create a framework within which individual schools operate, and we expect individual schools to operate in a way that is consistent with that framework, but without all individual schools having to deliver exactly the same practice, because the context will vary from school to school.

Two elements should give Parliament confidence. The first is that we have gone to great lengths to create an inclusive process across all the different perspectives to get us to the strongest point of agreeing the framework. We have now reached that point, and I very much welcome the fact that Jamie Greene also welcomes the process.

The second thing that should give us confidence is that the guidance that we take forward on all aspects of education is, in my opinion, broadly taken forward by individual schools. When we look at Education Scotland inspection reports—I see them every single week of my life, as they are published—we see that they demonstrate how schools are operating within the framework of the advice that we give, and we expect schools to be able to do that. I hope that that gives Parliament some confidence.

On the final question about what other mechanisms are available to me, there is always the mechanism of legislation that we can enforce. The approach that we are taking now allows us, however, to get on with things faster than that. We demonstrated with school clothing grants that we could within six months go from identification of

the challenge to a solution. That is the kind of pace that I want to set to advance this process.

Monica Lennon (Central Scotland) (Lab): The news from the cabinet secretary is very welcome. I led a debate in Parliament on the TIE campaign last year to promote its aims, and today's statement is a monumental victory for the vibrant campaign that has been led by Jordan Daly, Liam Stevenson and others.

Does the cabinet secretary agree that it is crucial that the momentum behind the TIE campaign be not lost? How will the Scottish Government help to ensure that the movement to secure long-lasting change in our society continues to go from strength to strength?

John Swinney: The measures that I have set out today in responding to and accepting all the recommendations of the working group are designed to give us that opportunity to proceed and to advance in the matter. I have put in place sufficient checks and balances to ensure that that is the case, but as I said in my response to Annie Wells, I will be happy to come back to Parliament in due course for a stocktaking debate, using Government time, to assess progress and to ensure that the commitments that have been made are being reflected by practice on the ground.

In fairness to many of our schools around the country, I say that I already see a lot of practice on the ground reflecting the commitments. I say with the greatest of respect to the working group that many schools have not waited for its fine words and have already embarked on that activity. I saw some fabulous work in that respect at Prestwick academy when I was there last week, and I see it in many other schools across the country. Kirkcaldy high school has just won a prestigious award from the Convention of Scottish Local Authorities for work that it has done on LGBTI awareness, and I had the opportunity just the other day to congratulate the headteacher on the school receiving that award.

The Deputy Presiding Officer: I remind members to be brief.

Jenny Gilruth (Mid Fife and Glenrothes) (SNP): I, too, welcome the statement this afternoon, both as a member of Scotland's LGBTI community and as a former teacher.

Under curriculum for excellence, health and wellbeing are the responsibility of all. Therefore, how will the Scottish Government ensure that all teaching staff have the necessary knowledge, skills and expertise to deliver LGBTI-inclusive education in every single one of Scotland's secondary schools? Will the Government seek to monitor the impact of any agreed training on people's experience of their educational journey?

John Swinney: There are two critical aspects to how we proceed in relation to teacher education. First, we must ensure that initial teacher education is correctly focused to accommodate all those questions. That will be a priority for new teachers. Secondly, many current members of staff will require support. I was very pleased to see the comments made by the Educational Institute of Scotland, which recognised the approach that the Government intends to take to support its work.

On Jenny Gilruth's point about the opinions of pupils, a priority that I am keen to develop is the strengthening of the pupil voice in our education system. I see many strong elements of the articulation of that pupil voice during the time that I spend in schools. I saw that vividly yesterday at Newbattle high school in Midlothian. I would expect to hear that articulation of pupil experience through the channel of pupil voices—it is vital that we listen to and hear that experience.

Ross Greer (West Scotland) (Green): I congratulate Jordan Daly, Liam Stevenson and everyone who has delivered something that will not just transform lives but save lives. The cabinet secretary says that Education Scotland will continue to provide training for school inspectors, but will that training change in line with the higher expectations that we now have for our schools? Will the framework for inspections change as well as the training for inspectors?

John Swinney: The framework for inspection reflects the priorities that we expect to see in Scottish education, so that change will follow from the statement that I set out to Parliament today.

On the support for inspectors, we want to ensure that our inspectors assess whether the education system is consistent with the frameworks that we have in place on this important question, as they do on all activities.

Alex Cole-Hamilton (Edinburgh Western) (LD): I congratulate those involved in the TIE campaign and I look forward to celebrating with them all later.

Is the cabinet secretary aware of the unspoken pressure that is still felt by some teachers in Scottish faith schools to avoid inclusive education, which is caused by the tension that is felt to exist between the promotion of LGBTI rights and the teachings of the church? Further to Ross Greer's question, will the cabinet secretary expand on the working group's recommendations 30 and 31, so that the delivery of inclusive education is a key standard against which schools are scored in the inspection regime?

John Swinney: First of all, I want to make it crystal clear that schools are not scored. That is a very old-fashioned concept—if I may say so to Mr Cole-Hamilton. The purpose of inspection is to

assist schools in improving performance to meet the needs of young people as described in the frameworks of education. That is the purpose of inspection.

In relation to the issues in faith schools, I have been deeply appreciative of the breadth of opinion that has come together in the working group. In my statement, I highlighted the fact that the working group includes people from very different perspectives and backgrounds. The success of the working group is that members of the group, including the Scottish Catholic Education Service, have been able to reach a point of agreement. That is deeply valued by the Government and I commend every organisation that contributed to that work. That indicates the willingness of everyone across the broad cross-section of education to make progress on the vital issue of LGBTI-inclusive education and to see it reflected in every educational setting.

Gail Ross (Caithness, Sutherland and Ross) (SNP): I, too, add my warmest congratulations to everyone in the TIE campaign. What a day!

How will the Scottish Government ensure that the implementation of the whole report is delivered consistently in all schools so that young people can receive an education that is inclusive of the wider LGBTI community, its history and its contributions to our society?

John Swinney: That will be reflected in a combination of the guidance and the resources that we make available, which will be a significant part of the work that needs to be done. I assure Gail Ross that many of those practical and operational questions flow directly from the working group's recommendations and will be addressed as part of the implementation programme.

Oliver Mundell (Dumfriesshire) (Con): Campaigners in third sector organisations have been instrumental in getting us to this point. Will the cabinet secretary outline the day-to-day role that he sees them playing in the practical delivery of the recommendations?

John Swinney: I would like those organisations not only to be involved in ensuring that we deliver all of this—which is very important—but to give us the benefit of their input in shaping the approaches that are taken, to make sure that the materials, resources, training and approaches that are designed are appropriate to achieve the objectives that have been set out in the report. Consistent with what I said to Iain Gray a few moments ago, I am keen to ensure that the process is inclusive of the organisations that have contributed so much to get us to where we are today. I want that sentiment to continue to underpin the approach to implementation.

James Dornan (Glasgow Cathcart) (SNP): I welcome today's announcement and congratulate the TIE campaign—Jordan, Liam and everybody else who is involved—for all that it has achieved. Scotland is widely recognised as one of the most progressive countries in Europe on LGBTI rights. Today's announcement only reinforces that position. However, what other action has the Scottish Government taken to protect and promote the rights of the LGBTI community?

John Swinney: The Government has introduced a range of measures through the funding and support that we make available to organisations that advance the issues and concerns of the LGBTI community. We undertake work to tackle hate crime and prejudice, and we have a very explicit approach to tackling inequalities. The approach on education will be another component of the wider agenda that the Government advances in this respect.

Kezia Dugdale (Lothian) (Lab): What a day and what a distance we have come from section 2A of the Local Government Act 1986. I offer my sincerest congratulations to all those involved. Does the cabinet secretary accept that cultural attitudes to sexuality have advanced far faster than attitudes to gender identity? What are his plans to address that and the growing contention around the self-declaration of gender in schools?

John Swinney: I recognise the significant progress that has been made on the question of sexuality and, as I hope that I conveyed adequately in my statement, I think that the country is the better for it.

We are taking care to make sure that schools are well supported in dealing with issues of sexual identity. The matter is under active consideration in the Government and ministers will come back to the Parliament with updates on progress in that respect. I assure Kezia Dugdale of the Government's determination—again, I hope that I conveyed this in my statement—to ensure that we are in no way tolerant of the exercise of prejudice towards individuals for the choices that they make. We should take people for who they are and who they believe themselves to be, and that should be reflected in the approaches that we take.

David Torrance (Kirkcaldy) (SNP): Does the cabinet secretary agree that schools can learn from one another and share good practice, and that groups such as the LGBT+ group in Kirkcaldy high school, in my constituency, which recently won the president's award at the 2018 COSLA excellence awards for its work to provide a safe space for pupils who are tackling homophobia and for its campaigning and training work with groups and organisations across Fife and the rest of the country, set an example for other schools to follow?

John Swinney: I got to Kirkcaldy high school before Mr Torrance did, but his question allows me to reiterate Kirkcaldy high school's very significant achievement in winning the president's award at the 2018 COSLA excellence awards. That illustrates the point that I made to members a few moments ago, which is that many schools are advancing on the agenda far faster than our wider society is doing, because they are listening to pupils' voices and making sure that our schools are safe places where young people can feel at ease and comfortable.

I unreservedly commend Kirkcaldy high school for its tremendous achievement. Mr Torrance is entitled to be very proud of the achievement of one of the secondary schools in his constituency.

Business Motion

15:46

The Deputy Presiding Officer (Christine Grahame): The next item of business is consideration of business motion S5M-14664, in the name of Graeme Dey, on behalf of the Parliamentary Bureau, on the timetable for the Prescription (Scotland) Bill at stage 3.

Motion moved,

That the Parliament agrees that, during stage 3 of the Prescription (Scotland) Bill, debate on groups of amendments shall, subject to Rule 9.8.4A, be brought to a conclusion by the time limit indicated, those time limits being calculated from when the stage begins and excluding any periods when other business is under consideration or when a meeting of the Parliament is suspended (other than a suspension following the first division in the stage being called) or otherwise not in progress:

Groups 1 to 2: 45 minutes.—[*Graeme Dey*]

Motion agreed to.

Prescription (Scotland) Bill: Stage 3

15:46

The Deputy Presiding Officer (Christine Grahame): The next item of business is stage 3 proceedings on the Prescription (Scotland) Bill. In dealing with the amendments, members should have the bill as amended at stage 2—that is, SP Bill 26A—the marshalled list and the groupings.

The division bell will sound and proceedings will be suspended for five minutes for the first division of the afternoon. The period of voting for the first division will be 30 seconds. Thereafter, I will allow a voting period of one minute for the first division after a debate.

Members who wish to speak in the debate on any group of amendments should press their request-to-speak buttons as soon as possible after I call the group.

I ask members to refer to the marshalled list of amendments.

Section 3—Statutory obligations

The Deputy Presiding Officer: Amendment 1, in the name of Neil Findlay, is grouped with amendments 3 to 7.

Neil Findlay (Lothian) (Lab): The bill makes a number of commonsense reforms, which the Delegated Powers and Law Reform Committee accepted unanimously, but there are other areas in which I believe that further change is needed. Chief among those is the period of time for which authorities can chase council tax arrears and for which debts relating to reserved social security benefits and tax credits, including overpayments, can be recovered.

At the moment in Scotland, that period can be as long as 20 years. I ask members to think of all the things that have gone on in their lives over the past 20 years and then to think of what it would be like if they had a debt—one that they might not have been aware of—that at any time, with little warning, could be called in by a creditor, despite their having no records or recollection of that debt and despite not necessarily knowing that they had ever had such a debt. That cannot be right, but that is what is being proposed for debts that are owed for council tax and debts that are owed to the Department for Work and Pensions in relation to reserved benefits.

I do not understand why the Scottish Government appears to be taking its line from the DWP on the matter, nor do I understand why the Government is proactively seeking the

endorsement of the DWP, as the Minister for Community Safety did in her letter to the agency, when, in England, the prescription period for the same benefits is six years.

The intention of my amendments is not to reduce the amount of money to which councils have access. Over the years, Scottish Labour has fought relentlessly for sustainable and meaningful solutions to the chronic underfunding of Scotland's local authorities. We are talking about the collection of debt payments within a reasonable timescale. I make it clear that the exemptions that are proposed in the bill would not mean that the pursuer would have 20 years for the recovery of the entire debt or 20 years from when the debt was incurred; they would have 20 years from the most recent payment or acknowledgement. That situation could leave people in Scotland open to penalties for decades after the event in question occurred, even if they are not aware that it actually happened.

Many debtors in Scotland have already been pursued for council tax arrears or benefit overpayments more than five years after the debts allegedly arose. Citizens Advice Scotland and others have shown us numerous case studies involving clients who are being pursued for debts that they have never been notified about and where the historical records from councils and the DWP produce very little to back up the case. That causes stress, anxiety and family pressure.

On Tuesday, ministers and many of the rest of us rightly laid into the DWP for its shambolic handling of universal credit. At the same time, the minister has written to Esther McVey, of all people, to seek her advice on how the Government can agree the line and give answers to the Parliament about the more punitive debt recovery system in Scotland. Why is the Scottish Government asking for a period of five years for debt to the Scottish social security agency but a period of 20 years to continue in relation to reserved benefits?

The amendments would bring us more in line with England and Wales and are supported by Citizens Advice Scotland, the Govan Law Centre, StepChange, Money Advice Scotland, welfare rights organisations and the Law Society of Scotland.

With amendments 5, 6 and 7, we are offering a compromise through which we can delay the introduction of five-year prescription by five years to allow local authorities to collect the affected debts. I hope that members will support the amendments and ensure that we have a fair, humane and timeous debt recovery system.

The Minister for Community Safety (Ash Denham): Will the member take an intervention?

The Deputy Presiding Officer: Have you concluded, Mr Findlay?

Neil Findlay: I have concluded.

I move amendment 1.

Graham Simpson (Central Scotland) (Con): I will try to keep this brief. All the amendments in this group and the second group relate to section 3, which says that all statutory obligations to pay money should fall within five-year prescription, but then lists some exceptions that are to remain subject to 20-year prescription. The stage 3 amendments all relate to the exceptions in section 3. The policy debate is about whether debts relating to council tax and reserved social security benefits should be subject to five or 20-year prescription.

The first group of amendments are all from Neil Findlay, whom I thank personally for his time on the Delegated Powers and Law Reform Committee. The amendments deal with exceptions for council tax. The question is whether we allow councils 20 years to recover debts or limit the period to just five years. On that, the submission from the Convention of Scottish Local Authorities is compelling. The committee wrote to all councils asking for their views. COSLA has said that any attempt to impose a five-year prescription period

“would have significant consequences financially and in terms of the social contract between citizens and their local authority area.”

Neil Findlay: Will the member take an intervention on that point?

Graham Simpson: I wish to carry on.

Moving to a five-year prescription period for local tax would undermine those aims. Councils would be forced to secure court decrees through affirmative court proceedings, which would increase costs for councils, citizens and the Scottish Courts and Tribunals Service, and condensing the prescription period would potentially mean that local authorities would not have the space to be flexible and come to individual payment plans with a debtor, instead having to acknowledge the debt through early court action, resulting in decree.

More than £2 billion-worth of council tax is currently owed across Scotland, and £1.2 billion of that relates to debts that are more than five years old. That is money that could be spent on local services. Making the prescription period for those debts five years would likely force a change in the way that councils recover the debt. For those reasons, we do not support Neil Findlay's amendments.

Tom Arthur (Renfrewshire South) (SNP): I intend to be very brief. As a member of the

Delegated Powers and Law Reform Committee, I put on record my thanks to my fellow committee members and the clerks, legal advisers and researchers, who for me have shed light on a complicated piece of law. As I said at stage 2, when similar amendments to nearly all those that we are considering today were discussed and rejected, I have a great deal of sympathy for the aims and motivations behind the amendments. However, the concerns that I had at stage 2 remain. Fundamentally, they are about unintended consequences.

With regards to council tax, COSLA has been very clear on its position. I recall that, when Mike Dailly gave evidence to the committee, he floated the idea of a compromise through which there would normally be five-year prescription but, in exceptional circumstances, such as where fraud was suspected, there could be 20-year prescription. That kind of idea merits further investigation, but unfortunately we have not had the opportunity to explore all those areas fully in scrutinising the bill, which is narrowly defined and technical.

I am sympathetic to the intentions and motivations that are behind the amendments, but unfortunately not enough work has been done on them to ensure that we are in a position to be absolutely sure that they would have no unintended consequences.

I am sympathetic to the point about reserved benefits, but we have been unable to explore any unintended consequences properly. I say gently to the Labour Party that the best solution is for benefits to be completely devolved to this Parliament, which Labour resisted absolutely in the Smith commission process.

Ash Denham: The bill is about the difficulties that negative prescription has had in practice. It is not an appropriate place to make substantial policy changes in specific areas, and it is not a short cut for Neil Findlay to make far-reaching and unrecognised changes to the recovery of council tax.

The bill's aim is not to change the position of council tax, as suggested by Mr Findlay, but to maintain the status quo as it is understood. Local taxes form a substantial source of income for local authorities and pay for essential services such as education, housing and roads. COSLA told the Delegated Powers and Law Reform Committee that a 20-year prescription period for the recovery of arrears allows local authorities to begin the recovery process quickly, at minimal cost to taxpayers, while protecting those who owe arrears by entering into long-term arrangements. All that would be jeopardised if the prescription period was shortened.

Andy Wightman (Lothian) (Green): Does the minister accept that the current regime for recovering council tax debt is pernicious? Probably every member has had casework that has involved people who lost their jobs, who were students and then not students, who moved out of shared accommodation or who split up from their partners and who found themselves with the tyranny of sheriff officers knocking at their doors. Does she accept the powerful case, which we made as early as June 2016, for fundamental reform of how council tax is administered, to prevent the dire circumstances in which many people have found themselves?

Ash Denham: I take the member's point, but the bill is not the place to address those issues.

Neil Findlay: Will the minister give way?

Ash Denham: COSLA said:

"It would be extremely rare for an action to be raised on an account which was more than 5 years old. However, it is common for debt to be repaid in small amounts over a period of more than 5 years—particularly as"

council tax

"debt is a recurring obligation."

Although local authorities have 20 years before the debt that is owed is extinguished by prescription, that does not mean that they can wait 10, 15 or even 19 years before attempting recovery. Scots law recognises the separate doctrine of delay. If local authorities waited unduly before seeking to recover their debt, that defence might be available to the debtor to bar the pursuer from enforcing their rights.

The Delegated Powers and Law Reform Committee wrote to seek further information and received an impressive number of responses. Of the 32 local authorities, 26 responded, and not one agreed that changing the prescription period was appropriate.

Johann Lamont (Glasgow) (Lab): Will the minister take an intervention?

Ash Denham: Instead, the councils were all adamant that the status quo should not be changed. That even includes 10 councils that are under Labour leadership.

Daniel Johnson (Edinburgh Southern) (Lab): Will the minister give way?

Ash Denham: Among the comments that local authorities made was the point that the policy reasons that justify excepting from the five-year prescription period taxes that are payable to the Crown—to Her Majesty's Revenue & Customs and Revenue Scotland—apply equally to taxes that are payable to local authorities. In other words, no distinction should be made between taxes that are

owed to central Government and those that are owed to local authorities.

I will give way.

Neil Findlay: A distinction is made in relation to benefits, because the bill sets a 20-year period for reserved benefits but a five-year period for Scottish benefits. Why are the periods not being brought into line?

Ash Denham: For devolved benefits, the Scottish ministers have complete control over the policy and the processes. The Scottish ministers do not control the policies or processes of councils or the DWP.

Neil Findlay really ought to explain to Parliament why he thinks that all the councils in Scotland are wrong on the issue and he is right. Does he take no account of councils' views on the issue? That includes Labour councils—the member's colleagues are telling him that his proposal is inappropriate.

Johann Lamont: Will the minister take an intervention?

Daniel Johnson: Will the minister take an intervention?

The Deputy Presiding Officer: I ask both members to sit down, please. The minister is not taking an intervention.

Ash Denham: Councils pointed out that any change to prescription, by reducing it—

Gordon Lindhurst (Lothian) (Con): Will the minister take an intervention?

The Deputy Presiding Officer: Mr Lindhurst, I do not know whether you are trying to intervene—

Gordon Lindhurst: I am.

The Deputy Presiding Officer: If the minister is not giving way, you have to sit down.

16:00

Ash Denham: Thank you, Presiding Officer. Any reduction to the prescription period would likely force a change in the way in which councils recover the debt, potentially making it more expensive to recover the moneys owed. That would be all to the detriment of those who use and rely on our local services. In addition, local authorities are concerned that reducing the prescription period will create an incentive for those who wish to avoid paying their taxes in the first place.

Local authorities continue to recover a significant amount of arrears each year. More than £2 billion of council tax debt is currently owed across Scotland and more than £1 billion of that relates to debts that are more than five years old.

Although we are told that we are reaching the end of austerity, that money is vital not just for the debtor, but for local services.

At the beginning of the week, we had Labour's communities spokesperson, Alex Rowley, talking about an end to austerity for local government and a renewal of powers for our councils. At the end of the week, however, we have Neil Findlay not only making it more difficult for local government to collect the vital sums of money that it is owed, but making it even easier for those who do not want to pay council tax not to do so.

Gordon Lindhurst: On a point of order, Presiding Officer. The minister referred to the concept of delay in Scots law preventing the raising of legal actions—

The Deputy Presiding Officer: I am afraid that that is not a point of order.

Gordon Lindhurst: I want to know what she was referring to.

The Deputy Presiding Officer: That is not a point of order, Mr Lindhurst—thank you.

Ash Denham: Tell me, how is that fair to the millions of hard-working Scots who struggle to pay their council tax every month?

In this chamber on Tuesday, Mr Findlay talked about his time as a front-line housing officer. He said that he saw daily the struggles and challenges that are faced by people just trying to get by. How do his amendments help them if all that they achieve is to force local authorities to raise individual court actions—as they have told us that they would—to recover the debt?

It is because his amendments would make it easier for those who will not pay and more difficult for those who need more time to pay that I urge Neil Findlay not to press them.

Neil Findlay: I am sure that the minister welcomed her briefing from Esther McVey, because it seemed to provide the entirety of her speech. The reality is that the five-year period can be rolled over if a payment or an acknowledgement is made.

Ash Denham: That is not true.

Neil Findlay: It is absolutely true. Therefore, there is no barrier—the minister is, to be frank, wrong on that.

Councils were written to as part of the consultation, but it is hardly a surprise that when we write to council chief finance officers, they come back and say that they want to collect money—of course they will say that.

Let me say this, however. Is it not welcome that the Government listens to COSLA on something? I

hope that it will listen to COSLA on the budget, on council workers' pay and on the testing of primary school kids—or does it listen to COSLA only selectively? I think that it does.

What happened to poll tax debt? What did council chief finance officers say about that? And yet we dealt with that because this Parliament agreed to. The minister is wrong again. This is about putting in place a decent and fair regime for debt recovery in Scotland, in line with that in England.

What we will have now—what the Government is pursuing—is a more punitive regime for Scotland. So much for standing up for Scotland.

The Deputy Presiding Officer: Mr Findlay, will you say whether you are pressing amendment 1? I am sure that you are, but will you just say so?

Neil Findlay: I shall press amendment 1.

The Deputy Presiding Officer: Thank you. The question is, that amendment 1 be agreed to. Are we agreed?

Members: No.

The Deputy Presiding Officer: There will be a division. As this is the first division of the stage, the Parliament will be suspended for five minutes.

16:04

Meeting suspended.

16:09

On resuming—

The Deputy Presiding Officer: We proceed to the division on amendment 1.

For

Baillie, Jackie (Dumbarton) (Lab)
 Baker, Claire (Mid Scotland and Fife) (Lab)
 Beamish, Claudia (South Scotland) (Lab)
 Bibby, Neil (West Scotland) (Lab)
 Dugdale, Kezia (Lothian) (Lab)
 Fee, Mary (West Scotland) (Lab)
 Findlay, Neil (Lothian) (Lab)
 Finnie, John (Highlands and Islands) (Green)
 Grant, Rhoda (Highlands and Islands) (Lab)
 Gray, Iain (East Lothian) (Lab)
 Greer, Ross (West Scotland) (Green)
 Griffin, Mark (Central Scotland) (Lab)
 Harvie, Patrick (Glasgow) (Green)
 Johnson, Daniel (Edinburgh Southern) (Lab)
 Johnstone, Alison (Lothian) (Green)
 Lamont, Johann (Glasgow) (Lab)
 Lennon, Monica (Central Scotland) (Lab)
 Leonard, Richard (Central Scotland) (Lab)
 Macdonald, Lewis (North East Scotland) (Lab)
 Marra, Jenny (North East Scotland) (Lab)
 McDonald, Mark (Aberdeen Donside) (Ind)
 McNeill, Pauline (Glasgow) (Lab)
 Rowley, Alex (Mid Scotland and Fife) (Lab)
 Ruskell, Mark (Mid Scotland and Fife) (Green)

Smith, Elaine (Central Scotland) (Lab)
 Smyth, Colin (South Scotland) (Lab)
 Stewart, David (Highlands and Islands) (Lab)

Against

Adam, George (Paisley) (SNP)
 Adamson, Clare (Motherwell and Wishaw) (SNP)
 Allan, Alasdair (Na h-Eileanan an Iar) (SNP)
 Arthur, Tom (Renfrewshire South) (SNP)
 Ballantyne, Michelle (South Scotland) (Con)
 Beattie, Colin (Midlothian North and Musselburgh) (SNP)
 Bowman, Bill (North East Scotland) (Con)
 Brown, Keith (Clackmannanshire and Dunblane) (SNP)
 Burnett, Alexander (Aberdeenshire West) (Con)
 Cameron, Donald (Highlands and Islands) (Con)
 Campbell, Aileen (Clydesdale) (SNP)
 Carlaw, Jackson (Eastwood) (Con)
 Carson, Finlay (Galloway and West Dumfries) (Con)
 Chapman, Peter (North East Scotland) (Con)
 Coffey, Willie (Kilmarnock and Irvine Valley) (SNP)
 Cole-Hamilton, Alex (Edinburgh Western) (LD)
 Corry, Maurice (West Scotland) (Con)
 Crawford, Bruce (Stirling) (SNP)
 Cunningham, Roseanna (Perthshire South and Kinross-shire) (SNP)
 Denham, Ash (Edinburgh Eastern) (SNP)
 Dey, Graeme (Angus South) (SNP)
 Doris, Bob (Glasgow Maryhill and Springburn) (SNP)
 Dornan, James (Glasgow Cathcart) (SNP)
 Ewing, Annabelle (Cowdenbeath) (SNP)
 Ewing, Fergus (Inverness and Nairn) (SNP)
 Fabiani, Linda (East Kilbride) (SNP)
 FitzPatrick, Joe (Dundee City West) (SNP)
 Forbes, Kate (Skye, Lochaber and Badenoch) (SNP)
 Fraser, Murdo (Mid Scotland and Fife) (Con)
 Freeman, Jeane (Carrick, Cumnock and Doon Valley) (SNP)
 Gibson, Kenneth (Cunninghame North) (SNP)
 Gilruth, Jenny (Mid Fife and Glenrothes) (SNP)
 Golden, Maurice (West Scotland) (Con)
 Gougeon, Mairi (Angus North and Mearns) (SNP)
 Greene, Jamie (West Scotland) (Con)
 Hamilton, Rachael (Ettrick, Roxburgh and Berwickshire) (Con)
 Harper, Emma (South Scotland) (SNP)
 Harris, Alison (Central Scotland) (Con)
 Haughey, Clare (Rutherglen) (SNP)
 Kerr, Liam (North East Scotland) (Con)
 Kidd, Bill (Glasgow Anniesland) (SNP)
 Lindhurst, Gordon (Lothian) (Con)
 Lochhead, Richard (Moray) (SNP)
 Lockhart, Dean (Mid Scotland and Fife) (Con)
 Lyle, Richard (Uddingston and Bellshill) (SNP)
 MacDonald, Angus (Falkirk East) (SNP)
 MacDonald, Gordon (Edinburgh Pentlands) (SNP)
 MacGregor, Fulton (Coatbridge and Chryston) (SNP)
 Mackay, Derek (Renfrewshire North and West) (SNP)
 Mackay, Rona (Strathkelvin and Bearsden) (SNP)
 Macpherson, Ben (Edinburgh Northern and Leith) (SNP)
 Maguire, Ruth (Cunninghame South) (SNP)
 Martin, Gillian (Aberdeenshire East) (SNP)
 Mason, John (Glasgow Shettleston) (SNP)
 McAlpine, Joan (South Scotland) (SNP)
 McArthur, Liam (Orkney Islands) (LD)
 McKee, Ivan (Glasgow Provan) (SNP)
 McKelvie, Christina (Hamilton, Larkhall and Stonehouse) (SNP)
 Mountain, Edward (Highlands and Islands) (Con)
 Neil, Alex (Airdrie and Shotts) (SNP)
 Paterson, Gil (Clydebank and Milngavie) (SNP)
 Rennie, Willie (North East Fife) (LD)
 Robison, Shona (Dundee City East) (SNP)

Ross, Gail (Caithness, Sutherland and Ross) (SNP)
 Rumbles, Mike (North East Scotland) (LD)
 Scott, John (Ayr) (Con)
 Simpson, Graham (Central Scotland) (Con)
 Smith, Liz (Mid Scotland and Fife) (Con)
 Stevenson, Stewart (Banffshire and Buchan Coast) (SNP)
 Stewart, Alexander (Mid Scotland and Fife) (Con)
 Stewart, Kevin (Aberdeen Central) (SNP)
 Todd, Maree (Highlands and Islands) (SNP)
 Tomkins, Adam (Glasgow) (Con)
 Torrance, David (Kirkcaldy) (SNP)
 Watt, Maureen (Aberdeen South and North Kincardine) (SNP)
 Wheelhouse, Paul (South Scotland) (SNP)
 Whittle, Brian (South Scotland) (Con)
 Yousaf, Humza (Glasgow Pollok) (SNP)

The Deputy Presiding Officer: The result of the division is: For 27, Against 78, Abstentions 0.

Amendment 1 disagreed to.

The Deputy Presiding Officer: Amendment 2, in the name of Mark Griffin, is in a group on its own.

Mark Griffin (Central Scotland) (Lab): Amendment 2 is the same as the amendment that I submitted at stage 2 and withdrew with the agreement of the committee. As I explained then, I am seeking to reduce the prescription period for reserved and DWP debts to five years. The amendment removes the exception to the five-year rule that the Government wishes to pursue. To be clear—something that was missing earlier today—that would not consolidate the debt-recovery process into five years; it would mean that recovery must begin in those five years.

Not only is my amendment 2 consistent with the Scottish Law Commission's original principle that all debts should be covered by a five-year rule, but it would put the rules in line with debts that are owed to Social Security Scotland under our new system that is built on dignity and respect. In their joint briefing in support of my amendment, Citizens Advice Scotland, Money Advice Scotland and StepChange explained that, if it is passed in its current form today, the Prescription (Scotland) Bill will afford the DWP a more privileged status to recover debts than Social Security Scotland.

Given that DWP debts do not have an explicit place in the Prescription and Limitation (Scotland) Act 1973, the Government's exceptions mean that Scots law would go further and explicitly extend the powers of the DWP. The DWP may implicitly rely on paragraph 2(a) of schedule 1 to the 1973 act, but to explicitly spell out new rights excepting it from the five-year rule would go further.

I am sure that that is not the intention of this chamber or our desired policy outcome, which is why I am asking members to support my amendment. At stage 2, I asked the minister what the Scottish Government's view was on treating DWP debt in the same way that we will treat debt

in Scotland. The minister's response was that it was a matter for the DWP and that this bill is not the place to change that.

That is patently wrong. This is the Prescription (Scotland) Bill in the devolved Scottish Parliament; this is precisely where we change it. It is for this Parliament to decide on our own laws governing debt collection, and not for the DWP to dictate a timescale and the Government passively to accept that demand.

The minister told the committee repeatedly, whole-heartedly relying on the DWP's evidence, that it was the DWP's view that a five-year rule would cause hardship through over-zealous and rapid recovery. Since then, the minister has written to Esther McVey of the Tory Government, of all people, for answers to the points that I made at that stage 2 meeting. That is unbelievable. The minister is either looking for the DWP to tell her whether she should support the five-year rule, or she is looking for the DWP to tell MSPs that they are wrong.

Ash Denham: The reason why the Scottish Government was seeking clarity on some of the issues was because Mark Griffin had said that he thought that the amendments would affect only a very small number of people. The reality is that the number is 413,000. What does Mark Griffin have to say to that?

Mark Griffin: That was a good answer from Esther McVey that the minister read out. It is clear that the Scottish Government does not know why it opposes Labour's amendment; it is only doing what Esther McVey tells it. However, the DWP's assertion that it would need to collect all debts within the five years is wrong. It is built on a misconception of both the bill and how the five-year rule works.

Even if this bill passes unmodified, the DWP has a plethora of tools for collecting debts—and believe me, it does that. Earnings and bank attachments, deductions from live benefits and even seizures are used in some way or another before the DWP relies on a court process. As Citizens Advice Scotland reiterates, if the debt is called or acknowledged, or even a single payment is made using those recovery mechanisms, that five-year window restarts up to the hard 20-year limit that this bill will introduce.

16:15

At stage 2, I told the Delegated Powers and Law Reform Committee that the DWP should get its house in order. If it is doing its job and paying people the right benefits, it can surely recover debts in a timely fashion. It is wrong for the DWP to wait years to chase up its debts or for it be given another 15 years to do so. Should it not

have its house in order and collect those debts within five years?

We know that the DWP would prefer to recover debts through its reserved powers, not through a court decree or document of debt. However, if it did exercise its right under amendment 2 it would have five years to take action. That is far more reasonable than 20 years and, crucially, it is in line with the position of this Parliament and our own Social Security (Scotland) Act 2018. In May, the then Minister for Social Security said:

“If Parliament’s view is that five years is generally a fair and equitable period to allow for the recovery of debts, the Scottish Government’s view is that it fits best with the aim of treating people with dignity and respect by that general rule. Where there has been an overpayment, people should expect the agency to act promptly in deciding whether to recover it.”

Surely, given that Parliament agreed accordingly in April, the same principle applies to DWP debts.

This debate is in stark contrast to Tuesday’s debate. Just two days ago, the whole chamber, apart from the Tories, collectively condemned the United Kingdom Government, and the DWP in particular, for their handling of universal credit and the misery and poverty that it is causing. Today, the Scottish Government is doing the bidding of the DWP and the Tory Government—the DWP and the Tory Government of the rape clause, the two-child limit, the benefits freeze, sanctions, the bedroom tax and everything else—by imposing far longer periods for the recovery of reserved social security debts than the Scottish social security agency has.

I move amendment 2.

The Deputy Presiding Officer: Before I call Tom Arthur, I remind members that if they want to speak to an amendment, it is helpful if they press their request-to-speak buttons as soon as we move on to that amendment.

Tom Arthur: The arguments put forward by Mr Griffin are almost identical to those that he put forward at stage 2. As I said at that stage, and as I said to Neil Findlay this afternoon, I am sympathetic to the motives and the intentions, but clearly there is a concern for unintended consequences, given that he is referring to reserved benefits. I asked Mr Griffin at stage 2 what engagement he had had with the DWP in order to clarify the position. His answer was “none”. I ask him what work he has done ahead of stage 3 to clarify the point because, ultimately, there is a danger of unintended consequences and it is our responsibility and duty as legislators to fully investigate those matters.

Neil Findlay *rose*—

Mark Griffin *rose*—

The Deputy Presiding Officer: Have you concluded?

Tom Arthur: I have concluded.

The Deputy Presiding Officer: I am sorry—the member has concluded so he cannot take interventions. I call the minister.

Ash Denham: I begin by reiterating that the aim of the bill is not a fundamental reform of the law of negative prescription but rather to fix problems that have arisen in practice. The amendment that Mark Griffin has lodged departs from the status quo.

I listened to the speech that Mark Griffin made in the chamber on Tuesday, in which he urged MSPs to act to help people who are suffering. However, his amendment changes the length of time in which the DWP can recover overpayments of reserved benefit, reducing it from the current 20 years to five years. Why does that matter? It matters because it would force the DWP to take debtors to court so that they can have the same amount of time that they already have under the current system.

In terms of the potential impact, the value of debt owed to the DWP that is more than five years old stands at just over £1.2 billion, and it belongs to 413,000 debtors. For those who can pay off their debts, but only in periods of time over the five-year mark—for example, in six, seven, eight or more years—Mark Griffin’s amendment would have an enormous impact. It would make a large number of families face even more hardship. That is especially so given that the rate of deductions taken from benefits is set out in legislation and other debts can take priority.

It was only on Tuesday that Mark Griffin talked about the growing number of arrears as a result of universal credit. The amendment will mean that debtors not only will have to pay off their debt but may have the extra expense of legal proceedings over and above the original sum. They will also have to pay an annual judicial rate of interest of 8 per cent. To put that into context, the current UK base rate of interest is 0.75 per cent. Not only that, the debtor will then have a mark on their credit score that will affect their ability to gain credit in the future.

Writing about wider income pressures, the head of advocacy at the Carnegie UK Trust, Douglas White, recently pointed out that, for many people, credit is something to be relied on as part of normal life. As a result of Mark Griffin’s proposed changes, debtors may find it more difficult to pay for unexpected bills.

Johann Lamont *rose*—

Ash Denham: Mark Griffin has suggested that it is unfair to have a debt hanging over someone’s

head for 18 years before the DWP takes action. Does he not realise that Scots common law recognises the doctrine of delay? That law sits alongside negative prescription but is separate from it, and the bill does not affect it. That means that, if a pursuer were to wait 18 years before raising an action, as he suggested, the debtor would be able to rely on that defence to bar a pursuer from enforcing their rights.

The Deputy Presiding Officer: Excuse me, a minute.

Ms Lamont, when the member is not taking an intervention, please resume your seat. [*Interruption.*] She is not taking an intervention. She has waved you away. Minister, are you taking an intervention?

Ash Denham: No.

The Deputy Presiding Officer: Ms Lamont, please resume your seat. [*Interruption.*] I have asked you to resume your seat, politely. Thank you. Minister, please continue.

Ash Denham: Mark Griffin is trying to alter the behaviour of the DWP by changing the period of prescription from 20 years to the shorter period of five years but—this is the important point, so members may wish to listen to this—without fully understanding and taking cognisance of the unintended consequences. There has been no widespread public consultation on what the amendment would mean.

Neil Findlay: Does the minister think that Citizens Advice Scotland would have put forward that case if what she says is correct? Does she think that the Govan Law Centre, the Law Society of Scotland and StepChange would have done so? The minister is wrong and she knows it. She is trying to blank out all the advice that they have had from the money agencies.

Ash Denham: The Scottish ministers are not in control of the policies and processes of reserved benefits. I had assumed that that would be clear to the Labour Party. Am I a fan of universal credit? No, I am not, and I am on record saying that. However, is this bill the place to make changes to try to control that?

Members: Yes.

Ash Denham: No, it is not. I assure members that I have the debtor firmly in my mind as I think about this issue. When I say that the unintended consequences of the amendment are very likely to increase hardship, I ask members to please take consideration of that.

Neil Findlay: Go and sit over there with the Conservatives!

The Deputy Presiding Officer: Mr Findlay. [*Interruption.*] Minister, please sit down.

This is a very passionate debate, which I understand. However, I want courtesy. We have an interventions system, and it is up to the member whether they wish to take an intervention. I do not want shouting across the chamber; it does nobody any good service.

Minister, please. You will have to conclude.

Ash Denham: Thank you, Presiding Officer.

Amendment 2 would have unintended consequences, which could be extremely far reaching. After all, it seems like common sense that, if a person is told that they will have more time to recover a debt if they take out court action, that will result in more court actions. The bill is intended to bring clarity to this area of the law. Accepting the amendment would create uncertainty, which is highly undesirable. For those reasons, I urge Mark Griffin not to press the amendment.

The Deputy Presiding Officer: I call Mark Griffin to wind up and press or withdraw amendment 2.

Mark Griffin: I say in answer to Tom Arthur's question that I looked carefully at the DWP's evidence. I also looked carefully at the evidence from Citizens Advice Scotland, StepChange, Money Advice Scotland, the Govan Law Centre and members who gave evidence. The key is that, after reading that evidence, I came to the informed position that I have now. I will press the amendment. The difference between the Labour side and the Government side is that I have come to my own conclusion and I am not reading from a DWP script.

Amendment 2 would mean that recovery action would have to be taken within five years for reserved DWP debts. If any action was taken to recover debt within that five years, that five-year period would then extend another five years from the point of collection. If a single payment was made, the clock would start again for another five years. If an acknowledgement is made of the debt, the five-year clock starts again on another five years to collection, all up to a hard limit of a total of 20 years as set out in the bill. That seems to be a sensible position to take. It is the position that Parliament took in relation to Social Security Scotland debts, and the Government's reasoning for that at the time was that it was considered to give people dignity and respect and the ability to challenge decisions.

From our extensive casework, we know that there are many occasions on which the DWP makes overpayments to people through agency error. Where is the ability for someone to look back 20 years to challenge a DWP decision on overpayment and see whether it was their fault or

the agency's fault? Who keeps records for 20 years?

I urge members to support amendment 2 for the reasons that I have set out and for the reasons that have been set out by the Govan Law Centre, Citizens Advice Scotland, Money Advice Scotland, StepChange and a whole range of public debt advocates. I urge members to reject the DWP arguments that the minister has brought to the chamber today.

I will press amendment 2.

The Deputy Presiding Officer: The question is, that amendment 2 be agreed to. Are we agreed?

Members: No.

The Deputy Presiding Officer: There will be a division.

For

Baillie, Jackie (Dumbarton) (Lab)
 Baker, Claire (Mid Scotland and Fife) (Lab)
 Beamish, Claudia (South Scotland) (Lab)
 Bibby, Neil (West Scotland) (Lab)
 Dugdale, Kezia (Lothian) (Lab)
 Fee, Mary (West Scotland) (Lab)
 Findlay, Neil (Lothian) (Lab)
 Finnie, John (Highlands and Islands) (Green)
 Grant, Rhoda (Highlands and Islands) (Lab)
 Gray, Iain (East Lothian) (Lab)
 Greer, Ross (West Scotland) (Green)
 Griffin, Mark (Central Scotland) (Lab)
 Harvie, Patrick (Glasgow) (Green)
 Johnson, Daniel (Edinburgh Southern) (Lab)
 Johnstone, Alison (Lothian) (Green)
 Kelly, James (Glasgow) (Lab)
 Lamont, Johann (Glasgow) (Lab)
 Lennon, Monica (Central Scotland) (Lab)
 Leonard, Richard (Central Scotland) (Lab)
 Macdonald, Lewis (North East Scotland) (Lab)
 Marra, Jenny (North East Scotland) (Lab)
 McDonald, Mark (Aberdeen Donside) (Ind)
 McNeill, Pauline (Glasgow) (Lab)
 Rowley, Alex (Mid Scotland and Fife) (Lab)
 Ruskell, Mark (Mid Scotland and Fife) (Green)
 Smith, Elaine (Central Scotland) (Lab)
 Smyth, Colin (South Scotland) (Lab)
 Stewart, David (Highlands and Islands) (Lab)
 Wightman, Andy (Lothian) (Green)

Against

Adam, George (Paisley) (SNP)
 Adamson, Clare (Motherwell and Wishaw) (SNP)
 Allan, Alasdair (Na h-Eileanan an Iar) (SNP)
 Arthur, Tom (Renfrewshire South) (SNP)
 Ballantyne, Michelle (South Scotland) (Con)
 Beattie, Colin (Midlothian North and Musselburgh) (SNP)
 Bowman, Bill (North East Scotland) (Con)
 Briggs, Miles (Lothian) (Con)
 Brown, Keith (Clackmannanshire and Dunblane) (SNP)
 Burnett, Alexander (Aberdeenshire West) (Con)
 Cameron, Donald (Highlands and Islands) (Con)
 Campbell, Aileen (Clydesdale) (SNP)
 Carlaw, Jackson (Eastwood) (Con)
 Carson, Finlay (Galloway and West Dumfries) (Con)
 Chapman, Peter (North East Scotland) (Con)
 Coffey, Willie (Kilmarnock and Irvine Valley) (SNP)
 Cole-Hamilton, Alex (Edinburgh Western) (LD)

Corry, Maurice (West Scotland) (Con)
 Crawford, Bruce (Stirling) (SNP)
 Cunningham, Roseanna (Perthshire South and Kinross-shire) (SNP)
 Denham, Ash (Edinburgh Eastern) (SNP)
 Dey, Graeme (Angus South) (SNP)
 Doris, Bob (Glasgow Maryhill and Springburn) (SNP)
 Dornan, James (Glasgow Cathcart) (SNP)
 Ewing, Annabelle (Cowdenbeath) (SNP)
 Ewing, Fergus (Inverness and Nairn) (SNP)
 Fabiani, Linda (East Kilbride) (SNP)
 FitzPatrick, Joe (Dundee City West) (SNP)
 Forbes, Kate (Skye, Lochaber and Badenoch) (SNP)
 Fraser, Murdo (Mid Scotland and Fife) (Con)
 Freeman, Jeane (Carrick, Cumnock and Doon Valley) (SNP)
 Gibson, Kenneth (Cunninghame North) (SNP)
 Gilruth, Jenny (Mid Fife and Glenrothes) (SNP)
 Golden, Maurice (West Scotland) (Con)
 Gougeon, Mairi (Angus North and Mearns) (SNP)
 Greene, Jamie (West Scotland) (Con)
 Hamilton, Rachael (Ettrick, Roxburgh and Berwickshire) (Con)
 Harper, Emma (South Scotland) (SNP)
 Harris, Alison (Central Scotland) (Con)
 Haughey, Clare (Rutherglen) (SNP)
 Kerr, Liam (North East Scotland) (Con)
 Kidd, Bill (Glasgow Anniesland) (SNP)
 Lindhurst, Gordon (Lothian) (Con)
 Lochhead, Richard (Moray) (SNP)
 Lockhart, Dean (Mid Scotland and Fife) (Con)
 Lyle, Richard (Uddingston and Bellshill) (SNP)
 MacDonald, Angus (Falkirk East) (SNP)
 MacDonald, Gordon (Edinburgh Pentlands) (SNP)
 MacGregor, Fulton (Coatbridge and Chryston) (SNP)
 Mackay, Derek (Renfrewshire North and West) (SNP)
 Mackay, Rona (Strathkelvin and Bearsden) (SNP)
 Macpherson, Ben (Edinburgh Northern and Leith) (SNP)
 Maguire, Ruth (Cunninghame South) (SNP)
 Martin, Gillian (Aberdeenshire East) (SNP)
 Mason, John (Glasgow Shettleston) (SNP)
 McAlpine, Joan (South Scotland) (SNP)
 McArthur, Liam (Orkney Islands) (LD)
 McKee, Ivan (Glasgow Provan) (SNP)
 McKelvie, Christina (Hamilton, Larkhall and Stonehouse) (SNP)
 Mountain, Edward (Highlands and Islands) (Con)
 Mundell, Oliver (Dumfriesshire) (Con)
 Neil, Alex (Airdrie and Shotts) (SNP)
 Paterson, Gil (Clydebank and Milngavie) (SNP)
 Rennie, Willie (North East Fife) (LD)
 Robison, Shona (Dundee City East) (SNP)
 Ross, Gail (Caithness, Sutherland and Ross) (SNP)
 Rumbles, Mike (North East Scotland) (LD)
 Scott, John (Ayr) (Con)
 Scott, Tavish (Shetland Islands) (LD)
 Simpson, Graham (Central Scotland) (Con)
 Smith, Liz (Mid Scotland and Fife) (Con)
 Stevenson, Stewart (Banffshire and Buchan Coast) (SNP)
 Stewart, Alexander (Mid Scotland and Fife) (Con)
 Stewart, Kevin (Aberdeen Central) (SNP)
 Todd, Maree (Highlands and Islands) (SNP)
 Tomkins, Adam (Glasgow) (Con)
 Torrance, David (Kirkcaldy) (SNP)
 Watt, Maureen (Aberdeen South and North Kincardine) (SNP)
 Wheelhouse, Paul (South Scotland) (SNP)
 Whittle, Brian (South Scotland) (Con)
 Yousaf, Humza (Glasgow Pollok) (SNP)

The Deputy Presiding Officer: The result of the division is: For 29, Against 81, Abstentions 0.

Amendment 2 disagreed to.

Amendment 3 moved—[Neil Findlay].

The Deputy Presiding Officer: The question is, that amendment 3 be agreed to. Are we agreed?

Members: No.

The Deputy Presiding Officer: There will be a division.

For

Baillie, Jackie (Dumbarton) (Lab)
 Baker, Claire (Mid Scotland and Fife) (Lab)
 Beamish, Claudia (South Scotland) (Lab)
 Bibby, Neil (West Scotland) (Lab)
 Dugdale, Kezia (Lothian) (Lab)
 Fee, Mary (West Scotland) (Lab)
 Findlay, Neil (Lothian) (Lab)
 Finnie, John (Highlands and Islands) (Green)
 Grant, Rhoda (Highlands and Islands) (Lab)
 Gray, Iain (East Lothian) (Lab)
 Greer, Ross (West Scotland) (Green)
 Griffin, Mark (Central Scotland) (Lab)
 Harvie, Patrick (Glasgow) (Green)
 Johnson, Daniel (Edinburgh Southern) (Lab)
 Johnstone, Alison (Lothian) (Green)
 Kelly, James (Glasgow) (Lab)
 Lamont, Johann (Glasgow) (Lab)
 Lennon, Monica (Central Scotland) (Lab)
 Leonard, Richard (Central Scotland) (Lab)
 Macdonald, Lewis (North East Scotland) (Lab)
 Marra, Jenny (North East Scotland) (Lab)
 McDonald, Mark (Aberdeen Donside) (Ind)
 McNeill, Pauline (Glasgow) (Lab)
 Rowley, Alex (Mid Scotland and Fife) (Lab)
 Ruskell, Mark (Mid Scotland and Fife) (Green)
 Smith, Elaine (Central Scotland) (Lab)
 Smyth, Colin (South Scotland) (Lab)
 Stewart, David (Highlands and Islands) (Lab)
 Wightman, Andy (Lothian) (Green)

Against

Adam, George (Paisley) (SNP)
 Adamson, Clare (Motherwell and Wishaw) (SNP)
 Allan, Alasdair (Na h-Eileanan an Iar) (SNP)
 Arthur, Tom (Renfrewshire South) (SNP)
 Ballantyne, Michelle (South Scotland) (Con)
 Beattie, Colin (Midlothian North and Musselburgh) (SNP)
 Bowman, Bill (North East Scotland) (Con)
 Briggs, Miles (Lothian) (Con)
 Brown, Keith (Clackmannanshire and Dunblane) (SNP)
 Burnett, Alexander (Aberdeenshire West) (Con)
 Cameron, Donald (Highlands and Islands) (Con)
 Campbell, Aileen (Clydesdale) (SNP)
 Carlaw, Jackson (Eastwood) (Con)
 Carson, Finlay (Galloway and West Dumfries) (Con)
 Chapman, Peter (North East Scotland) (Con)
 Coffey, Willie (Kilmarnock and Irvine Valley) (SNP)
 Cole-Hamilton, Alex (Edinburgh Western) (LD)
 Corry, Maurice (West Scotland) (Con)
 Crawford, Bruce (Stirling) (SNP)
 Cunningham, Roseanna (Perthshire South and Kinross-shire) (SNP)
 Denham, Ash (Edinburgh Eastern) (SNP)
 Dey, Graeme (Angus South) (SNP)
 Doris, Bob (Glasgow Maryhill and Springburn) (SNP)
 Dornan, James (Glasgow Cathcart) (SNP)
 Ewing, Annabelle (Cowdenbeath) (SNP)
 Ewing, Fergus (Inverness and Nairn) (SNP)
 Fabiani, Linda (East Kilbride) (SNP)

FitzPatrick, Joe (Dundee City West) (SNP)
 Forbes, Kate (Skye, Lochaber and Badenoch) (SNP)
 Fraser, Murdo (Mid Scotland and Fife) (Con)
 Freeman, Jeane (Carrick, Cumnock and Doon Valley) (SNP)
 Gibson, Kenneth (Cunninghame North) (SNP)
 Gilruth, Jenny (Mid Fife and Glenrothes) (SNP)
 Golden, Maurice (West Scotland) (Con)
 Gougeon, Mairi (Angus North and Mearns) (SNP)
 Greene, Jamie (West Scotland) (Con)
 Hamilton, Rachael (Ettrick, Roxburgh and Berwickshire) (Con)
 Harper, Emma (South Scotland) (SNP)
 Harris, Alison (Central Scotland) (Con)
 Haughey, Clare (Rutherglen) (SNP)
 Kerr, Liam (North East Scotland) (Con)
 Kidd, Bill (Glasgow Anniesland) (SNP)
 Lindhurst, Gordon (Lothian) (Con)
 Lochhead, Richard (Moray) (SNP)
 Lockhart, Dean (Mid Scotland and Fife) (Con)
 Lyle, Richard (Uddingston and Bellshill) (SNP)
 MacDonald, Angus (Falkirk East) (SNP)
 MacDonald, Gordon (Edinburgh Pentlands) (SNP)
 MacGregor, Fulton (Coatbridge and Chryston) (SNP)
 Mackay, Derek (Renfrewshire North and West) (SNP)
 Mackay, Rona (Strathkelvin and Bearsden) (SNP)
 Macpherson, Ben (Edinburgh Northern and Leith) (SNP)
 Maguire, Ruth (Cunninghame South) (SNP)
 Martin, Gillian (Aberdeenshire East) (SNP)
 Mason, John (Glasgow Shettleston) (SNP)
 McAlpine, Joan (South Scotland) (SNP)
 McArthur, Liam (Orkney Islands) (LD)
 McKee, Ivan (Glasgow Provan) (SNP)
 McKelvie, Christina (Hamilton, Larkhall and Stonehouse) (SNP)
 Mountain, Edward (Highlands and Islands) (Con)
 Mundell, Oliver (Dumfriesshire) (Con)
 Neil, Alex (Airdrie and Shotts) (SNP)
 Paterson, Gil (Clydebank and Milngavie) (SNP)
 Rennie, Willie (North East Fife) (LD)
 Robison, Shona (Dundee City East) (SNP)
 Ross, Gail (Caithness, Sutherland and Ross) (SNP)
 Rumbles, Mike (North East Scotland) (LD)
 Scott, John (Ayr) (Con)
 Scott, Tavish (Shetland Islands) (LD)
 Simpson, Graham (Central Scotland) (Con)
 Smith, Liz (Mid Scotland and Fife) (Con)
 Stevenson, Stewart (Banffshire and Buchan Coast) (SNP)
 Stewart, Alexander (Mid Scotland and Fife) (Con)
 Stewart, Kevin (Aberdeen Central) (SNP)
 Todd, Maree (Highlands and Islands) (SNP)
 Tomkins, Adam (Glasgow) (Con)
 Torrance, David (Kirkcaldy) (SNP)
 Watt, Maureen (Aberdeen South and North Kincardine) (SNP)
 Wheelhouse, Paul (South Scotland) (SNP)
 Whittle, Brian (South Scotland) (Con)
 Yousaf, Humza (Glasgow Pollok) (SNP)

The Deputy Presiding Officer: The result of the division is: For 29, Against 81, Abstentions 0.

Amendment 3 disagreed to.

Amendment 4 moved—[Neil Findlay].

The Deputy Presiding Officer: The question is, that amendment 4 be agreed to. Are we agreed?

Members: No.

The Deputy Presiding Officer: There will be a division.

For

Baillie, Jackie (Dumbarton) (Lab)
 Baker, Claire (Mid Scotland and Fife) (Lab)
 Beamish, Claudia (South Scotland) (Lab)
 Bibby, Neil (West Scotland) (Lab)
 Dugdale, Kezia (Lothian) (Lab)
 Fee, Mary (West Scotland) (Lab)
 Findlay, Neil (Lothian) (Lab)
 Finnie, John (Highlands and Islands) (Green)
 Grant, Rhoda (Highlands and Islands) (Lab)
 Gray, Iain (East Lothian) (Lab)
 Greer, Ross (West Scotland) (Green)
 Griffin, Mark (Central Scotland) (Lab)
 Harvie, Patrick (Glasgow) (Green)
 Johnson, Daniel (Edinburgh Southern) (Lab)
 Johnstone, Alison (Lothian) (Green)
 Kelly, James (Glasgow) (Lab)
 Lamont, Johann (Glasgow) (Lab)
 Lennon, Monica (Central Scotland) (Lab)
 Leonard, Richard (Central Scotland) (Lab)
 Macdonald, Lewis (North East Scotland) (Lab)
 Marra, Jenny (North East Scotland) (Lab)
 McDonald, Mark (Aberdeen Donside) (Ind)
 McNeill, Pauline (Glasgow) (Lab)
 Rowley, Alex (Mid Scotland and Fife) (Lab)
 Ruskell, Mark (Mid Scotland and Fife) (Green)
 Smith, Elaine (Central Scotland) (Lab)
 Smyth, Colin (South Scotland) (Lab)
 Stewart, David (Highlands and Islands) (Lab)
 Wightman, Andy (Lothian) (Green)

Against

Adam, George (Paisley) (SNP)
 Adamson, Clare (Motherwell and Wishaw) (SNP)
 Allan, Alasdair (Na h-Eileanan an Iar) (SNP)
 Arthur, Tom (Renfrewshire South) (SNP)
 Ballantyne, Michelle (South Scotland) (Con)
 Beattie, Colin (Midlothian North and Musselburgh) (SNP)
 Bowman, Bill (North East Scotland) (Con)
 Briggs, Miles (Lothian) (Con)
 Brown, Keith (Clackmannanshire and Dunblane) (SNP)
 Burnett, Alexander (Aberdeenshire West) (Con)
 Cameron, Donald (Highlands and Islands) (Con)
 Campbell, Aileen (Clydesdale) (SNP)
 Carlaw, Jackson (Eastwood) (Con)
 Carson, Finlay (Galloway and West Dumfries) (Con)
 Chapman, Peter (North East Scotland) (Con)
 Coffey, Willie (Kilmarnock and Irvine Valley) (SNP)
 Cole-Hamilton, Alex (Edinburgh Western) (LD)
 Corry, Maurice (West Scotland) (Con)
 Crawford, Bruce (Stirling) (SNP)
 Cunningham, Roseanna (Perthshire South and Kinross-shire) (SNP)
 Denham, Ash (Edinburgh Eastern) (SNP)
 Dey, Graeme (Angus South) (SNP)
 Doris, Bob (Glasgow Maryhill and Springburn) (SNP)
 Dornan, James (Glasgow Cathcart) (SNP)
 Ewing, Annabelle (Cowdenbeath) (SNP)
 Ewing, Fergus (Inverness and Nairn) (SNP)
 Fabiani, Linda (East Kilbride) (SNP)
 FitzPatrick, Joe (Dundee City West) (SNP)
 Forbes, Kate (Skye, Lochaber and Badenoch) (SNP)
 Fraser, Murdo (Mid Scotland and Fife) (Con)
 Freeman, Jeane (Carrick, Cumnock and Doon Valley) (SNP)
 Gibson, Kenneth (Cunninghame North) (SNP)
 Gilruth, Jenny (Mid Fife and Glenrothes) (SNP)
 Golden, Maurice (West Scotland) (Con)
 Gougeon, Mairi (Angus North and Mearns) (SNP)
 Greene, Jamie (West Scotland) (Con)
 Hamilton, Rachael (Ettrick, Roxburgh and Berwickshire) (Con)

Harper, Emma (South Scotland) (SNP)
 Harris, Alison (Central Scotland) (Con)
 Haughey, Clare (Rutherglen) (SNP)
 Kerr, Liam (North East Scotland) (Con)
 Kidd, Bill (Glasgow Anniesland) (SNP)
 Lindhurst, Gordon (Lothian) (Con)
 Lochhead, Richard (Moray) (SNP)
 Lockhart, Dean (Mid Scotland and Fife) (Con)
 Lyle, Richard (Uddingston and Bellshill) (SNP)
 MacDonald, Angus (Falkirk East) (SNP)
 MacDonald, Gordon (Edinburgh Pentlands) (SNP)
 MacGregor, Fulton (Coatbridge and Chryston) (SNP)
 Mackay, Derek (Renfrewshire North and West) (SNP)
 Mackay, Rona (Strathkelvin and Bearsden) (SNP)
 Macpherson, Ben (Edinburgh Northern and Leith) (SNP)
 Maguire, Ruth (Cunninghame South) (SNP)
 Martin, Gillian (Aberdeenshire East) (SNP)
 Mason, John (Glasgow Shettleston) (SNP)
 McAlpine, Joan (South Scotland) (SNP)
 McArthur, Liam (Orkney Islands) (LD)
 McKee, Ivan (Glasgow Provan) (SNP)
 McKelvie, Christina (Hamilton, Larkhall and Stonehouse) (SNP)
 Mountain, Edward (Highlands and Islands) (Con)
 Mundell, Oliver (Dumfriesshire) (Con)
 Neil, Alex (Airdrie and Shotts) (SNP)
 Paterson, Gil (Clydebank and Milngavie) (SNP)
 Rennie, Willie (North East Fife) (LD)
 Robison, Shona (Dundee City East) (SNP)
 Ross, Gail (Caithness, Sutherland and Ross) (SNP)
 Rumbles, Mike (North East Scotland) (LD)
 Scott, John (Ayr) (Con)
 Scott, Tavish (Shetland Islands) (LD)
 Simpson, Graham (Central Scotland) (Con)
 Smith, Liz (Mid Scotland and Fife) (Con)
 Stevenson, Stewart (Banffshire and Buchan Coast) (SNP)
 Stewart, Alexander (Mid Scotland and Fife) (Con)
 Stewart, Kevin (Aberdeen Central) (SNP)
 Todd, Maree (Highlands and Islands) (SNP)
 Tomkins, Adam (Glasgow) (Con)
 Torrance, David (Kirkcaldy) (SNP)
 Watt, Maureen (Aberdeen South and North Kincardine) (SNP)
 Wheelhouse, Paul (South Scotland) (SNP)
 Whittle, Brian (South Scotland) (Con)
 Yousaf, Humza (Glasgow Pollok) (SNP)

The Deputy Presiding Officer: The result of the division is: For 29, Against 81, Abstentions 0.

Amendment 4 disagreed to.

Amendment 5 not moved.

Amendment 6 not moved.

Section 16—Commencement

Amendment 7 not moved.

The Deputy Presiding Officer: That ends consideration of amendments.

Before we begin the debate on the bill, as members will be aware, at this point in the proceedings the Presiding Officer is required under standing orders to decide whether, in his view, any provision of the bill relates to a protected subject matter—that is, whether it modifies the electoral system and franchise for Scottish Parliament elections. In the case of the

Prescription (Scotland) Bill, the Presiding Officer has decided that, in his view, no provision of the bill relates to a protected subject matter, so the bill does not require a supermajority to be passed at stage 3.

Prescription (Scotland) Bill

The Deputy Presiding Officer (Christine Grahame): The next item of business is a debate on motion S5M-14665, in the name of Ash Denham, on the Prescription (Scotland) Bill at stage 3.

Before I invite Ash Denham to open the debate, I call the Cabinet Secretary for Justice, Humza Yousaf, to signify Crown consent to the bill.

The Cabinet Secretary for Justice (Humza Yousaf): For the purposes of rule 9.11 of the standing orders, I advise the Parliament that Her Majesty, having been informed of the purport of the Prescription (Scotland) Bill, has consented to place her prerogative and interests, in so far as they are affected by the bill, at the disposal of the Parliament for the purposes of the bill.

The Deputy Presiding Officer: Thank you.

16:32

The Minister for Community Safety (Ash Denham): I am pleased to be here today to open the debate on the Prescription (Scotland) Bill. I thank members of the Delegated Powers and Law Reform Committee for their work in considering the bill and I thank the clerks for supporting them. I also thank David Johnston QC and Gillian Swanson, whose work at the Scottish Law Commission informed the bill.

The aim of the bill is to increase clarity, legal certainty and fairness in the law of negative prescription. In civil law, the doctrine of negative prescription serves the vital function of setting time limits for when obligations and rights are extinguished. That serves the interests of individuals where, after a certain lapse of time, it is fairer to deprive one person of a right rather than to allow it to trouble another, and it serves the public interest because litigation begun promptly encourages legal certainty.

The law of negative prescription cuts across many policy areas; we saw that today when we discussed amendment 2, in the name of Mark Griffin. Negative prescription is just one piece of a jigsaw, but it is an important piece. It is worth bearing in mind that the intentions of the bill are to resolve certain issues in negative prescription law that have caused difficulty in practice. The intention is not to make changes in specific policy areas.

So what does the bill do? We have already heard what section 3 does not do, so I will begin by explaining what it does. It extends the five-year negative prescription to cover all statutory obligations to make payments that are not already subject to that rule. The new general rule

significantly simplifies the law in that area, because there are currently some such obligations that are not subject to five-year prescription, and it means that the list of specific obligations does not have to be continually updated. However, as we know there are exceptions to the new rule—such as for taxes, council tax and Department for Work and Pensions overpayments—that maintain the current position.

Negative prescription is about the extinction of obligations after they become enforceable, but it is difficult for someone to say that there is an enforceable obligation unless they know who to enforce it against. If they may be entitled to damages, it is only fair that if they do not know who is responsible, the clock should not start to run until they know—or can reasonably be expected to know—who caused the loss, injury or damage. Section 5 of the bill does just that for five-year prescription, because it makes little sense for the prescription clock to start running when the creditor is aware of the cause of their loss but does not know who is responsible for it. If it is fair to creditors that the five-year clock will not start until they discover the identity of the person responsible, it is also fair to defenders that the 20-year clock does not carry on against them indefinitely.

It is a feature of the current law that both the five-year and the 20-year prescriptive periods run from when an obligation becomes enforceable. For obligations to pay damages, that means when the loss, injury or damage occurs. As a result, a long period of time can pass after an act or omission before the 20-year period starts to run. Another feature is that the 20-year prescription period can be interrupted and the clock reset, so it is possible for a very long time to pass before an obligation finally prescribes. The bill will address both of those features by making the 20-year prescription, in relation to obligations to pay damages, begin on the date of the defender's act or omission, and also making it a true long stop by preventing that period from being interrupted. Where proceedings are on-going when the 20-year period expires, the prescriptive period will be extended until the proceedings are finished. I am grateful to the committee for its work in clarifying how such an extension would apply to property rights.

As time is running out, I will briefly mention some of the miscellaneous provisions that are set out in the bill. First, once a dispute has arisen, the bill allows parties to agree to extend the five-year prescriptive period once only, for a maximum of one year. That is so that they can negotiate an end to their dispute without the need to resort to legal proceedings, meaning that they can avoid the expense of protracted litigation.

Secondly, the bill seeks to take account of claims that are made in sequestrations and company administration receiverships, both of which are not covered by the definition of “relevant claim” and so cannot stop the prescription clock.

The approach that is taken in the bill is not one of wholesale reform. It is, after all, one piece of the wider jigsaw that is Scots law. The focus is on areas that have been identified by the Scottish Law Commission as causing difficulty in practice, and it is such areas that the bill addresses.

Prescription plays an essential part in Scots law, in balancing the interests of creditors on the one hand and debtors on the other. I believe that the bill strikes a fair balance overall, redressing cases of unfairness for creditors and debtors while also serving the wider interests of fairness, justice and certainty.

I move,

That the Parliament agrees that the Prescription (Scotland) Bill be passed.

16:38

Graham Simpson (Central Scotland) (Con): Until this point, the Prescription (Scotland) Bill has made its way through the parliamentary process barely noticed. Members can be thankful to the DPLR Committee for doing the heavy work on the bill and protecting them from its intricacies, and I thank the committee's clerks. Members would have been none the wiser about the bill until Richard Leonard brought it to the First Minister's attention earlier today. No doubt a nation will now be watching the debate agog, thanks to Mr Leonard.

The bill may not have set the heather on fire until today, but it is important nonetheless. Gordon Lindhurst spoke at length—well, it certainly seemed that way—during the stage 1 debate, and—[*Interruption.*]

Gordon Lindhurst (Lothian) (Con) rose—

Graham Simpson: I give way to Mr Lindhurst.

Gordon Lindhurst: In fairness to me, now that my contribution—or non-contribution—has been mentioned, does the member agree that it would be helpful if, given the question of the five-year and 20-year prescription periods, the minister were to clarify what she meant when she suggested that a 20-year period might, in fact, be meaningless because of some Scots law concept of delay? That would, if anything, make the argument for Neil Findlay's amendments, which have already been rejected.

The Deputy Presiding Officer: That intervention was somewhat lengthy, but I will give you some of your time back, Mr Simpson.

Graham Simpson: I think that I agree with Mr Lindhurst, Presiding Officer. You can see why his catchphrase is a dry pause. [*Laughter.*] This Scottish Law Commission bill aims to amend the law relating to the extinction of civil rights and obligations by the passage of time. [*Interruption.*] Is Mr Lindhurst okay back there?

The bill concerns only negative prescription, which is the time limit within which a person who is aggrieved must raise their claim in court. If the time limit is missed, the ability to pursue the claim is lost. The bill would amend the current law found in the Prescription and Limitation (Scotland) Act 1973, which says that some legal obligations are affected by five-year prescription, some are affected by only 20-year prescription and some are never brought to an end by prescription. In other words, there are some cases where people have five years in which to take action and others where they have 20 years. It is important that the right balance is struck.

Most of the bill is not controversial. As we have already heard about and debated the areas that are, I do not propose to go over them again. However, I want to give the chamber another example of why the bill is so important—and it is not related to council tax or benefits. I am talking about the case of Morrison v ICL Plastics. It stemmed from the tragic explosion at the Stockline plastics factory in Glasgow in May 2004, in which nine employees were killed and many were left seriously injured. The case centred on a nearby business, David T Morrison and Co. It had suffered significant damage from the explosion, and when it sued ICL Plastics, which owned Stockline, for its loss, ICL defended the claim on the basis that it had already prescribed. In essence, Mr Morrison was told that he was too late to receive justice.

The case revolved around the interpretation of the existing legislation and the start date of the loss, injury or damage. Morrison believed that the start date was in 2013, when it found out that the explosion was ICL's fault; however, ICL argued that the start date was in 2004, when Morrison's had initially suffered the loss, and the Supreme Court found in favour of ICL by a majority of three to two. Because it allows the pursuer to know who caused the loss before the prescription period begins, the bill will mean that, in the future, people like David Morrison who are trying to seek recompense for damage that they have suffered due to negligence will not be told that it is too late. That is a welcome change to the law, and we therefore support the bill.

16:43

Daniel Johnson (Edinburgh Southern) (Lab): Prescription might be a technical area of law, but it

undoubtedly has very direct and real human consequences. It is right that we reform the law not only to protect people from the unreasonable pursuit of debt, but to protect some of the most vulnerable people who are in the most difficult of circumstances.

Labour will therefore support the bill and what it sets out to do. However, let me be clear that it is far from perfect. We sought to amend it to make it fairer and more just, so we are disappointed that the Government did not support our amendments. That was a missed opportunity.

I want to thank the many people and organisations who have shared their insights and experience, which have undoubtedly been of use in informing the debate. I also thank the DPLR Committee and its clerks. In particular, I want to acknowledge the work of the Scottish Law Commission, which prompted the bill's introduction in the first place.

Prescription encourages people to enforce their rights promptly before it becomes too difficult for the person or organisation that is defending the claim to gather appropriate evidence. Delay can cause the quality of evidence that is needed to defend a court case to deteriorate. Bills and bank statements can be damaged or destroyed, for example. Who here keeps their bank statements for more than a couple of years, let alone for 20 years? Witnesses might also die or become untraceable, or might simply not recall the facts.

An unduly long time limit might lead to people being pursued for debts after a length of time that anyone would consider to be unreasonable, which could leave people vulnerable to high penalties many years after they first incurred the debt, and when they might not even be aware, or have received notice, of those debts.

The Prescription (Scotland) Bill therefore makes positive changes, including the test of discoverability, which will ensure that three criteria must be fulfilled before a five-year prescription period begins. The changes are positive and will make a real difference, but that is also why the Government's failure to back our amendments is so disappointing, because that failure renders the approach inconsistent.

As the bill stands, council tax and benefit payments that are administered by the Department for Work and Pensions are exempted from the five-year prescription period, making them subject to the 20-year period. The bill makes it clear that it is unreasonable for individuals and private companies to be subject to a 20-year prescription period. If it is unreasonable for individuals and private companies to pursue debts in those circumstances, does the Government believe that it is acceptable for state bodies,

whose very existence and purpose is to support people, to be exempted from a five-year prescription period? If five years is right for Scottish social security debt, surely it is a reasonable period for United Kingdom social security debt.

That inconsistency—that double standard—at best encourages and facilitates bad practice and inefficiency from the state, which should be leading by example, not looking for get-out clauses. It is deeply unfair that people can be pursued for up to 20 years for a debt of which they were unaware, and charged interest. That is why we proposed to reduce the amount of time that local authorities have in which to notify people that they are in debt before that debt expires. We do not believe that it is too much to expect our public bodies to be able to organise their finances in that reasonable time.

Recognising that that would be a significant change to the bill, we offered a compromise. We offered the Government a delay of five years in the introduction of a five-year prescription for council tax debt—a grace period that would have given local authorities 10 years to get their affairs in order. But, no. Given the evidence, the argument for removing the exemption from the five-year prescription from council tax is compelling. That is why Citizens Advice Scotland, StepChange Debt Charity Scotland, Money Advice Scotland and the Law Society of Scotland support it.

I turn to the advice that the Government sought. Not too long ago, people were being hounded for historical poll tax debt. Why, then, is the Scottish Government enabling historical injustices to be repeated? Why is the Scottish Government taking its cues from the UK Government? Let us be clear. We are talking about debts that have been accrued through the public benefits system from, among other things, the roll-out of universal credit, so why on earth are Scottish National Party ministers seeking advice from a Government as reviled as the current Tory Government at Westminster is, in a policy area where that Government is wilfully impoverishing people, and why are they writing to ask for advice from Esther McVey—the very minister who is responsible for so much of the damage that is being done through the roll-out of universal credit? That is shocking. The SNP should be ashamed that it is taking its policy cues from that shameful Conservative Government.

To conclude, I say that the bill contains many good measures and we will be supporting it, but it is undoubtedly a missed opportunity.

16:48

Liam McArthur (Orkney Islands) (LD): I know that time is short, and I do not want to speak for long. However, the controversy surrounding the amendments that were debated earlier makes it worth my while to set out some thoughts on the core issue of dispute. Before I do that, I join other members in thanking the Scottish Law Commission for its work, and the DPLR Committee for the scrutiny that it carried out so diligently. I record the Scottish Liberal Democrats' support for legislation that will, I believe, help to modernise and to bring greater clarity to the law on prescription.

Establishing a cut-off point for claims to be raised or rights to be asserted has the advantage of providing certainty and giving individuals and businesses a chance to organise their affairs and plan for the future. People who pursue a claim, debt or obligation will also benefit from the enforced discipline of making a claim in good time.

On the proposed exemption for council tax and business rates from the five-year prescription, I accept that the case may be more nuanced than has been suggested. We have heard some of that debate being played out this afternoon. CAS and others that work to support people who find themselves in financial difficulty have concerns about the exemption, as does the Law Society of Scotland. I agree that councils—like other organisations—must do everything possible to pursue debt in a timely fashion, but I struggle to accept that the 6 per cent penalty charge that attaches to unpaid council tax would act as a disincentive on the collecting council. I cannot see a council adopting a strategy—in effect, that is what it would be—to delay collections deliberately in order to increase penalty charges.

The Convention of Scottish Local Authorities' concern that introducing five-year prescription would

“dis-incentivise payment and lead to a decline in in-year collection”

seems credible and worthy of our consideration. Even with the grace period that was suggested by Daniel Johnson, it could also inhibit current work to collect outstanding debt at a time when every council in Scotland is having to deal with budget cuts.

On balance, my party was not persuaded by the case that was put forward by Neil Findlay. Of course, we will be interested in the outcome of any future consultation on the specific issue.

However, today, I confirm that the Scottish Liberal Democrats will support the bill at decision time.

16:51

Ash Denham: I thank all the members today for their speeches in what has been an important debate. I have listened to what has been said and I welcome the support offered for the provisions of the bill by members of parties from across the chamber.

In closing the debate, I will pick up on a few of the provisions that have been discussed this afternoon, which aim to bring clarity, legal certainty and fairness to the law of negative prescription in Scotland.

As has already been mentioned, section 3 of the bill extends the five-year negative prescription to cover all statutory obligations to make payment that are not already subject to that rule, with some exceptions. That general rule provides a more straightforward means to establish whether an obligation prescribes after five years or after 20 years.

We have already spent a lot of time this afternoon discussing some of the exceptions to the general rule, so I will not go over them again. It is enough to say that there are some exceptions to the rule—obligations that are primarily of a public nature—and that they maintain the status quo.

Section 5 is an important section because it has caused some anxiety among practitioners. The bill seeks to restore a more equal balance between a pursuer and a defender where damages are sought. It does that by laying out a three-part test that, when met, begins the five-year prescription clock. That clock will now not start until pursuers discover the identity of the person responsible for the loss, injury or damage caused or could reasonably be expected to have identified the person responsible.

Equally, the 20-year prescription clock does not carry on indefinitely against defenders. That creates a fine balance between the rights of a pursuer seeking to enforce their obligation and the duties of a defender to undertake their obligation.

In the case of obligations to pay damages, the 20-year prescriptive period begins on the date of the act or omission giving rise to the claim. It makes the 20-year prescription no longer amenable to interruption either by a relevant claim or by a relevant acknowledgment, while allowing the 20-year prescriptive period to be extended in cases where a relevant claim has been made during the prescriptive period and where, by the end of that period, that claim has not been finally disposed of and proceedings are on-going.

Finally, I want to mention the extension of the five-year negative prescriptive period by agreement that the bill allows. The provision recognises the need to balance the interest of

legal certainty with a way of resolving disputes that does not require going to court in the first instance. Such agreements can be entered into only after a dispute has arisen and would allow the prescriptive period to be extended by a maximum of one year. I was glad that the committee recognised the merit of such agreements at stage 1.

I again thank members who contributed to today's debate. I am pleased to hear members express their support for the principles of the bill, which aims to provide fairness, clarity and certainty to areas of the law of negative prescription that have caused practical difficulties in their operation.

The bill's provisions protect those who have a claim from running out of time in which to proceed with it, change the current situation of possible perpetual liability, including for people who have historical council tax debt, and make clearer which obligations prescribe after five years.

I commend the motion in my name.

Code of Conduct (Breach)

The Deputy Presiding Officer (Christine Grahame): The next item of business is consideration of motion S5M-14602, in the name of Bill Kidd, on the Standards, Procedures and Public Appointments Committee's sixth report in 2018, session 5, "Complaint against Annie Wells MSP".

16:56

Bill Kidd (Glasgow Anniesland) (SNP): The details of the Standards, Procedures and Public Appointments Committee's consideration of the complaint that was made against Annie Wells MSP are set out in the report that the committee published on 1 November. The report includes a copy of the investigation by the Commissioner for Ethical Standards in Public Life in Scotland.

In summary, the complaint was that Annie Wells sought political advantage by making advance public comment on the Equalities and Human Rights Committee's report, "Prisoner Voting in Scotland".

The Parliament has made it clear that when a committee deems information to be confidential, notably in relation to a committee report, the information should remain confidential until any agreed publication date.

The Equalities and Human Rights Committee had agreed that its report be subject to an embargo until 14 May. However, comments on the report attributed to Annie Wells were included in a press release issued on 11 May and were subsequently reported in a newspaper on the same day.

The commissioner therefore concluded that Annie Wells had breached the confidentiality rules in paragraphs 12, 15 and 16 of section 7 of the code of conduct for MSPs.

The SPPA committee noted Annie Wells's explanation, as recorded in the commissioner's report, which was that her remarks merely reflected her party's long-standing position and had been prompted by inquiries from the press. However, in her comments, Ms Wells had referred to the committee's deliberations and expressed the Scottish Conservative and Unionist Party's dissent with the committee's report.

That is a breach of the code of conduct. When an MSP discloses the details of an unpublished committee report, particularly to record dissent, that seriously undermines the report's impact and is deeply disrespectful to fellow committee members and everyone who was involved in the inquiry.

Any MSP who finds themselves in a position of uncertainty can take advice from committee or standards clerks before they respond to an inquiry, to satisfy themselves that actions that they wish to take do not breach the code of conduct.

The Standards, Procedures and Appointments Committee agreed unanimously with the findings in fact and conclusions of the commissioner. The committee also agreed unanimously to recommend to the Parliament a sanction that it considered to be proportionate and reasonable.

The committee considered previous breaches of the code of conduct that were of a similar nature and agreed that the sanctions against Annie Wells should mirror the sanctions that had been given for those breaches. Therefore, the committee agreed to recommend to the Parliament that Annie Wells MSP be excluded from all meetings of the Parliament and its committees for the first five sitting days immediately after the motion is agreed to.

I move,

That the Parliament notes the 6th Report, 2018 (Session 5) of the Standards and Public Appointments Committee Complaint against Annie Wells MSP (SP Paper 408) and agrees to impose the sanction recommended in the report that Annie Wells MSP be excluded from all meetings of the Parliament and all meetings of its committees for the first five sitting days after this motion is agreed.

16:59

Maurice Golden (West Scotland) (Con): The Scottish Conservatives accept that Annie Wells was in breach of what we believe to be a technical charge. However, we believe that the procedure was not in the public interest. In fact, the process that we are involved in is not helping a single person in Scotland, and the people of Scotland are who we are all here to represent.

Moreover, the proposed sanction is disproportionate to the offence. The complaint itself is regrettable and utterly unhelpful; all that it does is score political points.

I put on the record the fact that Annie Wells did not seek or gain anything from the remarks that she made. The media had already published stories, and Annie merely commented on those news reports, which were, by then, in the public domain. In fact, the substitution of one word in Annie's statement could have made the difference between Annie receiving the proposed sanction before us and her having no case to answer.

In the wake of the news of the judgment, Annie Wells has been subjected to online abuse that has been, frankly, abhorrent. Such abuse is aimed increasingly at the female MSPs who are sitting behind me. I will let members make their own judgments on why they are being singled out.

Those attacks are a disgrace, and none of us should ever accept that they come with the territory.

Annie Wells has been brought before the Commissioner for Ethical Standards in Public Life in Scotland and the Standards, Procedures and Public Appointments Committee—

Mark Ruskell (Mid Scotland and Fife) (Green)
rose—

Maurice Golden: —and she potentially faces a similar sanction to MSPs whom Parliament has previously determined have deliberately and wilfully leaked reports. Annie Wells did not and would not do that. It is not in her nature; she would never neglect her privileged position of public office. She is a proud advocate for her Glasgow constituents who stands up for many important issues. Annie Wells is a responsible parliamentarian and an asset to this democratic institution.

That is why, after careful deliberation, we will vote against the sanction at decision time. I invite others to do the same.

The Presiding Officer: The question on the motion will be put at decision time.

Decision Time

17:02

The Presiding Officer (Ken Macintosh): There are three questions to be put as a result of today's business. The first question is, that motion S5M-14666, in the name of Nicola Sturgeon, on the motion of remembrance, be agreed to.

Motion agreed to,

That the Parliament acknowledges that the First World War had a devastating impact around the world, including on our nation, in which no community was unaffected; recognises the importance of honouring all those who have lost their lives in armed conflicts; notes that 2018 marks the centenary of the First World War Armistice; commends the work of the Scottish Commemorations Panel and partner organisations, which have developed a fitting programme of events to commemorate Scotland's Armistice centenary, both nationally and for communities; notes that the centenary of the Armistice will be commemorated with a National Service for Scotland in Glasgow Cathedral; recognises the many other organisations and community groups in communities across Scotland that will be delivering commemorative events that inform people about Scotland's involvement in the First World War while helping them recognise the effects of the war on their local communities and the wider world and its lasting impact on life today, and calls on the nation to come together and pay its respects on 11 November 2018 to ensure that those who suffered so much will never be forgotten, and in the hope that conflicts such as the First World War might end.

The Presiding Officer: The next question is, that motion S5M-14665, in the name of Ash Denham, on the Prescription (Scotland) Bill, be agreed to. In this case, we must have a vote because we are passing an act of Parliament, so I ask members to press their buttons now.

For

Adam, George (Paisley) (SNP)
 Adamson, Clare (Motherwell and Wishaw) (SNP)
 Allan, Alasdair (Na h-Eileanan an Iar) (SNP)
 Arthur, Tom (Renfrewshire South) (SNP)
 Baillie, Jackie (Dumbarton) (Lab)
 Baker, Claire (Mid Scotland and Fife) (Lab)
 Ballantyne, Michelle (South Scotland) (Con)
 Beamish, Claudia (South Scotland) (Lab)
 Beattie, Colin (Midlothian North and Musselburgh) (SNP)
 Bibby, Neil (West Scotland) (Lab)
 Bowman, Bill (North East Scotland) (Con)
 Briggs, Miles (Lothian) (Con)
 Brown, Keith (Clackmannanshire and Dunblane) (SNP)
 Burnett, Alexander (Aberdeenshire West) (Con)
 Cameron, Donald (Highlands and Islands) (Con)
 Campbell, Aileen (Clydesdale) (SNP)
 Carlaw, Jackson (Eastwood) (Con)
 Carson, Finlay (Galloway and West Dumfries) (Con)
 Chapman, Peter (North East Scotland) (Con)
 Coffey, Willie (Kilmarnock and Irvine Valley) (SNP)
 Cole-Hamilton, Alex (Edinburgh Western) (LD)
 Corry, Maurice (West Scotland) (Con)
 Crawford, Bruce (Stirling) (SNP)
 Cunningham, Roseanna (Perthshire South and Kinross-shire) (SNP)
 Denham, Ash (Edinburgh Eastern) (SNP)
 Dey, Graeme (Angus South) (SNP)

Doris, Bob (Glasgow Maryhill and Springburn) (SNP)
 Dornan, James (Glasgow Cathcart) (SNP)
 Dugdale, Kezia (Lothian) (Lab)
 Ewing, Annabelle (Cowdenbeath) (SNP)
 Ewing, Fergus (Inverness and Nairn) (SNP)
 Fabiani, Linda (East Kilbride) (SNP)
 Fee, Mary (West Scotland) (Lab)
 Findlay, Neil (Lothian) (Lab)
 Finnie, John (Highlands and Islands) (Green)
 FitzPatrick, Joe (Dundee City West) (SNP)
 Forbes, Kate (Skye, Lochaber and Badenoch) (SNP)
 Fraser, Murdo (Mid Scotland and Fife) (Con)
 Freeman, Jeane (Carrick, Cumnock and Doon Valley) (SNP)
 Gibson, Kenneth (Cunninghame North) (SNP)
 Gilruth, Jenny (Mid Fife and Glenrothes) (SNP)
 Golden, Maurice (West Scotland) (Con)
 Gougeon, Mairi (Angus North and Mearns) (SNP)
 Grahame, Christine (Midlothian South, Tweeddale and Lauderdale) (SNP)
 Grant, Rhoda (Highlands and Islands) (Lab)
 Gray, Iain (East Lothian) (Lab)
 Greene, Jamie (West Scotland) (Con)
 Greer, Ross (West Scotland) (Green)
 Griffin, Mark (Central Scotland) (Lab)
 Hamilton, Rachael (Ettrick, Roxburgh and Berwickshire) (Con)
 Harper, Emma (South Scotland) (SNP)
 Harris, Alison (Central Scotland) (Con)
 Harvie, Patrick (Glasgow) (Green)
 Haughey, Clare (Rutherglen) (SNP)
 Johnson, Daniel (Edinburgh Southern) (Lab)
 Johnstone, Alison (Lothian) (Green)
 Kelly, James (Glasgow) (Lab)
 Kerr, Liam (North East Scotland) (Con)
 Kidd, Bill (Glasgow Anniesland) (SNP)
 Lamont, Johann (Glasgow) (Lab)
 Lennon, Monica (Central Scotland) (Lab)
 Leonard, Richard (Central Scotland) (Lab)
 Lindhurst, Gordon (Lothian) (Con)
 Lochhead, Richard (Moray) (SNP)
 Lockhart, Dean (Mid Scotland and Fife) (Con)
 Lyle, Richard (Uddingston and Bellshill) (SNP)
 MacDonald, Angus (Falkirk East) (SNP)
 MacDonald, Gordon (Edinburgh Pentlands) (SNP)
 Macdonald, Lewis (North East Scotland) (Lab)
 MacGregor, Fulton (Coatbridge and Chryston) (SNP)
 Mackay, Rona (Strathkelvin and Bearsden) (SNP)
 Macpherson, Ben (Edinburgh Northern and Leith) (SNP)
 Maguire, Ruth (Cunninghame South) (SNP)
 Marra, Jenny (North East Scotland) (Lab)
 Martin, Gillian (Aberdeenshire East) (SNP)
 Mason, John (Glasgow Shettleston) (SNP)
 Matheson, Michael (Falkirk West) (SNP)
 McAlpine, Joan (South Scotland) (SNP)
 McArthur, Liam (Orkney Islands) (LD)
 McDonald, Mark (Aberdeen Donside) (Ind)
 McKee, Ivan (Glasgow Provan) (SNP)
 McKelvie, Christina (Hamilton, Larkhall and Stonehouse) (SNP)
 McNeill, Pauline (Glasgow) (Lab)
 Mountain, Edward (Highlands and Islands) (Con)
 Mundell, Oliver (Dumfriesshire) (Con)
 Neil, Alex (Airdrie and Shotts) (SNP)
 Paterson, Gil (Clydebank and Milngavie) (SNP)
 Rennie, Willie (North East Fife) (LD)
 Robison, Shona (Dundee City East) (SNP)
 Ross, Gail (Caithness, Sutherland and Ross) (SNP)
 Rumbles, Mike (North East Scotland) (LD)
 Ruskell, Mark (Mid Scotland and Fife) (Green)
 Scott, John (Ayr) (Con)
 Scott, Tavish (Shetland Islands) (LD)

Simpson, Graham (Central Scotland) (Con)
 Smith, Elaine (Central Scotland) (Lab)
 Smith, Liz (Mid Scotland and Fife) (Con)
 Smyth, Colin (South Scotland) (Lab)
 Stevenson, Stewart (Banffshire and Buchan Coast) (SNP)
 Stewart, Alexander (Mid Scotland and Fife) (Con)
 Stewart, David (Highlands and Islands) (Lab)
 Stewart, Kevin (Aberdeen Central) (SNP)
 Swinney, John (Perthshire North) (SNP)
 Todd, Maree (Highlands and Islands) (SNP)
 Tomkins, Adam (Glasgow) (Con)
 Torrance, David (Kirkcaldy) (SNP)
 Watt, Maureen (Aberdeen South and North Kincardine) (SNP)
 Wheelhouse, Paul (South Scotland) (SNP)
 Whittle, Brian (South Scotland) (Con)
 Wightman, Andy (Lothian) (Green)
 Yousaf, Humza (Glasgow Pollok) (SNP)

The Presiding Officer: The result of the division is: For 111, Against 0, Abstentions 0.

Therefore, the motion has been agreed to unanimously, and the Prescription (Scotland) Bill has been passed. [*Applause.*]

Motion agreed to,

That the Parliament agrees that the Prescription (Scotland) Bill be passed.

The Presiding Officer: The final question is, that motion S5M-14602, in the name of Bill Kidd, on a complaint against Annie Wells, be agreed to. Are we agreed?

Members: No.

The Presiding Officer: There will be a division.

For

Adam, George (Paisley) (SNP)
 Adamson, Clare (Motherwell and Wishaw) (SNP)
 Allan, Alasdair (Na h-Eileanan an Iar) (SNP)
 Arthur, Tom (Renfrewshire South) (SNP)
 Baillie, Jackie (Dumbarton) (Lab)
 Baker, Claire (Mid Scotland and Fife) (Lab)
 Beamish, Claudia (South Scotland) (Lab)
 Beattie, Colin (Midlothian North and Musselburgh) (SNP)
 Bibby, Neil (West Scotland) (Lab)
 Brown, Keith (Clackmannanshire and Dunblane) (SNP)
 Campbell, Aileen (Clydesdale) (SNP)
 Coffey, Willie (Kilmarnock and Irvine Valley) (SNP)
 Cole-Hamilton, Alex (Edinburgh Western) (LD)
 Crawford, Bruce (Stirling) (SNP)
 Cunningham, Roseanna (Perthshire South and Kinrossshire) (SNP)
 Denham, Ash (Edinburgh Eastern) (SNP)
 Dey, Graeme (Angus South) (SNP)
 Doris, Bob (Glasgow Maryhill and Springburn) (SNP)
 Dornan, James (Glasgow Cathcart) (SNP)
 Dugdale, Kezia (Lothian) (Lab)
 Ewing, Annabelle (Cowdenbeath) (SNP)
 Ewing, Fergus (Inverness and Nairn) (SNP)
 Fabiani, Linda (East Kilbride) (SNP)
 Fee, Mary (West Scotland) (Lab)
 Findlay, Neil (Lothian) (Lab)
 Finnie, John (Highlands and Islands) (Green)
 FitzPatrick, Joe (Dundee City West) (SNP)
 Forbes, Kate (Skye, Lochaber and Badenoch) (SNP)
 Freeman, Jeane (Carrick, Cumnock and Doon Valley) (SNP)
 Gibson, Kenneth (Cunninghame North) (SNP)

Gilruth, Jenny (Mid Fife and Glenrothes) (SNP)
 Gougeon, Mairi (Angus North and Mearns) (SNP)
 Grahame, Christine (Midlothian South, Tweeddale and
 Lauderdale) (SNP)
 Grant, Rhoda (Highlands and Islands) (Lab)
 Gray, Iain (East Lothian) (Lab)
 Greer, Ross (West Scotland) (Green)
 Griffin, Mark (Central Scotland) (Lab)
 Harper, Emma (South Scotland) (SNP)
 Harvie, Patrick (Glasgow) (Green)
 Haughey, Clare (Rutherglen) (SNP)
 Johnson, Daniel (Edinburgh Southern) (Lab)
 Johnstone, Alison (Lothian) (Green)
 Kelly, James (Glasgow) (Lab)
 Kidd, Bill (Glasgow Anniesland) (SNP)
 Lamont, Johann (Glasgow) (Lab)
 Lennon, Monica (Central Scotland) (Lab)
 Leonard, Richard (Central Scotland) (Lab)
 Lochhead, Richard (Moray) (SNP)
 Lyle, Richard (Uddingston and Bellshill) (SNP)
 MacDonald, Angus (Falkirk East) (SNP)
 MacDonald, Gordon (Edinburgh Pentlands) (SNP)
 Macdonald, Lewis (North East Scotland) (Lab)
 MacGregor, Fulton (Coatbridge and Chryston) (SNP)
 Mackay, Rona (Strathkelvin and Bearsden) (SNP)
 Macpherson, Ben (Edinburgh Northern and Leith) (SNP)
 Maguire, Ruth (Cunninghame South) (SNP)
 Marra, Jenny (North East Scotland) (Lab)
 Martin, Gillian (Aberdeenshire East) (SNP)
 Mason, John (Glasgow Shettleston) (SNP)
 Matheson, Michael (Falkirk West) (SNP)
 McAlpine, Joan (South Scotland) (SNP)
 McArthur, Liam (Orkney Islands) (LD)
 McDonald, Mark (Aberdeen Donside) (Ind)
 McKee, Ivan (Glasgow Provan) (SNP)
 McKelvie, Christina (Hamilton, Larkhall and Stonehouse)
 (SNP)
 McNeill, Pauline (Glasgow) (Lab)
 Neil, Alex (Airdrie and Shotts) (SNP)
 Paterson, Gil (Clydebank and Milngavie) (SNP)
 Robison, Shona (Dundee City East) (SNP)
 Ross, Gail (Caithness, Sutherland and Ross) (SNP)
 Rumbles, Mike (North East Scotland) (LD)
 Ruskell, Mark (Mid Scotland and Fife) (Green)
 Smith, Elaine (Central Scotland) (Lab)
 Smyth, Colin (South Scotland) (Lab)
 Stevenson, Stewart (Banffshire and Buchan Coast) (SNP)
 Stewart, David (Highlands and Islands) (Lab)
 Stewart, Kevin (Aberdeen Central) (SNP)
 Swinney, John (Perthshire North) (SNP)
 Todd, Maree (Highlands and Islands) (SNP)
 Torrance, David (Kirkcaldy) (SNP)
 Watt, Maureen (Aberdeen South and North Kincardine)
 (SNP)
 Wheelhouse, Paul (South Scotland) (SNP)
 Wightman, Andy (Lothian) (Green)
 Yousaf, Humza (Glasgow Pollok) (SNP)

Against

Ballantyne, Michelle (South Scotland) (Con)
 Bowman, Bill (North East Scotland) (Con)
 Briggs, Miles (Lothian) (Con)
 Burnett, Alexander (Aberdeenshire West) (Con)
 Cameron, Donald (Highlands and Islands) (Con)
 Carlaw, Jackson (Eastwood) (Con)
 Carson, Finlay (Galloway and West Dumfries) (Con)
 Chapman, Peter (North East Scotland) (Con)
 Corry, Maurice (West Scotland) (Con)
 Fraser, Murdo (Mid Scotland and Fife) (Con)
 Golden, Maurice (West Scotland) (Con)
 Greene, Jamie (West Scotland) (Con)
 Hamilton, Rachael (Ettrick, Roxburgh and Berwickshire)

(Con)
 Harris, Alison (Central Scotland) (Con)
 Kerr, Liam (North East Scotland) (Con)
 Lindhurst, Gordon (Lothian) (Con)
 Lockhart, Dean (Mid Scotland and Fife) (Con)
 Mountain, Edward (Highlands and Islands) (Con)
 Mundell, Oliver (Dumfriesshire) (Con)
 Rennie, Willie (North East Fife) (LD)
 Scott, John (Ayr) (Con)
 Scott, Tavish (Shetland Islands) (LD)
 Simpson, Graham (Central Scotland) (Con)
 Smith, Liz (Mid Scotland and Fife) (Con)
 Stewart, Alexander (Mid Scotland and Fife) (Con)
 Tomkins, Adam (Glasgow) (Con)
 Whittle, Brian (South Scotland) (Con)

The Presiding Officer: The result of the
 division is: For 84, Against 27, Abstentions 0.

Motion agreed to,

That the Parliament notes the 6th Report, 2018 (Session
 5) of the Standards and Public Appointments Committee
 Complaint against Annie Wells MSP (SP Paper 408) and
 agrees to impose the sanction recommended in the report
 that Annie Wells MSP be excluded from all meetings of the
 Parliament and all meetings of its committees for the first
 five sitting days after this motion is agreed.

Point of Order

17:05

Stewart Stevenson (Banffshire and Buchan Coast) (SNP): On a point of order, Presiding Officer. In today's member's business debate at 2.30 pm, there was considerable opprobrium and repeated comments about the absence of two Government ministers in responding to the debate. If it were the case that the members who made those comments were aware of section 7 of the ministerial code, which governs the participation of ministers in matters that relate to their constituency, would they have seen a lack of respect and courtesy to members? Just to be clear, I make no suggestion that the members were aware of the requirements of the ministerial code in relation to my two colleagues, but it would be helpful if you could guide us as to the future conduct of members in such matters.

The Presiding Officer (Ken Macintosh):

Thank you, Mr Stevenson. I was in the chair at the time, so I heard all the contributions, including your own measured contribution. The ministerial code is not a matter for my interpretation; it is for each individual member to make themselves aware, or otherwise, of it. In this case, although the attacks were political, they were not disrespectful, so there is no point of order for me to rule on.

Meeting closed at 17:06.

This is the final edition of the *Official Report* for this meeting. It is part of the Scottish Parliament *Official Report* archive and has been sent for legal deposit.

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The Scottish Parliament
Pàrlamaid na h-Alba

PERSPECTIVE / LETTERS TO THE EDITOR

Second letter is too sarcastic for words.

Q.H.

Why has it taken so long for schools to teach that gays aren't freaks or criminals?

It is a rare SNP government initiative, particularly in education, that impresses me but I support their efforts to encourage LGBTI education in our schools (your report, 9 November).

In a different era I went through 12 years of school education which prepared me well for my seven years at university medical school, during all of which I gradually realised I was homosexual – “gay” was then still a word

that held its original definition. I never experienced any personal antagonism or discrimination because I knew not to appear or behave differently but I was far from content with myself: it was implicit in everything I read, that we were told and taught and what I saw on television, that homosexuality was at best an illness and at worst criminal and sinful.

I could not be myself or be open about by feelings for

many years, until well into my twenties.

Returning several times recently to my old school, Kirkcaldy High School, I was impressed and moved emotionally to find that they have a very active LGBTI support group, it has won awards from COSLA and in the foyer there is an amazing poster corner proclaiming this initiative.

That more schools will now have to include education on LGBTI issues must be wel-

come. But why has it taken 50 years since I left school?

Of course this will frustrate and annoy those with strong religious views, and I spent decades accepting those, but young people today who, for example, are gay have to know that they are not freaks or criminals and those who are not need to know and be told that about their fellow students, and that discrimination is abhorrent.

It is immaterial that Scotland

will be “first in the world” to do this, politically driven grandstanding: what is important is that it happens and young people know how to accept themselves and others around them.

(DR) ALAN RODGER

Clairmont Gardens, Glasgow

We must congratulate Nicola Sturgeon and John Swinney for introducing LGBTI education into the Scottish curriculum... another great initiative

to stand alongside the Named Person Scheme and P1 testing.

May I ask them when they will be addressing the standards in numeracy and literacy which have been falling over the past decade?

I'm sure we all remember Ms Sturgeon telling us that she should be judged on her record in Education. Is ten years enough time to form a reasoned judgement?

JIM HOUSTON

Winton Gardens, Edinburgh

The Scotsman letters pages are open to all. If referring to an article, include date and page. No attachments – letters must be in body of e-mail. Keep letters to under 300 words. We reserve the right to edit letters. Send submissions, which must

a “man who knows best”, who has not taken the time to read a freely available text. I urge Mark and your other readers to download my freely available research, and make up their own minds: after reading, but not before.

(PROF) MELISSA TERRAS

University of Edinburgh

lardyke in the First World War, p.112). Much of her own writing is reproduced in Agnes Anderson's little book *Johnnie of Queen Mary's Army Auxiliary Corps* (1920).

On Christmas Day 1918 Elizabeth Johnston's body was found, having apparently fallen from the tower of the dis-

She was given a full military funeral in St Sever cemetery, with the firing party provided by a detachment of South African Highlanders in Atholl tartan. A young Canadian soldier removed the Union Jack from her coffin and replaced it with a Saltire. Susan Morrison revisited Elizabeth Johnston's story earlier this week on BBC

Radio Scotland's series *Time Travels*.

HARRY D WATSON

Braehead Grove, Edinburgh

One positive aspect to emerge from the end of the First World War was the formation in 1918 of the Scottish Grocers' and Provisions Merchant's Federation. The Federation was

arrivals hall's new hi-tech systems? I found them confusing myself, despite all the shouting.

But it is time for a rethink; if this was my first impression of Scotland, I would not be keen to come back.

MICHAEL LLOYD

Stanley Place, Dunbar

Kirkcaldy High School LGBT+



COSLA

Excellence Awards 2018

***Tackling Inequalities &
Improving Health***

Scotland's Suicide
Prevention Action Plan



Every
Life
Matters



The School Report 2012 asked young people about the impact of homophobic bullying and found that:

- **Nearly one in four** (23 per cent) lesbian, gay and bisexual young people have tried to take their own life at some point. Girls are more likely to attempt this than boys (29 per cent compared to 16 per cent)
- Gay young people who experience homophobic bullying are much more likely to attempt to take their own life than gay young people who aren't bullied; **28 per cent** have attempted to take their own life compared to **17 per cent**



Mental health

Stonewall health brief

'The bullying went on for the whole five years of secondary school. From when I started to when I finished. I tried to fight back. I was depressed, I cut, and I was on the verge of suicide. For one year, I came home everyday crying into my mum's arms, saying I wanted to leave the school.'

Rabi (15)

- **Formed in 2015**
- **Around 20 active members**
- **Safe Space/Support Group**
- **Training and Campaigning**
- **... at community and national level**

....

- **Reducing prejudice, HBT bullying and feelings of despair**
- **Promoting equality and rights**

BBC REPORTING SCOTLAND



Fife Free Press

Thursday, November 18, 2010 www.fifetoday.co.uk 47P

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2 FOR 1 AT PIZZA HUT
Try 'The Press' pizza! P20

Kirkcaldy school leads the way in LGBT+ equality



'That's for Kirkcaldy!' Sir Ian McKellen wears Kirkcaldy High School tie on The Graham Norton Show after promising kids on surprise visit



Daily Record



Equalities and Human Rights Committee - Scottish Parliament: 15 June 2017



The Scottish Parliament
Pàrlamaid na h-Alba

(SLIDE 1) BLAKE

Good morning and thanks for this chance to explain our work today.

We are Kirkcaldy High School LGBT+ ... My name is Blake and I am joined by Morgan. We've been active members of the group for about a year and a half.

We also have Dr Paul Murray, Chemistry teacher and staff link who is a very strong supporter and contributor to our work.

(SLIDE 2)

You might be familiar with the Scottish Government's recent suicide prevention strategy? And there's also Stonewall's "Mental Health Briefing", which highlights that LGBT young people are at significantly higher risk of mental health issues and suicide than the general population.

There is a mental crisis for young Scots and it's worse for gay, lesbian or especially trans individuals. So it is about saving lives in the end... and here's what we are doing about it.

(Slide 3)

Our group was formed in 2015 as a result of a request from a pupil. It is now a safe haven and support community for LGBT pupils and staff and for all the "allies" in our school who care about equality and fairness.

Our aim is to reduce prejudice, bullying and feelings of isolation or despair ... both in our school ... and increasingly ... beyond our school.

And we do this through education, training and campaigning.

It's surely only right and fair that every young person in Scotland gets to be themselves ... and be respected equally?

(Slide 4)

So what does that look like? On the slide you'll see us leading assemblies on LGBT issues ... a great way of reducing stigma and normalising diversity.

We are often out and about promoting initiatives such as the red ribbons for World Aids Day or the Rainbow Laces and Rainbow Ribbons campaigns.

When you are tackling prejudice it's important to have a persistent approach ... being seen out and about and having a social media presence are really important.

The middle left photo is from one of our staff training sessions ... we've done 3 of these. Trying to help staff to deliver an LGBT friendly experience, where HBT (that's homophobic, biphobic or transphobic) bullying can't happen. We are planning more sessions.

Last year, we got the whole school, that's over a thousand young people and a hundred staff to sign up to the Stonewall "No Bystanders" Pledge. And it's been put up in a very prominent position at the top of the main stairs. We even got Sir Ian McKellen to sign our pledge when he visited us in 2017. Morgan is now going to tell you about our reach beyond the school.

(Slide 5) MORGAN

Thanks Blake ...

I've just got a few photos to demonstrate how we are extending beyond Kirkcaldy High School. I'll start top left and work round the slides ...

(TL) We've been active in other Fife schools. This is us visiting Beath High School to help them get a group set up. We've also supported other schools.

(TR) We have run training sessions for the NHS and the Fife Childrens' Panel. We covered LGBT definitions, we looked at case studies and scenarios, exploring what staff might do or say in certain situations.

(BR) Many of our members were volunteers at the first ever Fife Pride last year and this year. It's been a brilliant success and about 1/3 of the volunteers have come from our LGBT group. In fact ... a huge number of our pupils went along in July ... just for a great day out. We've also visited Dundee Pride and Edinburgh Pride.

(BL) In the bottom left photo you see me and Julie creating a rainbow quilt panel for LEAP Sports Scotland. This an organisation that promotes health and sport for lesbian and gay people. LEAP Sports put together a massive tapestry from all over Scotland and it was first shown at Perth Pride.

(TL) We've been in the media several times including an appearance on Reporting Scotland and several stories in the Fife Free Press. We've also gave evidence to the Equalities and Human Rights Committee here at the Scottish Parliament. They named the report after something Mr Allan had said ... he said that the school was creating a school culture where "It's not Cool to be Cruel".

(Slide 6)

We are very proud of the work we do at KHS and beyond. Many people have made a success of their life despite what happened to them in school. We think we are helping people lead better lives BECAUSE of what happened in school. In October we were awarded the prestigious COSLA "President's Award" for the work we have done.

And in particular, there has been a revolution in terms of lesbian and gay issues. We've gone from LGBT people being treated as criminals to full legal equality and gay marriage in one generation. We had teachers afraid of being struck off for even mentioning

homosexuality in school. Now Scotland is recognised as one of the most LGBT friendly countries in the world.

We like to think that we're not just been part of that revolution ... we're leading it.

Thank you ... and we are very happy to take any questions.

Paul

There's not a lot for me to add except to say how proud I am to be able to work with such an engaged, enthusiastic, forward-thinking and fun group of people. It's funny to think that if I had led a group like this when I was at school (which was the 90s thank you), I would have been struck off under "Section 28/Clause 2A". Now as a result of our rights work, I can say that KHS is a safe place for everyone.

Future plans are...

- Training for the Childrens' Panel.
- Training for the NHS.
- Writing an LGBT information leaflet for the NHS.
- Training for new teachers at KHS and beyond.
- Workshops for primary school (p6/7) children.
- Painting a pillar at KHS rainbow.
- More Prides and general fun events!

You can see that the pupils of KHS are leaders in extending young people's participation and rights in general ... especially in this "Year of Young People". Their influence extends way beyond LGBT equality ... which is a vitally important human rights issue in itself. But if we want to maintain a healthy democracy, we need young citizens who are prepared to get involved, take a stand and express themselves.

The pioneering pupils from KHS who made a huge difference in 2018

Choosing our '40 Fifers of The Year' the work of one group simply stood out - that's why the LGBT+ group at KHS is our top choice this year

#40FIFERS

BY TANYA SCOON
t.scoon@jpimedia.co.uk
Twitter: @ffptanya

1 When Kirkcaldy High School pupils decided to set up a safe space for youngsters suffering from homophobic and other types of bullying three years ago, little did they expect that it would lead to them becoming pioneers for the LGBT+ community, not just within the school and the town, but throughout Fife and Scotland.

It was the start of the school's LGBT+ group, guided by science teacher Dr Paul Murray and led by the pupils. Today it is attended by over 20 pupils from all year groups and comprising LGBT

40 FIFERS OF THE YEAR

pupils and allies who identify with what they are trying to achieve.

Its aim is to increase and promote knowledge of the

Diversity is a strength in any community and our group has worked tirelessly to promote that

LGBT community within the school and to inform and educate others to help reduce bullying.

From that simple premise it has gone on to help inform and educate staff, pupils from other schools, council officers and health professionals in Fife, and gone to the Scottish Parliament's human rights committee to talk about the work it is doing.

It has been visited by acting

legend Sir Ian McKellen, one of the founders of the Stonewall charity, and taken part in the Respect Me conference in Glasgow, as well as taking a prominent role in many Pride festivals around Scotland.

It has worked with HIV Scotland and participated in an information sharing event for NHS Fife nurses, as well as helping other schools to set up their own groups.

In October all of these successes culminated in the KHS LGBT+ group receiving the prestigious Convention of Scottish Local Authorities top honour, the President's Award.

Derek Allan, rector, said: "I am exceptionally proud of the way our school has come together to agree and to celebrate the idea that it's perfectly okay to be you ... whether you are gay, straight or whatever your identity.

"Diversity is a strength in any community and our group has worked tirelessly to promote that. It has also given the



Left: Derek Allan and Dr Paul Murray (back right) with members of the KHS LGBT+ group at their equality pillar. Below: Pupils attending Fife Pride, and receiving their COSLA award.



Being recognised by the FFP is great news for LGBT kids across Fife

Derek Allan

Rector, Kirkcaldy High School

whole school a sense that activism and pushing for change is not only possible, but the right thing to do when there are wrongs to be addressed.

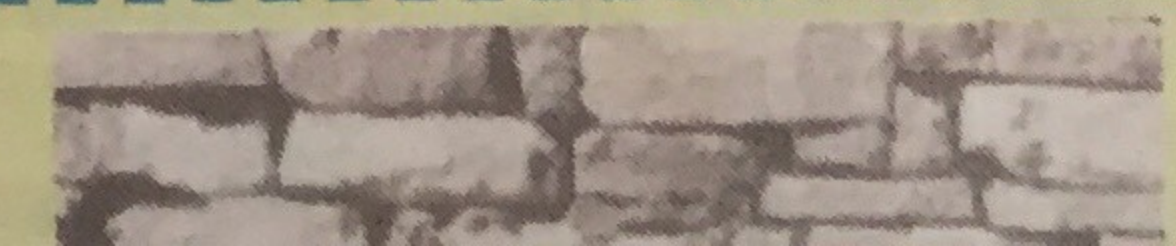
"Some people succeed and find happiness in life despite what happened to them in school. We're trying to achieve that because of what happens in school.

"Being recognised by the Fife Free Press like this is great news for LGBT kids across Fife. It might just make their lives a little better, knowing that equality, fairness and the right to be yourself are increasingly regarded as core values in modern Scotland."

Cameron Bowie, the group's chairman, added: "Over the years the school has improved the general ethos and promoted the ideal of respecting everyone, and we are proud of what we have achieved."

Dr Murray said: "It's been an amazing year. We've had a great time at so many events, met some fabulous people and helped to increase equality and celebrate diversity across the Kingdom. We'd like to thank everyone who's supported and congratulated us. We are very proud of the work we do and we're looking forward to more in 2019."

THEY SOLVED MY SEVERE BACK PAIN AND HELPED TO GET MY LIFE BACK



[News](#)[Magazine](#)[We must break down the barriers to LGBTI-inclusive education](#)[Show image](#)

Tes Editorial
04 January 2019

We must break down the barriers to LGBTI-inclusive education

The Scottish government's commitment to LGBT-inclusive education is welcome – but schools still have a lot of work to do, writes Emma Seith

The note was left on Paul Murray's seat in maths. "To Paul, we hate you. Puff." It was far from being anonymous; it was, in fact, signed. The perpetrators clearly expected there would be no consequences, explains Murray, who is now a teacher himself.

But then Murray was at school in the 1990s and the incident, therefore, predated the repeal of Section 28 of the Local Government Act 1988. This forbade schools from promoting "the acceptability of homosexuality as a pretended family relationship".

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Now Dr Murray – a science and chemistry teacher at Kirkcaldy High in Fife who also runs the school's LGBT+ group – uses that note in training sessions that members of the LGBT+ group run with teachers. It is one of a number of scenarios used, but the big reveal at the end is that this one involved the colleague standing in front of them.

We might comfort ourselves with the thought that this occurred decades ago, but Dr Murray is clear – in our feature about the move by the Scottish government to ensure that LGBTI-inclusive education is explicitly taught across the curriculum (pages 12-17) – that homosexuality remains “the last bastion of acceptable prejudice”.

'The last bastion of acceptable prejudice'

Section 28 was repealed in 2000, but this kind of thinking still lives on in the heads of some teachers.

This, of course, will be a barrier to implementing the new government guidance. So how will the message that homosexuality is no longer a taboo subject be fed down to all classroom teachers, and what support will they be offered to deliver on this new expectation?

If organisations such as the Time for Inclusive Education (TIE) campaign, which fought so hard for these changes, are to have a role, they are going to need funding.

Jordan Daly, co-founder of TIE, says that since education secretary John Swinney announced that it was his intention that the curriculum in school should be “as diverse as the young people”, the organisation's inbox has begun to strain under the weight of emails from schools looking for help to make that a reality.

This is undoubtedly a good sign, and one of the recommendations of the government's LGBTI working group is that a basic new LGBTI inclusion training course should be funded for teachers and made available nationally by 2020. That recommendation, along with 30-plus others, has been accepted by the SNP.

But it will be school senior managers who give staff the time and space to take part. The pupils at Kirkcaldy High are clear that there would be no LGBT+ group if it were not for the vocal and visible support of the school's leaders, including the headteacher, Derek Allan. It was this willingness to embrace diversity from the top that made Murray feel able to be open with pupils about his bisexuality.

However, even in a school like this – where the LGBT+ group is relatively well established, having been formed back in 2015 – there is no other openly gay teacher. Should that bother us? I think it probably should, even though Murray makes the point that many teachers – irrespective of their sexuality – will choose to keep their private lives out of the classroom.

It should bother us because you can see how liberating it is for the pupils to have a role model like Murray. And it's not just about sexuality. It's about learning to be comfortable in your own skin and to embrace the things that make you "quirky" or "weird".

At present, however, it still feels as though coming out in school, be it by pupil or teacher, is a brave and unusual thing to do. Perhaps we will know that the government's LGBTI-inclusive education policy has succeeded when it is just par for the course.

Happy new year.

Emma Seith is a reporter for Tes Scotland. @Emma_Seith



Tes Editorial

Share article



Paul Murray

From: [REDACTED]
Sent: 17 January 2019 14:26
To: [REDACTED]
Subject: INVITE: LGBT History Month Parliamentary Reception
Attachments: LGBT HM Reception Guests.docx

Hello from Pink Saltire!

I'm delighted to extend an invitation, on behalf of Pink Saltire and our sponsor Jenny Gilruth MSP, to a Parliamentary Reception to mark LGBT History Month 2019 on Thursday 31st January.

This event is by invitation only, free places can be booked via the EventBrite link below or in the attached document:
<https://www.eventbrite.co.uk/e/lgbt-history-month-parliamentary-reception-tickets-55020450649>

Please ensure you book promptly as spaces are extremely limited for this event.

Jenny and I look forward to welcoming you to The Scottish Parliament and celebrating Scottish LGBT catalysts for change.

Best regards,

[REDACTED]

[REDACTED], Pink Saltire SCIO

T: 01592 645340

[REDACTED]

New Volunteer House, 16 East Fergus Place, Kirkcaldy, Fife KY1 1XT

Pinksaltire.com – Scotland's LGBT news hub with 1.4million views across all digital channels in 2017-18

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Paul Murray

From: [REDACTED]
Sent: 24 January 2019 09:12
To: [REDACTED]
Subject: FW: Invitation from The Secretary of State for Scotland 21 February 2019
Attachments: Invitation.pdf

[REDACTED]

I just wanted to let you know The Flavour of Fife LGBT Group [REDACTED] have been invited by the Secretary of State to an event as part of LGBT History Month Event to display their photography as part of a Fife Contemporary Art project they have recently been involved in.

From: [REDACTED]
Sent: 23 January 2019 13:57
To: [REDACTED]
Subject: Invitation from The Secretary of State for Scotland 21 February 2019

Good afternoon [REDACTED]

Please see the attached invitation (& below) [REDACTED]

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
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[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

As part of LGBT History Month 2019

The Secretary of State for Scotland
Rt Hon David Mundell MP

Wishes to invite you to

A reception to celebrate those who support the LGBT community in Scotland.

Thursday 21 February 2019
19:00 – 20:30
(Please arrive from 18:45)

Double Tree Hilton
Skybar Penthouse Edinburgh,
34 Bread Street
Edinburgh

EH3 9AF

Please reply by 13 February 2019 to

[Redacted]

or to rsvp@scotlandoffice.gsi.gov.uk

Please advise of any dietary and accessibility requirements.

Please bring this invitation with you as a form of identification.

Regards

[Redacted]



[Redacted]

[Redacted]

[@UKGovScotland](#) | [facebook.com/ukgovscotland](https://www.facebook.com/ukgovscotland)

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[REDACTED]

From: [REDACTED]
Sent: 06 February 2019 17:12
To: [REDACTED]
Subject: Minutes of LGBT Champion Group 6/2/19
Attachments: [REDACTED]

Hi folks!

Great to meet you all today. Minutes are below.

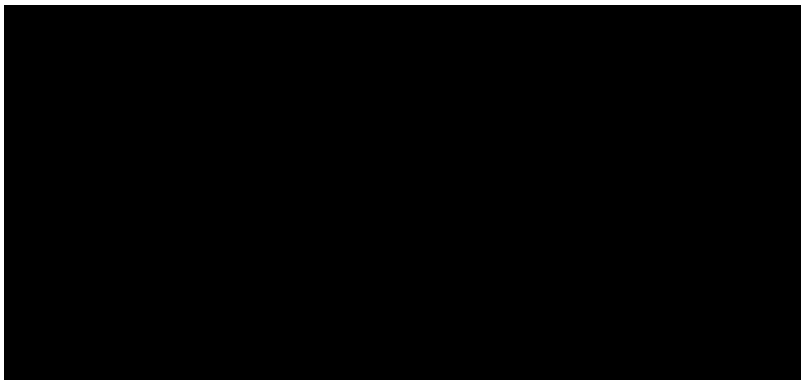
Action points:

- [REDACTED]
 - Dig out policies on anti-bullying etc. (based on national approach)
- [REDACTED]
 - Templates/examples for...
 - Trans policy
 - Equalities statement
 - Impact assessment
 - Put [REDACTED] in contact with tech person RE Sharepoint/Glow
- [REDACTED]
 - Take minutes
 - Start gathering evidence including
 - Pupilwise survey
 - Find LEAP Sports advice on PE (discussion for next meeting)
- [REDACTED]
 - Communicate with Cara RE training dates
 - Email Baseline survey [REDACTED] to upload to folder

Hope that's OK folks. I'll pdf this email as a piece of evidence of our meetings! ☺

Bests

■





INFORMATION FOR PUPILS – PLEASE READ DAILY

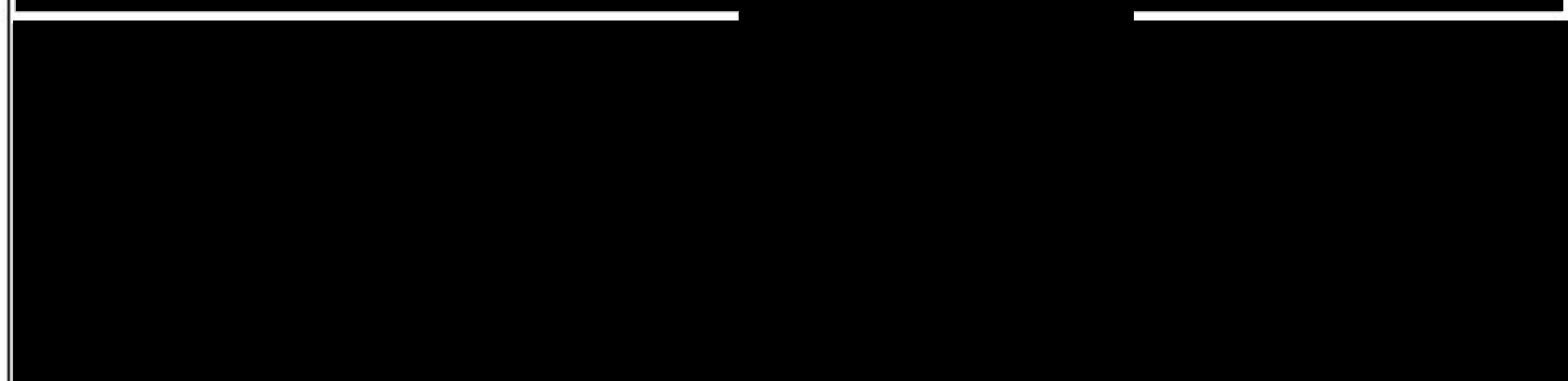
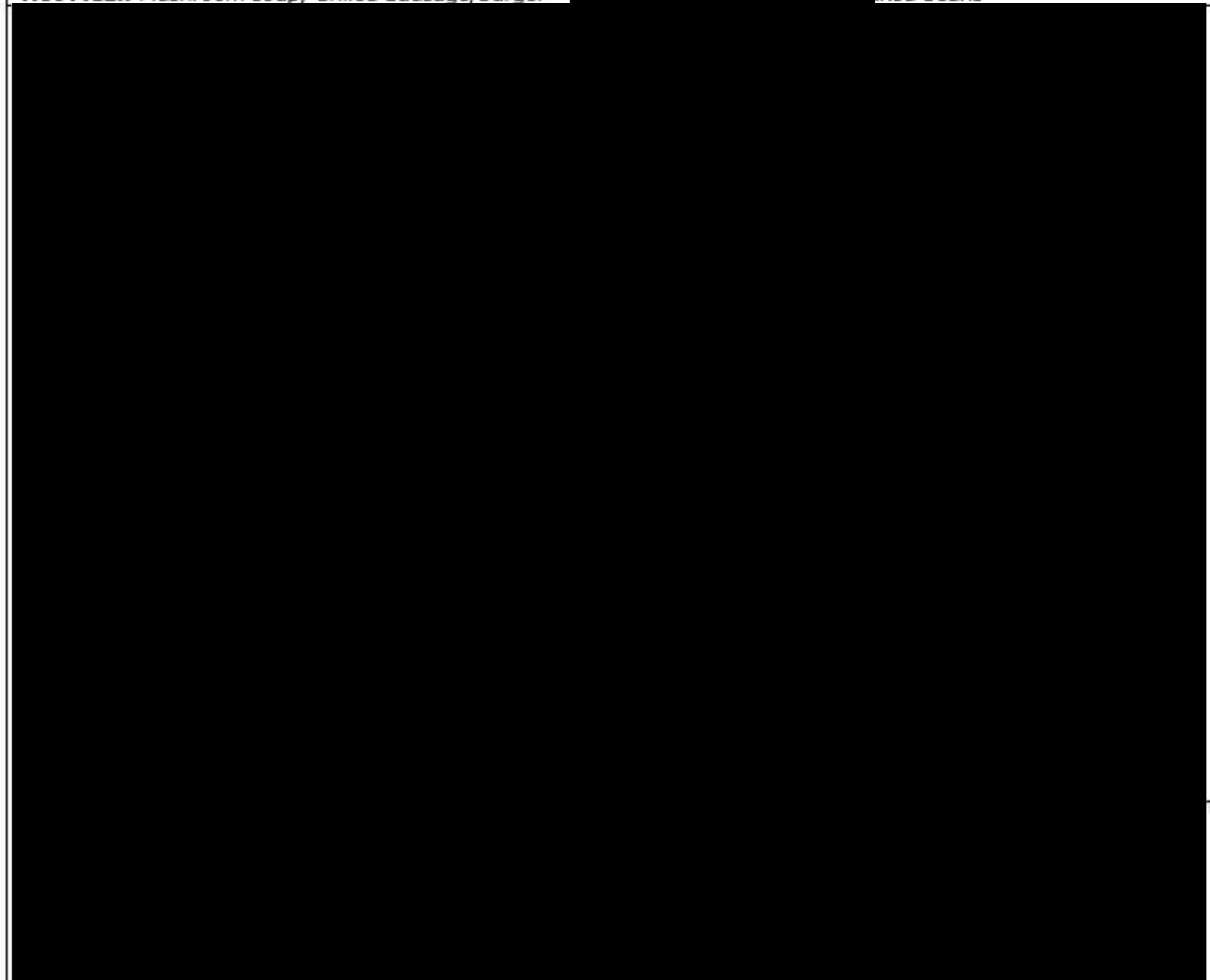
TUESDAY 26 FEBRUARY

Assembly: S2

Forum: Carlyle

Hot Meal: Mushroom soup, Grilled Sausage/burger –

aked beans



Memorial Football Match for Connor Aird and Ethan
The boys who used to play alongside Connor and Ethan
kick off at 7:30pm.

Ethan/Connor)
ch at Stark's Park on 12 March,

Dance Showcase (Miss McIntosh)
All dancers please attend a meeting, with Miss McIntosh
26 February). If you cannot attend please see Miss Mc

start of interval **today** (Tuesday

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

LGBT+ Group (Dr Murray)

The LGBT+ Group meets on **Tuesday** lunchtime in A4 [REDACTED] You are welcome whether you identify as LGBT+ or as someone who is interested in equality. We have loom-band making, friendship bracelet making and badge making all available! Just bring your lunch and a smile!

LGBT+ Champion Meeting

Monday 01.04.19 3.30pm

Chair: [REDACTED]

Attendees: [REDACTED]

Minutes: [REDACTED]

1. [REDACTED]
2. All staff training booked for 13/15th May. Whole school staff invited to attend.
Champions to possibly receive additional training to support staff.
3. Leaflet has been created to share with parents/carers.
4. Trans specific event to be organised (or can this be delivered through PSE?)
5. Single use changing room available for pupils who may require this. Can this be used to support somebody who is gender neutral?
6. Promotional materials are covered.
7. Discussion took place as to how families can be supported with LGBT+ issues. Bullying survey could be used as a vehicle to gather information on what people would like to have in terms of support.
8. Equalities statement shared with the group. Is there an equalities policy? Should this be something we have in place? [REDACTED]
9. LGBT+ policy shared with group. Some amendments have been made and it was decided that an appendix of definitions should be added for clarity.
10. Issue of young people not having shared information with their parents yet wish to be called by another name/pronoun in school. Where do staff stand of the sharing of information, potentially by accident if they are in contact with the parents?



Kirkcaldy Central Mosque
@KirkcaldyMosque

← **Tweet**

High School to speak about the Islamic view towards the LGBT community with the LGBT and Equalities group of Kirkcaldy High School.



KHS LGBT+ @KHS_LGBT · Apr 23, 2019

Great to meet and chat to Mansoor, Iman of @KirkcaldyMosque! @KHSRME



3:54 PM · Apr 29, 2019 · Twitter for iPhone

6 Retweets 30 Likes



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Kirkcaldy Cen...
@KirkcaldyMo...

Follow

The first mosque established in Fife, Scotland. 'Striving towards the advocacy of peace and harmony of society through faith, affection and tolerance.'



KHS LGBT+
Follows you

Following

Official twitter of the @kirkcaldyhigh LGBT+ group and committee! Find out more about LGBT+ at KHS here! Winners of @cosla President's Award in 2018!



KHS RME/...
@KHSRME

Following

Welcome to the official Twitter of the RME/RMPS department at Kirkcaldy High School. Find out what Miss Devenney and the awesome KHS students are getting up to.

Trends for you

Politics · Trending

#IACaucus

222K Tweets

US News

Iowa caucuses:
Democratic results ...



#WorldCancerDay

Making progress towards a world without cancer.

Promoted by MSD

Politics · Trending

Lisa Nandy

1,772 Tweets

News · Trending

Michael Stewart

Trending with: Traynor, Jim Traynor

Pets · Trending

#TongueOutTuesday

1,904 Tweets

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Ads info More © 2020 Twitter, Inc.

Paul Murray

From: [REDACTED]
Sent: 22 May 2019 19:56
To: [REDACTED]
Subject: LGBT+ Charter Stuff to look at!

Hi all!

[REDACTED]

There's a couple of things it'd be good to push on with so....

1) We need to do a bullying survey. The kids have made one which is at...

https://forms.office.com/Pages/ResponsePage.aspx?id=oyzTzM4Wj0KVQTctawUZKbJQCpG_48RBveWtJZKo4aVUM05QUEpWNTVKNDdIOEVaNDZMNkxQRDhKTC4u

*Is there anything we should add/subtract/change?

*What might be the best way to get as many responses as possible? You'll notice that it's for staff as well!

2) We have made a parental leaflet. It is at....

https://glowscotland-my.sharepoint.com/:b:/r/personal/gw12murraypaul2_glow_sch_uk/Documents/extra%20curricular/LGBT+/Charter/evidence/3%20Training/3.5%20School%20to%20offer%20LGBT%20awareness%20briefing%20to%20parents%20and%20carers/LGBT_Leaflet_Trifold_v2.pdf?csf=1&e=99Gvne

*Comments please. It was made mostly by the kids with the design by [REDACTED] Techy [REDACTED] [REDACTED] I know there's quite a controversial question in there but the kids were keen to tackle the accusations of propaganda directly. Comments on that in particular are welcome!

The charter mark standards are...

https://glowscotland-my.sharepoint.com/:b:/r/personal/gw12murraypaul2_glow_sch_uk/Documents/extra%20curricular/LGBT+/Charter/LGBT_Charter_Mark_Award_Standards.pdf?csf=1&e=Y2rZMI

...and there's a document with where I reckon we are at...

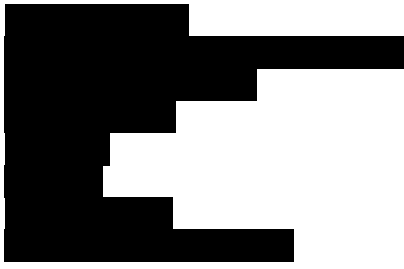
https://glowscotland-my.sharepoint.com/:w:/r/personal/gw12murraypaul2_glow_sch_uk/Documents/extra%20curricular/LGBT+/Charter/LGBTYS%20Gold%20Submission.docx?d=we8a376f070374ca4b5a6d6269ff6cbbc&csf=1&e=OAEqFj

Any Glow problems let me know and I'll go in with an electronic hammer and chisel. [REDACTED]

https://glowscotland-my.sharepoint.com/:f:/r/personal/gw12murraypaul2_glow_sch_uk/Documents/extra%20curricular/LGBT+/Charter?csf=1&e=dVGhqS

Thanks as always everyone. I was really pleased (albeit having been a bit apprehensive) with the success of the training last week so I'm excited to be moving this on. :-)

Bests!





KHS LGBT+

@KHS_LGBT

Follow



We're at [@EdinburghUni](#) [@SEICollab](#) [#SEICwellbeing](#) Young People's Emotional Well-being Conference. Looking forward to some interesting discussions! 😊🏳️‍🌈 [#legendsoflgbt](#)



2:08 am - 21 Oct 2019

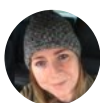
4 Retweets 23 Likes



1

4

23



Michelle McLean @michelleseic · Oct 21



Replying to [@KHS_LGBT](#) [@EdinburghUni](#) [@SEICollab](#)

It was an absolute pleasure to have you deliver workshops today. Truly amazing!

1

2

2



KHS LGBT+ @KHS_LGBT · Oct 21



😊🏳️‍🌈 Thank you for having us!

1

1

1

Home Moments



KHS LGBT+
@KHS_LGBT

Official twitter of the @kirkcaldyhigh LGBT+ group and committee! Find out more about LGBT+ at KHS here! Winners of @cosla President's Award in 2018!


KHS LGBT+
@KHS_LGBT

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A dark and moody Cinema selfie! We're at the Kino in Glenrothes to see The Addams Family. Lovely to see lots of pals including Miss. Duff from @qahsinfo #pals #Legendsoflgbt



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Paul Murray

From: [REDACTED]@sds.co.uk>
Sent: 12 December 2019 09:32
To: [REDACTED]
Cc: [REDACTED]
Subject: RE: SDS Staff Event - 11th December

CAUTION: This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

[REDACTED]

I was just getting in touch to say a very big thank you [REDACTED] [REDACTED] your three pupils – [REDACTED] for the excellent presentation from the Kirkcaldy High LGBT+ Group yesterday at our staff event.

[REDACTED] deserve great credit for the very confident and accomplished way they delivered their session. They really struck a chord with all of our staff and were first-class ambassadors for both the School and the LGBT+ Group they represent. It was a real pleasure to have them involved.

Can you please pass on my thanks [REDACTED] and let them know how much we appreciated and enjoyed their input.

Best wishes,

[REDACTED]
[REDACTED]
Illl Skills Development Scotland Leasachadh Sgilean na h-Alba
43-45 Whytescauseway, Kirkcaldy, KY1 1XF

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From: [REDACTED]
Sent: 09 December 2019 15:24
To: [REDACTED]@sds.co.uk>; [REDACTED]
Subject: RE: SDS Staff Event - 11th December

CAUTION: This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

No problem. Presentation attached!

From: [REDACTED]

Sent: 09 December 2019 15:15

Subject: RE: SDS Staff Event - 11th December

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[REDACTED]

That's great, looking forward to seeing everyone then.

The Hotel will be providing a screen and we will be using an SDS staff laptop for presentations and activities. If it's okay with you, it might be easier just to email whatever you plan to use through to me and I'll get it all set up and ready to go for the pupils.

Thanks,

[REDACTED]

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Sent: 09 December 2019 14:24

To: [REDACTED] [@sds.co.uk](mailto:[REDACTED]@sds.co.uk); [REDACTED]

Subject: RE: SDS Staff Event - 11th December

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[REDACTED]

Team KHS will see you at 1.45pm ish on Wednesday. Is there a projector or screen and a laptop they can use?

From: [REDACTED] [@sds.co.uk](mailto:[REDACTED]@sds.co.uk)

Sent: 05 December 2019 12:37

To: [REDACTED]

Subject: RE: SDS Staff Event - 11th December

CAUTION: This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

That's great [REDACTED] thanks very much for getting back to me.

[REDACTED]
[REDACTED]
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43-45 Whytescauseway, Kirkcaldy, KY1 1XF

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From: [REDACTED]
Sent: 05 December 2019 11:10
To: [REDACTED] [@sds.co.uk](mailto:[REDACTED]@sds.co.uk); [REDACTED]
Subject: Re: SDS Staff Event - 11th December

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No problem! It's about 1 h but they're quite flexible in terms of timing. The aims are...

- *To give an introduction to the LGBT+ Community.
- *To understand the terms used by the LGBT+ Community.
- *To discuss examples of LGBT+ issues in the school context.

The session consists partly of a terms/definitions matching activity and discussion of case studies. It's very friendly, interactive and it's led by the kids.

Bests!

[REDACTED]
Get [Outlook for iOS](#)

From: [REDACTED] [@sds.co.uk](mailto:[REDACTED]@sds.co.uk)>
Sent: Thursday, December 5, 2019 10:10:17 AM
[REDACTED]
Subject: RE: SDS Staff Event - 11th December

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Thanks very much for getting back to me.

We would be very happy for the pupils just to go ahead and deliver their own workshop and really appreciate them putting something together.

If possible, would you be able to give us some idea of the content of the workshop, just to ensure that we are not duplicating anything that you are planning. Our timings for the afternoon are very flexible but if you could also give a rough indication of how long you think you will need, we can then tailor things accordingly.

Thanks again,

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From: [REDACTED] >

Sent: 04 December 2019 17:22

To: [REDACTED] [@sds.co.uk](mailto:[REDACTED]@sds.co.uk); [REDACTED]

Cc: [REDACTED]

Subject: Re: SDS Staff Event - 11th December

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[REDACTED]

We have our LGBT+ training workshop ready to go. The kids run it themselves - would it be ok for them to do that?

Bests!

[REDACTED]

Get [Outlook for iOS](#)

From: [REDACTED] [@sds.co.uk](mailto:[REDACTED]@sds.co.uk) >

Sent: Wednesday, December 4, 2019 5:05:06 PM

To: [REDACTED]

Subject: RE: SDS Staff Event - 11th December

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Thanks very much for agreeing to help out at the SDS staff event next Wednesday 11th, at the Bay Hotel. We're delighted that Kirkcaldy High can take part and I look forward to seeing you all there.

I'm really just getting in touch now to confirm the final arrangements for your involvement. As previously indicated we would like you to participate as part of our afternoon session, when there is going to be a particular focus on LGBT+ issues along with accompanying activities. Our thoughts around your involvement were to run an activity where the 3 pupils plus Kirsty each worked with a group of our staff to brainstorm a Manifesto for how they would ideally like SDS to work with LGBT young people in schools. However, if you have another activity planned or feel that this wouldn't be appropriate for the pupils involved, then we are happy to be guided by you and would welcome your thoughts.

This particular session will start at 2pm and will run for about an hour, however please feel free to join us at any time beforehand.

For your info, the address is – The Bay Hotel, Pettycur Bay, Burntisland Rd, Kinghorn, Burntisland KY3 9YE

Our event is being held in the main part of the hotel, which you would enter at reception – hotel staff will then point you in our direction and I will be there to meet you when you arrive.

Thanks again for all your help and I look forward to seeing you next Wednesday. However, please don't hesitate to get in touch, should you have any questions in the meantime.

Kind regards,

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From: [REDACTED]

Sent: 22 November 2019 10:56

To: [REDACTED] [@sds.co.uk](mailto:[REDACTED]@sds.co.uk); [REDACTED]

Subject: RE: SDS Staff Event - 11th December

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Trip request attached folks! It's already in EVOLVE.

[REDACTED]

From: [REDACTED] <[REDACTED]@sds.co.uk>
Sent: 22 November 2019 10:05
To: [REDACTED] Jennifer Davidson-Kk <Jennifer.Davidson-kk@fife.gov.uk>
[REDACTED]
Subject: RE: SDS Staff Event - 11th December

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[REDACTED] it's The Bay Hotel, Pettycur Bay, Burntisland Rd, Kinghorn, Burntisland KY3 9YE.

Hope this helps,
[REDACTED]

[REDACTED]
[REDACTED]
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[REDACTED]
Sent: 22 November 2019 09:57
To: [REDACTED] <[REDACTED]@sds.co.uk>; Jennifer Davidson-Kk <Jennifer.Davidson-kk@fife.gov.uk>
[REDACTED]
Subject: RE: SDS Staff Event - 11th December

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Grand! Let me know what the venue is and I'll get on the paperwork.

[REDACTED]

From: [REDACTED] <[REDACTED]@sds.co.uk>
Sent: 22 November 2019 08:53
[REDACTED]
<[REDACTED]>
Subject: RE: SDS Staff Event - 11th December

CAUTION: This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

[REDACTED]

Thanks very much for getting back to me and for being able to support our event, it's much appreciated!

Please accept my apologies for the delay in replying – I was attending a meeting in Glasgow all day on Thursday.

We would be delighted to welcome [REDACTED] your three pupils for the afternoon. We are currently finalising the running order for the afternoon but would be very happy to fit you in at a time that suits your requirements best.

If you just let me know what timings work best for you and roughly how long you would like, we can then accommodate you into our plans.

I will be on annual leave from tonight until Tuesday 3rd December but my colleague [REDACTED] who is co-organising the session can provide any assistance during this time.

Thanks again,
[REDACTED]

[REDACTED]
[REDACTED]
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[REDACTED]
Sent: 20 November 2019 16:58

To: [REDACTED] [@sds.co.uk](mailto:[REDACTED]@sds.co.uk)>

Cc: [REDACTED] >

Subject: Re: SDS Staff Event - 11th December

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[REDACTED]
Apologies for the late reply. We have our Xmas Concert that day [REDACTED] will be involved in the rehearsal.

We are keen to support this and [REDACTED] has arranged for his colleague, [REDACTED] to come along with 3 pupils to share what the group have done. They would be able to attend in the afternoon. Does that suit?

Thanks and will await confirmation.

[REDACTED]

[REDACTED]

[REDACTED]

From: [REDACTED] [REDACTED] <[\[REDACTED\]@sds.co.uk](mailto:[REDACTED]@sds.co.uk)>

Sent: 06 November 2019 17:01

[REDACTED]

Subject: SDS Staff Event - 11th December

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[REDACTED]

Hope things are well with you!

I'm just getting in touch to ask for your help with something and please feel free to point me in the direction of someone else in the School, if this doesn't sit with you.

The SDS Fife team are currently organising an event on 11th December for all our staff across Fife, which is to be held at Pettycurr Bay and the main theme of the event this year is to be around Equalities.

We are very aware of the excellent work going on in Kirkcaldy High around the LGBT+ Equalities agenda and wondered if there was any scope for our staff to hear directly from the pupils/staff involved. We would happily slot you into our plans for the day at a time that suited you best and the input from the School could be for a length of time that worked best for you.

I'm really just getting in touch to see if this would be possible at your end, however I appreciate how busy things are in School at that time of year, so any support at all that you might be able to provide on the day would be much appreciated!

Thanks very much,

[REDACTED]

[REDACTED]

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Glasgow
G2 1DY

LGBT+ Champion Meeting

Thursday 13/01/20, 3.30pm

Attendees:



1. Reviewed charter standards. Discussed 7.5 (staff survey). ■■■ to ask ■■■ what the focus of the survey should be. Also, to ask about Equality survey.
2. ■■■ to review standards on 20/1/20 at 3.30pm.
3. ■■■ to email standards ■■■
4. Bullying survey discussed.

Fife Today

East Fife Mail Fife Free Press Herald Gazette Citizen



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Fife Flyers launch first ever ice hockey Pride weekend



Jersey launch for Elite League's first ever Pride weekend (Pic: Nigel Duncan)

Published: 20:58
Tuesday 21 January 2020

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Fife Flyers are proud to be involved in ice hockey's first ever Pride Weekend.

It faces-off on Friday when Dundee Stars entertain Glasgow Clan in a key Elite League clash to be televised live on Freesports (face-off 7.30pm) and then switches to Kirkcaldy for the gamer between Flyers and Cardiff Devils on Saturday.



All ten teams in Britain’s top league will be involved with the Scottish trio of Stars, Clan and Flyers all wearing special one-off jerseys.

The idea was sparked by a banner at the sell-out play-off finals at Nottingham Ice Arena last year.

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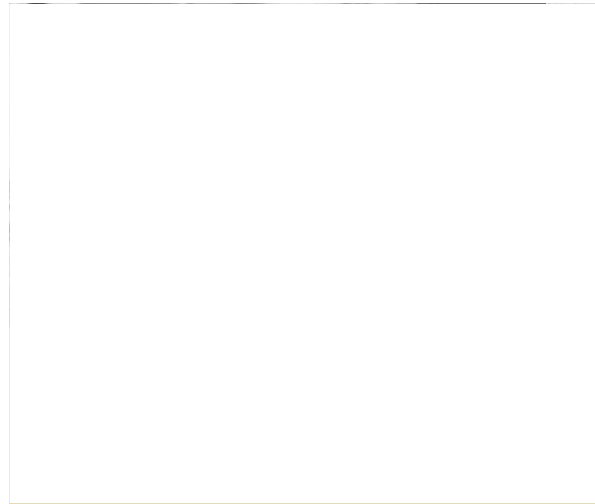
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Luke Fisher, the Elite League's PR, told a press conference in Glasgow that the organisation had every intention of increasing momentum for the initiative next year.

Ali McLaren, media manager for Flyers, said: "We are proud to be partnering with local organisations in Kirkcaldy for our Pride Weekend.

"We have Kirkcaldy High School LGBT+ coming to our game which has its own movement and it's great to see how schools across Fife are working hard to make sure everyone is included.

"They also offer advice on how to help younger people who may come out to you, and we want to work with our junior club coaches as well to make sure that they're able to support our younger hockey players." The team will also welcome members of the Fife Pride organisation rinkside.



Added Ali: “We aim to make sure the LGBT community feel welcome and valued.”

Flyers will auction off the specially designed tops for club funds.

The secret auction will run until 9:00pm during the match. Fans can bid either by handing their bid via sealed envelope to the Flyers’ shop at the game or by emailing pam.clark@fifeflyers.co.uk.



Fife Flyers ✓

@FifeFlyers

Follow



🏳️‍🌈 Help us celebrate the 1st @officialEIHL Pride Night as we take on @cardiffdevils. Also with us:

- 🎵 @PrideFife
- 🎵 @KHS_LGBT
- 🎵 Kirkcaldy Ice Hockey Juniors
- 🎵 Piper Conner Pratt

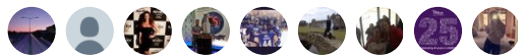
Purchase your tickets now online:
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#WeAreFife | #BringTheNoise | #pride



12:09 pm - 21 Jan 2020

10 Retweets 37 Likes



↻ 10

37



← Tweet



KHS LGBT+
@KHS_LGBT



Team @KirkcaldyHigh and pals at the @fifeflyers #pride against @cardiffdevils. @PrideFife in attendance too! #legendsoflgbt #montheflyers



6:58 pm · 25 Jan 2020 from [Burmtisland, Scotland](#) · Twitter for iPhone

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6 Retweets 19 Likes



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Official twitter of the @kirkcaldyhigh LGBT+ group and committee! Find out more about LGBT+ at KHS here! Winners of @cosla President's Award in 2018!



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Fife Flyers ✓
@... Follows you

Follow

Official Twitter feed of Fife Flyers of the Elite Ice Hockey League, UK. Est. 1938 Playing out of @FifeIceArena

Trends for you



Trending in United Kingdom

RIP Nicholas

4,265 Tweets

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Trending with: #uksnow



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It's a snow day across large parts of the UK ...



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Fife Flyers stage first ever Pride night



Fife Flyers were part of the EIHL's first ever Pride Weekend (Pic: Jillian McFarlane)

By
ALLAN CROW
[Email](#)

Published: 16:12
Monday 27 January 2020

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[New Age Entrepreneurs: why retirement can be the perfect time for a new enterprise](#)

[A number of people reaching retirement age are realising that their hobbies can fast become a fulfilling pursuit during retirement.](#)

[Promoted by Age Partnership](#)

Fife Flyers have thanked fans after staging their first ever Pride event.

The night formed part of a major initiative which involved all Elite League ice hockey teams.



On Saturday, Flyers welcomed Fife Pride and Kirkcaldy High School LGBT+ organisations to their match, and many fans donned rainbow coloured tops and flags.

The team, also played in specially designed Pride jerseys which were then auctioned off for club funds.

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During the evening, Fife Pride was on hand with a stall to talk to anyone wanting to hear more about their work and get information on supporting LGBT people.

You may also be interested in:

[Environment agency vows to monitor Mossmorran re-launch](#)

[Huge response to petition to block swimming pool cuts](#)

[Environment protestors target Fife Council HQ](#)

Pat Greenhough, convener, was amazed at how generous Flyers fans were with their donations.

Stuart Johnston, security and safety team leader for Fife Pride said: “We’d like to thank Fife Flyers for inviting us and to all the fans for being so generous and welcoming us.

“Fife Pride is inclusive, it’s open to everyone, families, aunts, uncles, grannies – the whole lot.

“It’s very important that people come along and support people who are LGBT. There’s a small minority in Fife still to be won over but we’ll get there.”

[Racing is a family affair for Leven’s Dignans](#)



John Hamilton, LGBT chairperson in Kirkcaldy High School, added: “ “The amount of rainbow flags in the stands was great. It was so colourful and nice to see.

“The evening went really well – better than we could’ve expected.”

Todd Dutiaume, head coach, said “It’s important that everybody feels included in this building. I thought it was very well received. It’s something we’ve never done before but people were very engaged and supportive. Hockey’s a sport that should be open to all.”

Flyers said the club looked forward to both celebrating the event again next season and working with both organisations during the next 12 months on ensuring ice hockey events in Fife are truly welcoming and safe spaces for LGBT fans.

Promoted Stories

Car hits house in Kirkcaldy

Fife Today

Your Horoscope: so accurate that it will give you goosebumps



← Tweet



Caitlin
@CaitlinWood_1

@KHS_LGBT absolutely reping the school today with hundreds of student teachers. Always in awe of this crew.



10:00 am · 29 Jan 2020 · Twitter for Android

4 Retweets 17 Likes



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Relevant people



Caitlin Following

Education Capacity Building Officer @LGBTYS, Glasgow Scotland. Former Head of Programs @PROJECTROCKIT Melbourne. she/her (my brain, my views)



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Trending in United Kingdom

Katie Hopkins
Trending with: Rachel Riley

Trending in Scotland

#LeaveALightOnForScotland
David Torrance MSP is Tweeting about this

Politics · Trending

#BrexitEve
8,949 Tweets
BBC News (UK) is Tweeting about this

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2,317 Tweets

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Jim Davidson
Trending with: Mr Brexit

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Date set for Fife Pride celebration as hockey team lends backing

by [Craig Smith](#) January 22 2020, 11.51am

© DC Thomson



Fife Pride in 2019.

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Promoted by Dell Advantage

Organisers of Fife Pride have announced this year's event will take place in **Kirkcaldy** on Saturday July 4.

The festival, a celebration of LGBT culture, has quickly become a staple in the region's event calendar and 2020 marks its fourth anniversary.

[Thousands of people turned out to Kirkcaldy Town Square](#) for a day of entertainment last summer, following a colourful parade through the town centre.



IN PICTURES: Thousands flock to Kirkcaldy for Fife Pride 2019

Saturday's Fife Pride celebration saw the town centre turn all the colours of the rainbow as a parade led by Kirkcaldy and District Pipe Band got under way.

 The Courier

0

This year's extravaganza will take place in the town square and more details about those performing in the main marquee will be revealed over the coming weeks.

Meanwhile, Fife Flyers ice hockey club have confirmed it is supporting the first Elite League Pride Weekend at their home game against the Cardiff Devils on Saturday.

As part of the event, the Flyers have invited Fife Pride and the **Kirkcaldy** High School LGBT+ group to join them at the Fife Ice Arena in **Kirkcaldy** for the game.

The team will be wearing a specially-designed Pride strip, which will be sold through a secret auction during the match.

Fans can bid on the jerseys until 9pm by either handing in their bid in a sealed envelope to the Flyers shop at the game or by emailing pam.clark@fifeflyers.co.uk

A spokesperson said: "The ice hockey community in Scotland is already an inclusive family that welcome all-comers, regardless of gender, ethnicity or sexuality.

"However, there is always more that we, as a community, can do to ensure everyone feels both welcome and safe at our events."

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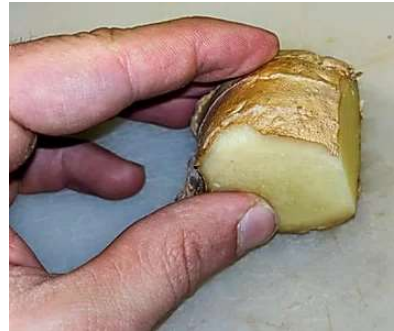
[Gallery] Over Hyped Actors That Failed to Become Stars

Daily Stuff



People Born 1951-1979 With No Life Insurance Are In For A Big

Reassured



Enlarged Prostate? Try This At Home (It's Genius)

healthreport24.com

LGBT+ Champion Meeting

Thursday 3/2/20, 3.30pm

Attendees:



1. Reviewed action plan moving forward from Feb 2020.

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FEB
06

School LGBTQ+ Diversity Since Section 28/Clause 2a

by Staff Pride Network [Follow](#)

Free

Free

[Register](#)

Date And Time

Thu, 6 February 2020

18:00 – 20:00 GMT

[Add to Calendar](#)



Location

G.159 MacLaren Stuart Room

Old College

University of Edinburgh

Edinburgh

EH8 9YL

[View Map](#)

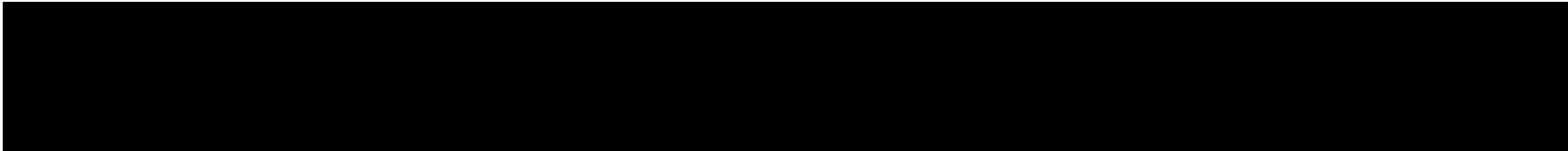


What has changed in 20 years since the repeal of Section 28/Clause 2a in Scotland?

About this Event

It has been 20 years since the repeal of Section 28/Clause 2a in Scotland. This event is being held to provide understanding of current equality law pertaining to schools, to discuss the experiences and challenges that our students and staff had in school before and after Section 28's repeal, in particular young trans students' experiences.

This event is intended as a positive experience for staff and students to share their LGBTQ+ experiences, for the audience to learn about the similarities and differences of their times.



As we are producing this event in collaboration with PrideSoc and the EUSA Liberation officers, attendees and panel participants are expected to adhere to the EUSA safer spaces policy:
[https://www.eusa.ed.ac.uk/pageassets/eusapolicy/Edinburgh-University-Students-Association-Safe-Space-Policy\(1\).pdf](https://www.eusa.ed.ac.uk/pageassets/eusapolicy/Edinburgh-University-Students-Association-Safe-Space-Policy(1).pdf)

This event will be recorded to provide a valuable resource for anyone unable to attend.

All Staff Pride Network events are fully accessible. If you have any queries about access, please contact [redacted]



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Date And Time

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18:00 – 20:00 GMT

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Edinburgh

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Staff Pride Network

Organiser of School LGBTQ+ Diversity Since Section 28/Clause 2a

The Staff Pride Network is an inclusive network that serves as a resource for the rich diversity of LGBT+ employees across the institution, including PhD students who prefer to attend staff events.

We strive to take an intersectional approach to providing a safe, supportive and welcoming environment for all people who self identify as part of LGBT+ communities, whether or not they are 'out' in the wider world, and to make LGBT+ issues more visible within the University environment.

Different organisations use different acronyms to refer to specific groups, and terminology is always evolving. Our definition of

LGBT+ includes, among others, those who identify as lesbian, gay, bisexual, transgender, queer, gender fluid, intersex, non-binary, asexual, pansexual and polyamorous. It also includes all those individuals and communities whose sexuality or gender identity is a matter of shared personal, political and/or social experience, as well as those who are LGBT+ allies.

SAFE SPACE

We welcome all those who self identify as part of LGBT+ communities, regardless of identity or background, and provide a space where all can feel safe and included. We do not support or tolerate anti-LGBT+ violence, harassment or speech, and encourage inclusive and respectful language. As a positive space for listening, we promote the dignity and wellbeing of all network members.

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KHS LGBT+
@KHS_LGBT



Team @KirkcaldyHigh on our way to the @UoEStaffPride event. Really interested in the @policescotland poster in @ScotRail Kirkcaldy train station! 🏳️‍🌈



4:12 pm · 6 Feb 2020 · Twitter for iPhone

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5 Retweets 18 Likes



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KHS LGBT+
@KHS_LGBT

Official twitter of the @kirkcaldyhigh LGBT+ group and committee! Find out more about LGBT+ at KHS here! Winners of @cosla President's Award in 2018!



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Jonty Bravery

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KHS LGBT+
@KHS_LGBT



We have arrived! Blake has tea. 🍵 @UoEStaffPride



7:38 pm · 6 Feb 2020 · Twitter for iPhone

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KHS LGBT+
@KHS_LGBT



Heading home after a fascinating evening at the @UoEStaffPride event. We had a lovely time. Thanks for having us! Great to see @spence_cara @LGBTYS on the panel. 😊 🏳️‍🌈



8:22 pm · 6 Feb 2020 · Twitter for iPhone

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University of Edinburgh network for LGBT+ colleagues and allies.



Cara Spence
👤 Follows you

Following

Head of Programmes @LGBTYS. Shares highlights from work and occasional pics of my wee dog. Trans Ally. Bi and proud! She/ her pronouns. Thoughts are my own. 🏳️‍🌈

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Staff Pride Network
@UoEStaffPride



Delighted to welcome Kirkcaldy High School students to our event this evening. You inspire us! We hope everyone gained something positive from the event. We will send feedback forms via Eventbrite in the coming days. @KHS_LGBT @KirkcaldyHigh



KHS LGBT+ @KHS_LGBT · 13h

Heading home after a fascinating evening at the @UoEStaffPride event. We had a lovely time. Thanks for having us! Great to see @spence_cara @LGBTYS on the panel. 🌈



11:49 pm · 6 Feb 2020 · Twitter for iPhone

2 Retweets 6 Likes



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Education

Fife high school achieves gold UNICEF award

Kirkcaldy High has been awarded UNICEF "Gold" Rights Respecting status, making it the first Fife secondary school to achieve this accolade.

By Debbie Clarke

Thursday, 13th February 2020, 12:19 pm



Kirkcaldy High School has been awarded UNICEF "Gold" Rights Respecting status. Pictured are staff and pupils outside the school. Pic: Andrew Reekie.

The town school is also one of a small group of Scottish High Schools to be given the recognition.

Kirkcaldy High was awarded silver in 2018 after a UNICEF accreditation visit and has now achieved gold after a follow up visit recently.

UNICEF is the United Nations agency responsible for the protection and promotion of Children's Rights as laid out in the UN Convention on the Rights of the Child. Kirkcaldy High has been working on the Rights Respecting Schools programme for several years now and this has culminated in a detailed UNICEF report which highlighted many strengths, including: A variety of opportunities for all children and young people, for meaningful participation throughout the school, influencing improvement and affecting change; Children and young people feeling valued and empowered in their school with health and wellbeing being a priority.

The report also noted that the school's approach to children's rights had evolved in an "organic way, cultivating a cohesive, shared vision" where positive relationships are based on mutual respect.

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It was reported that Kirkcaldy High is a school where "the health and wellbeing of young people is of paramount importance" with nurture groups and effective approaches to help young people cope with adverse childhood circumstances, such as living in poverty.

Creative ways to tackling disadvantage were praised, with the importance of participation and pupil voice being highlighted; there being "a wide variety of opportunities for young people to engage in action to campaign or advocate for children's rights both locally and globally", which includes the school's partnership link with a school in Rwanda.

The school's Headteacher, Derek Allan, said he was immensely proud to be part of a school with such a commitment to guaranteeing human rights and said the award could not have been achieved without the dedication and hard work of staff and students. In particular, he wanted to recognise the contribution of Miss

Audrey Diamond (Depute Headteacher), Ms Jack Young of the Modern Studies Department and the core group of students who led the steering group over a period of time; Phoebe Brand, Eilidh Drummond, Rebecca Greig and Gemma Hepburn.

However, Mr Allan added that credit was due more widely and thanked the entire school community.

He said: “Without the support of all of our young people, parents and partner agencies we would be able to achieve nothing.

“This award is one which makes the entire KHS community very proud. To know that our amazing kids understand that they have the right to want to do the very best for themselves in life, and there is a duty to ensure that everybody else, around the world, also has that same right, is really very important.”

He continued: “I am delighted that our core values of Respect for Self, Others and Learning” have been recognised as being central to all our work.

“There’s a quote from the report which jumped out at me, it goes: “Our school is making us aware that it starts with us and we can make the change”.

“This could equally apply to climate change, tackling poverty in Kirkcaldy or in Africa or it could be about changing your own personal circumstances for the better.

“The impact of RRSA on the school has been significant. Visitors often comment on how sociable, happy and cooperative our kids are. I think it’s because they are so highly valued, they have a voice and they know that it is their right to be heard.

“I’ve always thought that if you give young people responsibility, they always step up and show their best side.”

He added “I’m a very proud headteacher, especially now that a global organisation recognises that KHS is that kind of school”

Carrie Lindsay, Fife Council's executive director of Education and Children's Services said: "Kirkcaldy High School is a true beacon for Children's Rights and this accolade of achieving the Gold Rights Respecting status serves to confirm what we already know about the school.

"It's a school that truly believes in promoting rights and valuing difference as well as giving permission for much of their work to be led by the young people.

"Every time I visit the school I see more examples of young people exercising their rights and striving to make their school a place where all young people have a voice and are encouraged to use it."



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Kirkcaldy High @KirkcaldyHigh

Welcome to the week. Here is an outline of our main business. Our first ever "Respect for Learning" Awards are after school on Tuesday. Thanks to all who are supporting our learning this week; @nhsfife @COPFS @EdinburghUni @U3A_UK @scotparl @LGBTYS @LGBTHM @AnthonyNolan @FifeFire

Word of the Week from 17 February:
"Calculate"
SQA "Command Words"

MONDAY

- S1 Assembly, (Diversity and Equality, with KHS LGBT+ and other young people involved in promoting Rights issues) **LIKELY TO RUN A BIT PAST 9am ALL WEEK**

TUESDAY

- S2 Assembly (as above)
- S3 Vaccinations with NHS Fife
- SQA Coordinator Meeting pm (Mrs Davidson)
- Respect for Learning Awards at 4pm** (for S2) at which we appreciate the learners who have best exemplified our values

WEDNESDAY

- S3 Assembly
- Crown Office Procurator Fiscal Public Speaking Round 1 at KHS 6pm (Miss Osborne with Eilidh Drummond and Rebecca Greig) ALL WELCOME

THURSDAY

- S4 Assembly (includes an input re "Your Ed" Programme, Edinburgh University)
- "Tackling Extremism" Seminar at Scottish Parliament (Ms Young, Mr Paterson and 5 students S4-6)
- KHS LGBT Training with University of the Third Age (Dr Murray and student group) **AS PART OF LGBT HISTORY MONTH**

FRIDAY

- S5/6 Assembly (includes additional input re Anthony Nolan Trust)
- Computing Science SQA assignments (am)

SATURDAY

- Saturday School is French, Modern Studies, Design and Manufacture, Engineering Science and Graphic communication
- Senior pupils helping with Kingdom FM "Kingdom Kid" Charity Bucket Collection at Starks Park (Mr Dick).

2:34 pm · 16 Feb 2020 · Twitter Web App

6 Retweets 12 Likes



Staff Pride Network @UoEStaffPride · 17 Feb

Replying to @KirkcaldyHigh, @nhsfife and 8 others
Thanks for joining us at our trans positive event 🏳️‍🌈❤️



KHS LGBT+ @KHS_LGBT · 16 Feb

Replying to @KirkcaldyHigh, @nhsfife and 8 others
We're busy bunnies this week! 🐰🇬🇧



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Fife's first UNIK Gold High Sch Award and Kin Our Values: Re and Learning.



NHS Fife @nhsfife

Official NHS Fi experiencing d call NHS 24 on 123 or Breathit 587.



COPFS @COPFS

Official channe and Procurator Scotland's pro: crime to Police emergencies c

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Woking
Trending with: pizza exp

Trending in United Kingdor
PhDs
2,770 Tweets

Trending in United Kingdor
Bethnal Green Road

Trending in United Kingdor
Kojo
3,851 Tweets

Trending in United Kingdor
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KHS LGBT+ @KHS_LGBT

John, Morgan, and Blake are leading our S1 Assembly today. #legendsoflight 🇬🇧🏳️🌈



9:09 am · 17 Feb 2020 · Twitter for iPhone

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Kirkcaldy High
@KirkcaldyHigh

Today's assembly was delivered by our LGBT+ group. Well done to our superstar presenters.



2:31 pm · 18 Feb 2020 from Kirkcaldy High School · Twitter for iPhone

3 Retweets 6 Likes



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KHS Mental Health @MentalKHS

Well done Lauren, our Mental Health Ambassador, speaking @KHS_LGBT assembly this morning. You smashed it! @KirkcaldyHigh Emily and Eilidh it's your turn tomorrow 🍊🇬🇧😊



KHS LGBT+ @KHS_LGBT · 9h

Lovely to work with. @MentalKHS for our S3 Assembly today! #legends



11:04 am · 19 Feb 2020 · Twitter Web App

4 Retweets 7 Likes



KHS LGBT+ @KHS_LGBT · 7h

Replying to @MentalKHS and @KirkcaldyHigh LEGENDS!



1

2



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KHS Mental Health @MentalKHS This is the Twitter Kirkcaldy High



KHS LGBT+ @KHS_LGBT Official Mental Health LGBT+ group at KHS. Find out more about LGBT+ Winners of @KHS_LGBT in 2018!



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Getting started...

**How many LGBT+
celebrities can you
name?**

LGBT+ Teacher Training

**Delivered by the
KHS LGBT+ Crew**

Aims of the session...

- **To de-mystify LGBT+ Inclusion in Scottish Schools.**

Background

- Section 28...
 - 1988-2000
 - A local authority
 - “shall not intentionally promote homosexuality or publish material with the intention of promoting homosexuality”
 - “promote the teaching in any maintained school of the acceptability of homosexuality as a pretended family relationship”



B981

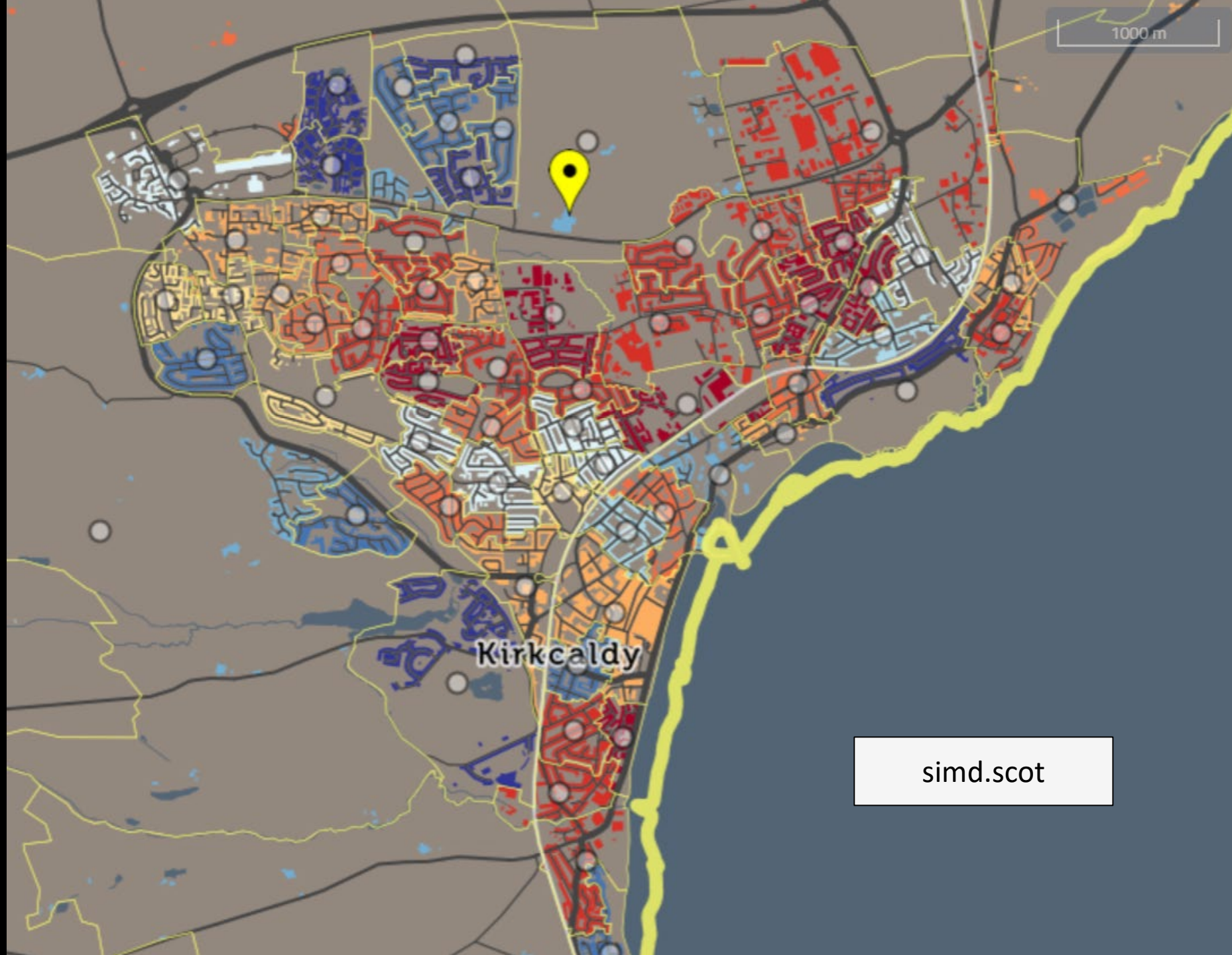
Kirkcaldy, Scotland



Google, Inc.

Street View - May 2017





1000 m

Kirkcaldy

simd.scot

simd.scot

500 m



simd.scot



S01009454

ABERDOUR

Aberdour

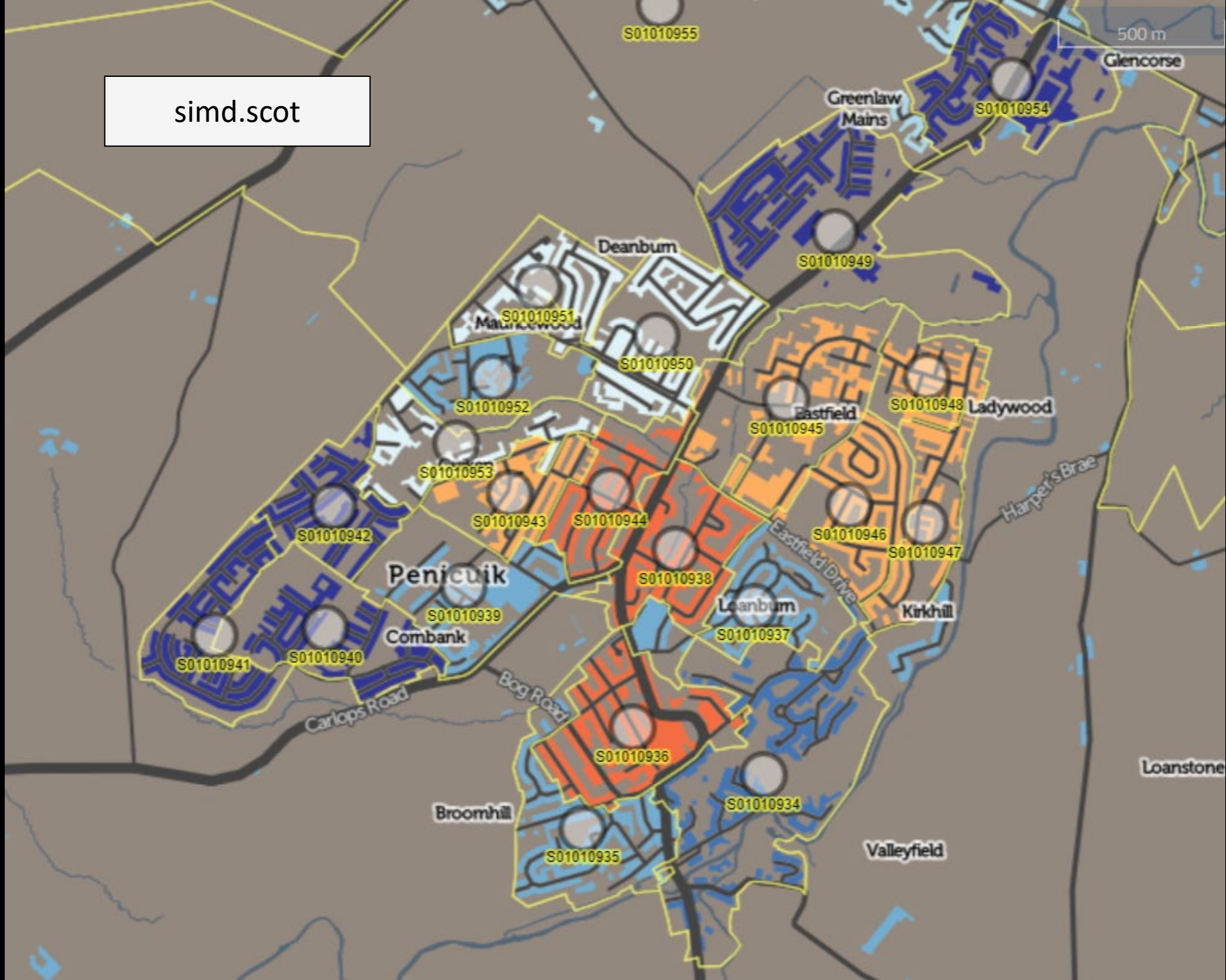
Easter Aberdour

Wester Aberdour

Main Street

Mill Farm Road

simd.scot



Definitions...

There are going to be a mixture of LGBT+ terms and definitions

We are challenging you to match up the terms with their correct definitions

Good luck!

LGBT+ Definitions (sexuality)

Lesbian	A female who experiences romantic love or sexual attraction to other females
Gay	Someone who experiences romantic love or sexual attraction to those of the same gender
Bisexual	A person who experiences romantic love or sexual attraction to those who identify as male or female
Pansexual	A person who experiences romantic love or sexual attraction towards another regardless of gender identity
Asexual	A person who has no sexual feelings or desires

LGBT+ Definitions (gender)

Transgender	A person whose sense of personal identity and gender does not correspond with their birth gender
Cisgender	A person whose sense of personal identity and gender corresponds with their birth gender
Non-Binary	Not identifying exclusively as male or female
Demigender	A non-binary gender identity that has a stronger connection to one gender
Genderfluid	A gender identity which refers to a gender which can vary over time
Intersex	Someone born with both male and female characteristics

LGBT+ Definitions (both)

Queer: A umbrella term used for people identifying as LGBT+.

Case Studies

In the next few slides we are going to describe a scenario:

We'd like you to consider...

- **how do you react?**
- **what should you say?**
- **Can you/ should you tell someone else?**

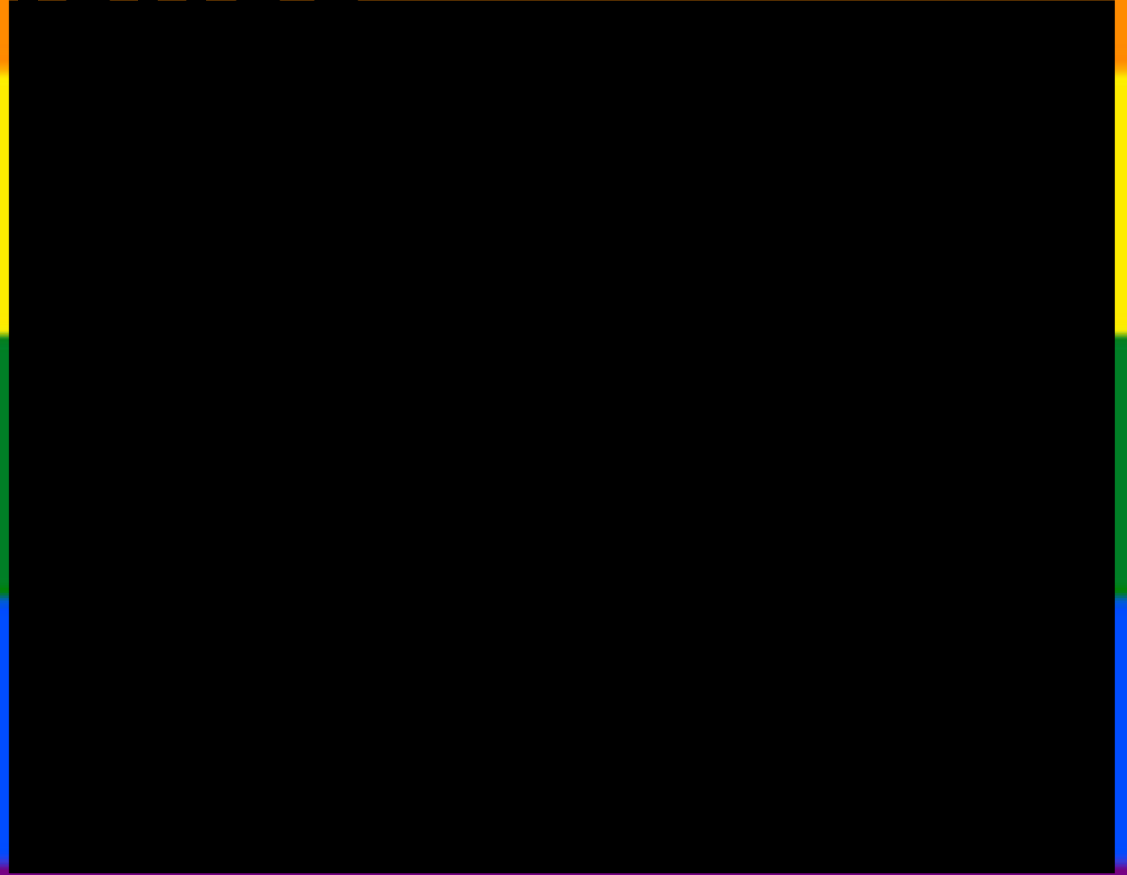
Case Study 1

A second year (Caitlin) comes to you at the end of a lesson and tells you that she has started to fancy girls.

- **What do you say?**
- **Who do you speak to?**
- **What other action should you take?**

Content Warning!

•Domestic Violence



Case Study 1

A second year (Caitlin) comes to you at the end of a lesson and tells you that she has started to fancy girls.

Caitlin comes from very religious parents and is worried about the reaction at home. Caitlin's mother can sometimes be violent.

- What do you say?**
- Who do you speak to?**
- What other action should you take?**

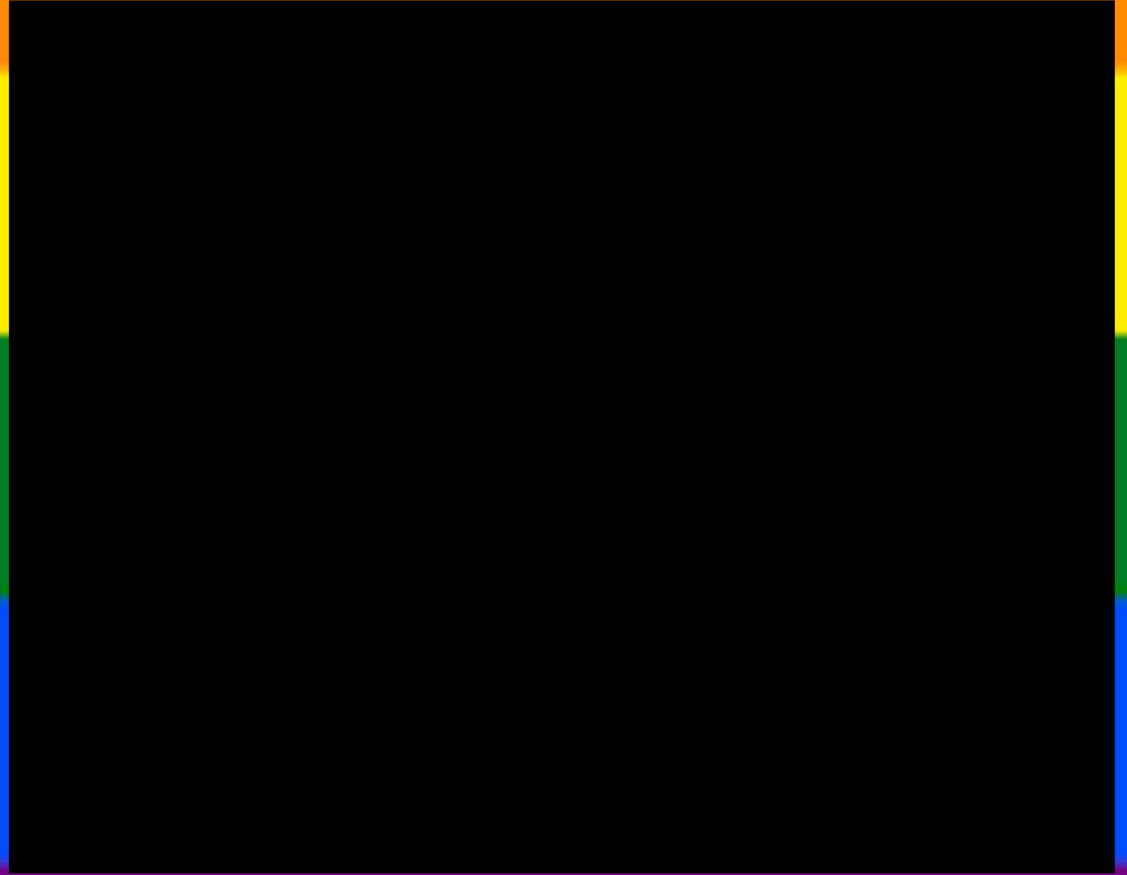
Case Study 2

Bradley in S3 comes to you and says he would feel more comfortable if he was called Bethany but is unsure about what this means.

- **What do you say?**
- **Who do you speak to?**
- **What other action should you take?**

Content Warning!

•Self Harm



Case Study 2

Bradley in S3 comes to you and says he would feel more comfortable if he was called Bethany but is unsure about what this means.

You notice that Bradley is wearing a short-sleeve top and has fresh cuts on his arms.

- What do you say?**
- Who do you speak to?**
- What other action should you take?**

Case Study 3

Kieran (S5) is openly gay and part of the LGBT+ group. He tells you that he received a message on his Facebook wall calling him a “dirty fag”.

- **What do you say?**
- **Who do you speak to?**
- **What other action should you take?**

Case Study 4

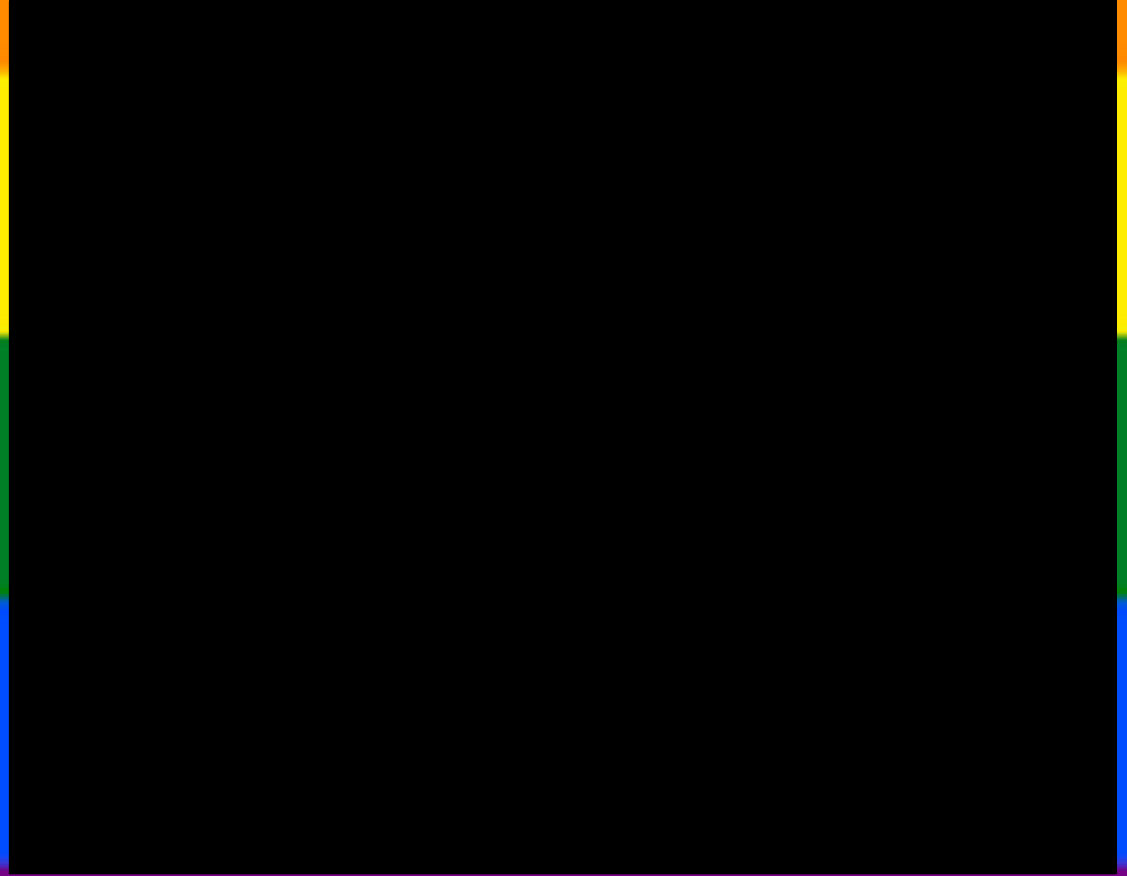
Lewis and Michael (S2) are very good friends and well behaved boys. As the class are packing up, you hear Lewis refer to Michael as a “gayboy”. Michael laughs and seems to enjoy the joke.

- What do you say?**
- Who do you speak to?**
- What other action should you take?**

Case Study 5

A boy in S1 hands you this note which he found on his chair in Maths.

- **What do you say?**
- **Who do you speak to?**
- **What other action should you take?**



What YOU can do to help?



Be visible and
open to the
LGBT+
Community

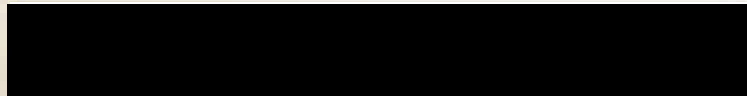
Thank you and goodbye!

We thank you for listening and hope that you are going to walk away from today with a more secure knowledge of the LGBT+ community and the issues that they face...

For more information about LGBT+ issues go to ...

www.stonewallscotland.org.uk

www.lgbtyouth.org.uk





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@KHS_LGBT

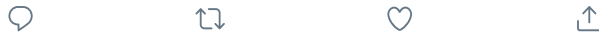
We had a lovely time at the Penicuik and District @U3A_UK today. Thanks so much for the discussion, laughs and great questions! #legendsoflgbt 😊🏳️‍🌈



6:28 pm · 20 Feb 2020 · Twitter for iPhone

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Winners of @c... in 2018!



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the joy of it.

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KHS LGBT+
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Don't forget to wear something purple this Friday to show your support for equality, diversity, and kindness at [@KirkcaldyHigh](#). It's [@lgbtys](#) [#purplefriday](#)! It's no' a dress doon day tho'! 🏳️‍🌈



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We are Scotland's national charity for LGBTI young people, working with 13–25 year olds across the country. We also deliver the [#LGBTCharter](#) programme.

Trends for you





We're looking forward to @LGBTYS "Purple Friday" on the 28th Ferbruary to mark the end of #LGBTHM2020. Please wear something purple to show your support for equality, diversity, and kindness at @KirkcaldyHigh. Please remember though that it is NOT a dress down day!



12:27 pm · 25 Feb 2020 · [Twitter Web App](#)

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Coronavirus: France confirms its second ...

Nicola Sturgeon is Tweeting about this

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Building the UK's fastest 5G
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1,447 Tweets

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Steve Harley

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KHS Mental Health
@MentalKHS



Mental Health Speed Networking today
[@KirkcaldyHigh!](#)



Our Ambassadors were trained and learnt all about the vast number of therapeutic services available to them and their peers at KHS 🌟👧🍲🎨🖋️ [@KHS_LGBT](#)
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10:47 am · 27 Feb 2020 · Twitter for Android

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This is the Twitter service for all things Kirkcaldy High School "Mental Health"



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KHS Mental Health @MentalKHS · 1h

Replying to @MentalKHS



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KHS LGBT+ @KHS_LGBT

More lunchtime badge-making fun for #PurpleFriday #Kirkcaldy 🌈🇬🇧



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KHS LGBT+ @KHS_LGBT

Our #PurpleFriday #Kirkcaldy badge and ribbon stall was going like a fair at break today! @KirkcaldyHigh 🇬🇧😊



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- World news Turkey to open Syria b refugees amid escalat

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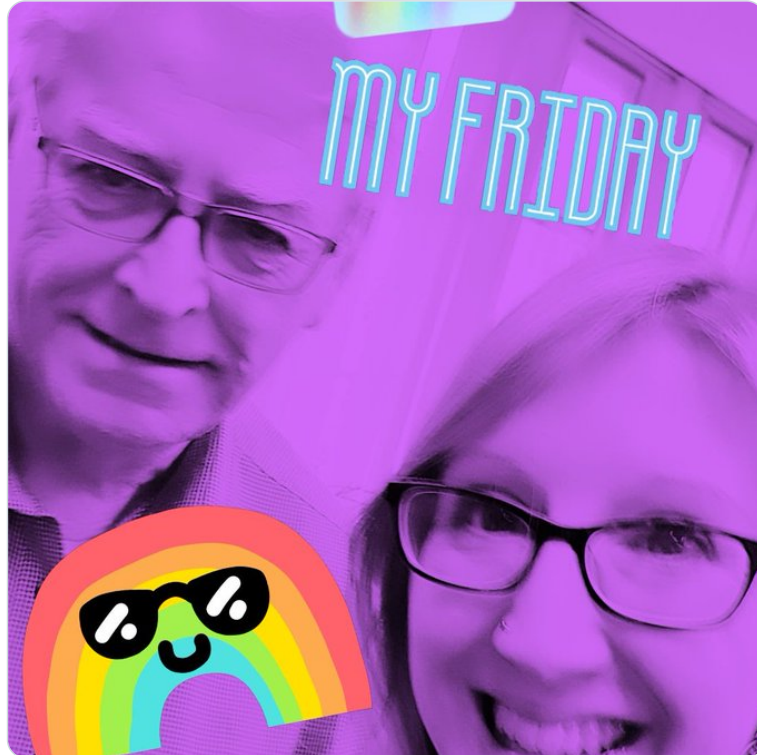
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KHSMusicDept @KHSMusic2

Mr Duncan, Mrs Duckett and the music dept. @KirkcaldyHigh wish everybody a happy #PurpleFriday #kirkclady "BE YOURSELF NO MATTER WHAT PEOPLE SAY" Freddie Mercury 🎵🎵🎵🎵🎵



11:56 am · 28 Feb 2020 · Twitter Web App

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Some more #PurpleFriday #Kirkcaldy fun! 🥰🇬🇧



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Kirkcaldy High
@KirkcaldyHigh

Happy Purple Friday everyone ... as we close our marking of @LGBTHM at Kirkcaldy High @LGBTYS



KHS LGBT+ @KHS_LGBT · 1h

Our #PurpleFriday #Kirkcaldy badge and ribbon stall was going like a fair at break today! @KirkcaldyHigh 🇬🇧 😊



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@LGBTHM
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LGBT Youth S
@LGBTYS
We are Scotlar LGBTI young p 25 year olds ac also deliver the programme.

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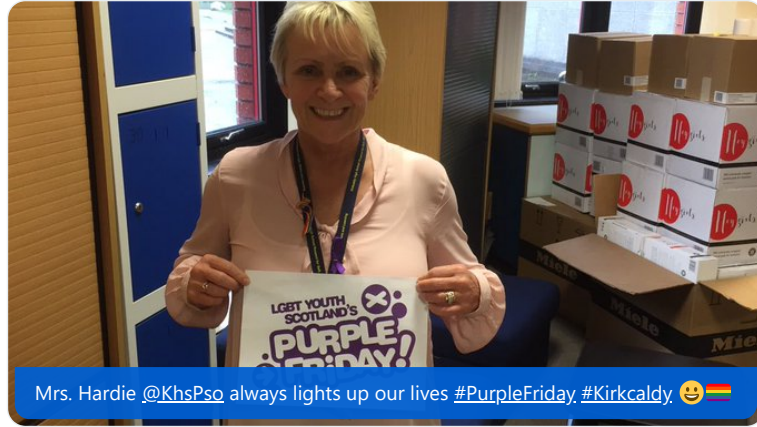
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KHS LGBT+ @KHS_LGBT



Mrs. Hardie @KhsPso always lights up our lives #PurpleFriday #Kirkcaldy 🇬🇧🇪🇺🇬🇪

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KHS LGBT+ @KHS_LGBT

Mrs. Collins in @KHS_homeec cooking up something braw for #Kirkcaldy #PurpleFriday! 🍌🏳️🌈



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KHS LGBT+ @KHS_LGBT

John the @KHS_LGBT chairperson takes #PurpleFriday #Kirkcaldy very seriously! 🙄🏳️‍🌈 #legend



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Caitlin @CaitlinWood_1 · 7m Replying to @KHS_LGBT

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KHS LGBT+
@KHS_LGBT

Lovely smiles for #PurpleFriday #Kirkcaldy from @KHS_supported! 🌈👍



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LGBT+ group a
more about LG
Winners of @c
in 2018!



KHSSupporter
@KHS_...
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#PurpleFriday #Kirkcaldy @KHSBusinessEd



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KHSBusinessEd @KHSB... Welcome to th feed of Kirkca Business Educa a one-way sen to posts.

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Blake and Morgan - two @KirkcaldyHigh @KHS_LGBT #legends with suitable #PurpleFriday clothing! 🌈



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First British
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Miss. Fotheringham and Mrs. Berwick always have a smile for #PurpleFriday #Kirkcaldy! 🌈🇬🇧



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60.1K Tweets

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Kirkcaldy High Update

kirkcaldyhs.enquiries fife.gov.uk

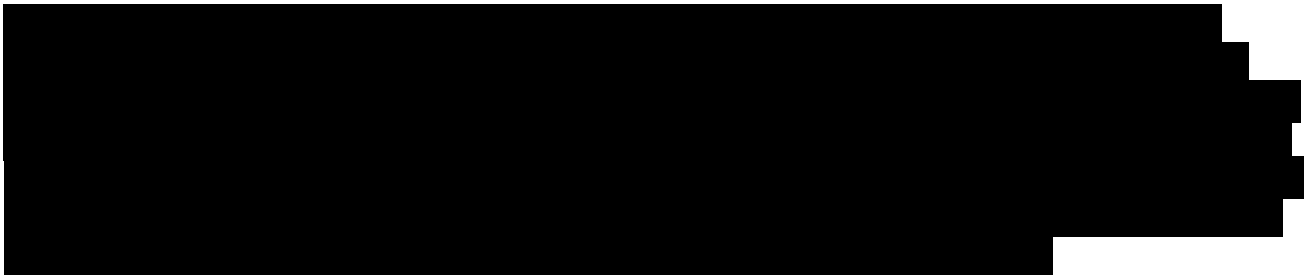
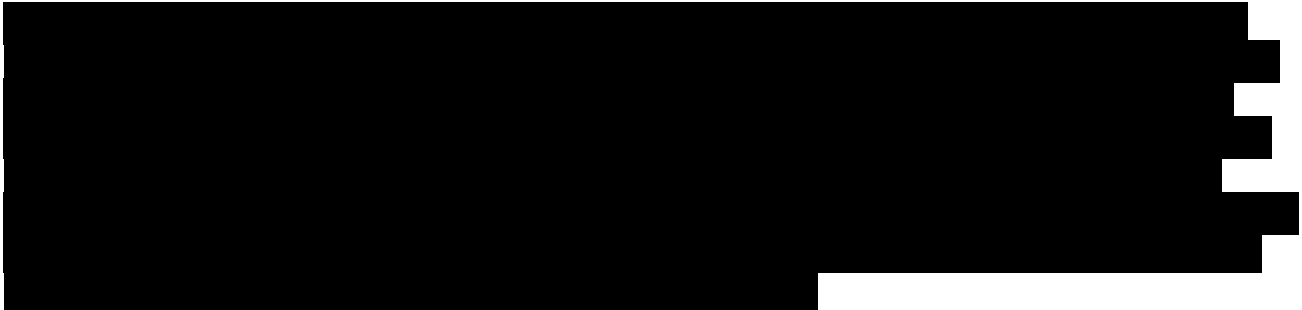
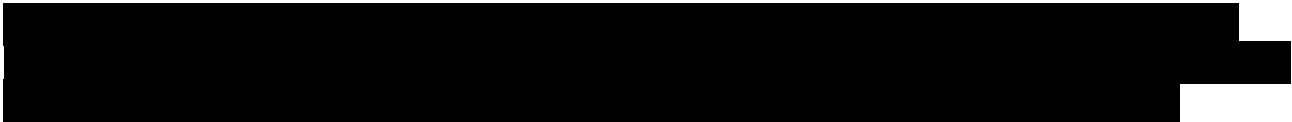


Fri 17/04/2020 21:46

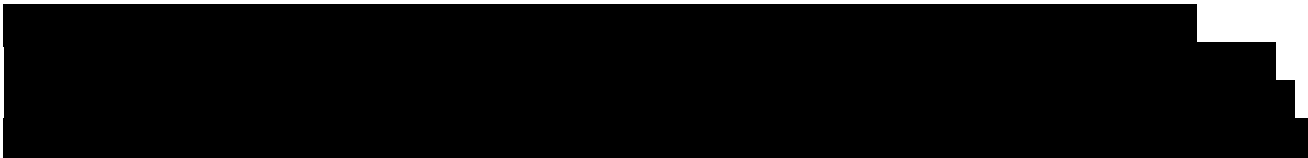
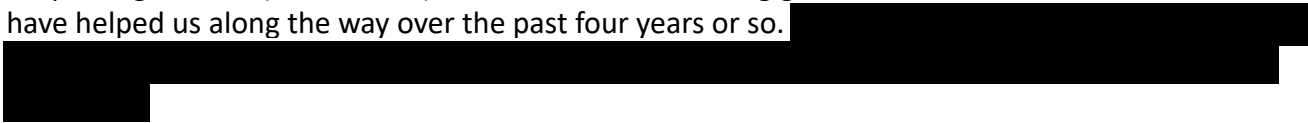
To:



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The other bit of news we have is that we have now received official confirmation from LGBT Youth Scotland that we have made their Gold level Charter status. This really is terrific news. You will know that we have long been fully committed to being the most inclusive of schools and we've all worked really hard to try to eliminate homophobia and all forms of prejudice in KHS. The charter is recognition of our success in this area and matches very well with our status as a UNICEF "Rights Respecting School" (Gold Award). I must thank the steering group and all the young people who have helped us along the way over the past four years or so.



[Redacted]

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Derek Allan (Rector)

Kirkcaldy High School in the Hoose

#stayinthehoose

 [Please remember to wash your hands.](#)

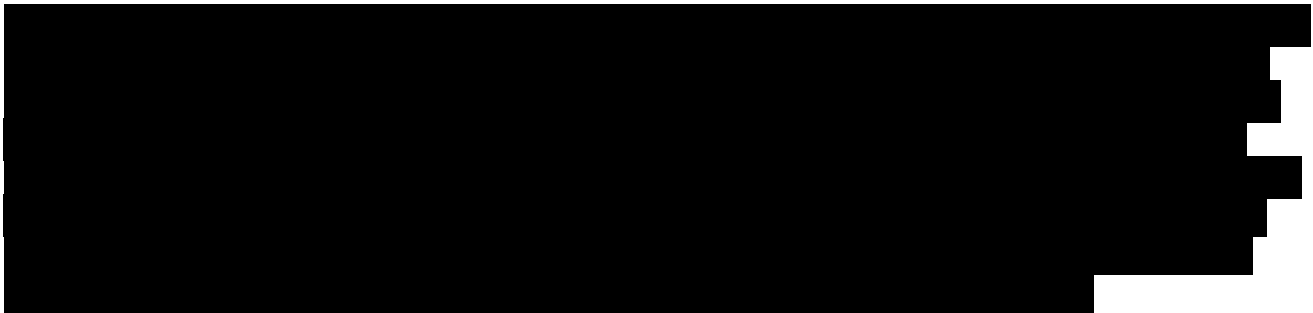
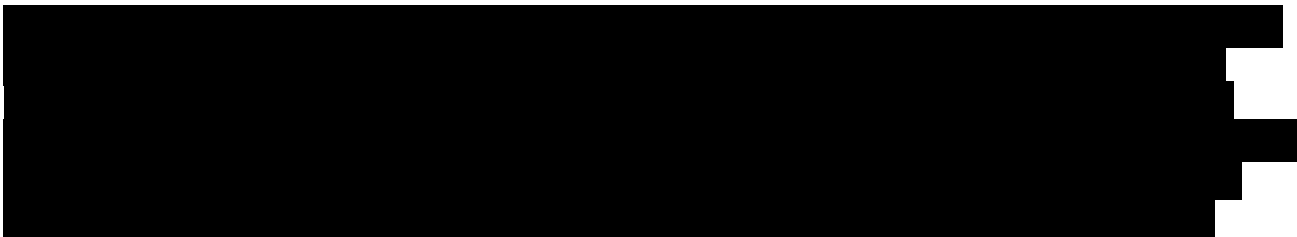
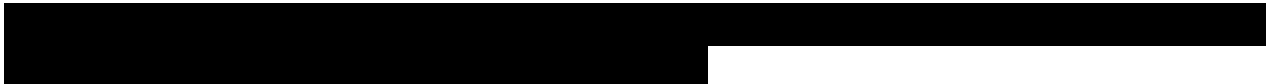



Rector's Check In 17 April



Derek Allan <Derek.Allan@fife.gov.uk>


Fri 17/04/2020 17:19

To: KHSAllStaff <KHSAllStaff@fife.gov.uk>



The other bit of news we have is that we have now received official confirmation from LGBT Youth Scotland that we have made their Gold level Charter status. This really is terrific news. You will know that we have long been fully committed to being the most inclusive of schools and we've worked hard to try to eliminate homophobia and all forms of prejudice in KHS. 

 was in touch to confirm our award last week.  explained how very impressed she has been with the ethos and central importance of equality and diversity at KHS.

The charter is recognition of our success in this area and matches very well with our UNICEF "Rights Respecting School" Gold. I must thank the steering group and all the young people who have helped us along the way over the past four years or so. 



[Redacted]

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Derek

Derek Allan (Rector)
Kirkcaldy High School in the Hoose
#stayinthehoose





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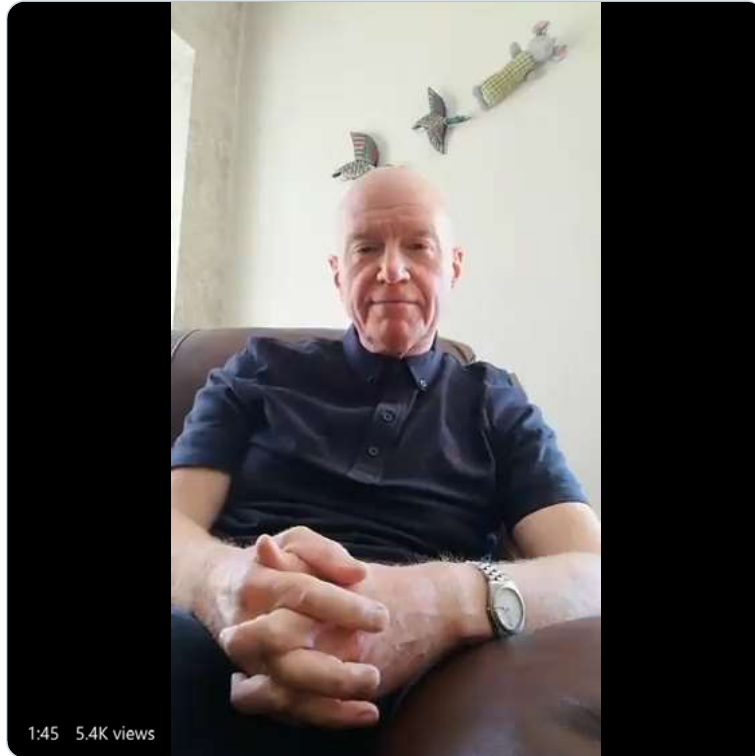
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Kirkcaldy High in the Hoose #StayHomeSaveLives
@KirkcaldyHigh

Mr Allan's check in. Fantastic news of our @kdyfoodbank £2000 donation and a chance to join our next "whip round". KHS is officially @LGBTYS Gold Charter holder, one of the first in Scotland, proud to champion diversity, equality and fairness. @KHS_LGBT Stay Home #stayinthehoose



3:23 PM · Apr 19, 2020 · Twitter for Android

21 Retweets 132 Likes



Karen Reid GHS @GhsReid · Apr 19
Replying to @KirkcaldyHigh @kdyfoodbank and 2 others
Congratulations!! 🇬🇧❤️

1 Reply 3 Likes



Kirkcaldy High in the Hoose #StayHomeSaveLives @Kirkc... · Apr 19
All the best Karen. Keep up the great work.

1 Reply 2 Likes

1 more reply



Susan Grieve @SusanGrieve6 · Apr 20
Replying to @KirkcaldyHigh @LGBTYS and @KHS_LGBT
Well done to KHS. Your wee videos are amazing and very uplifting for all the kids & parents Mr Allan. Noticed your ducks have even been given time off too. Maybe a 🏳️ or LGBT flag would be a nice substitute ❤️

1 Reply 1 Retweet 5 Likes



Kirkcaldy High in the Hoose #StayHomeSaveLives @Kirkc... · Apr 20
Good idea!

1 Reply 1 Retweet 1 Like



Joyce Leggate @leggate_joyce · Apr 20
Replying to @KirkcaldyHigh @kdyfoodbank and 2 others
thank you for your fantastic support as always for Kirkcaldy Foodbank ❤️

Paul Murray
@Fuzzyhaggis

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Kirkcaldy Foo
@kdyfoodban
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LGBT Youth S
@LGBTYS
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 Thanks Joyce. Will be in touch.
- 
Colin Bruce @ColinBruce1980 · Apr 19
 Replying to @KirkcaldyHigh @kdyfoodbank and 2 others
 Great work Mr Allan 😊
- 
Kirkcaldy High in the Hoose #StayHomeSaveLives @Kirkc... · Apr 19
 Cheers Colin ... all the best from Kirkcaldy.
- 
Staff Pride Network @UoEStaffPride · Apr 19
 Replying to @KirkcaldyHigh @kdyfoodbank and 2 others
 Thank you for your commitment to inclusion for all. 👍
- 
Daisy Jane @JANEANNEBELL1 · Apr 20
 Replying to @KirkcaldyHigh @ec_khs and 3 others
 Amazing. ⭐👍😊🥰❤️
- 
Hazel Williamson @hazelyst · Apr 20
 Replying to @KirkcaldyHigh @kdyfoodbank and 2 others
 Well done to everyone involved. A great result for a school to achieve @YouthSportTrust #awellschool #inclusive
- 
Daniel Dewar @FooFightersDan · Apr 19
 Replying to @KirkcaldyHigh @kdyfoodbank and 2 others
 Fantastic. Looking forward to sharing this with @pathheadprimary pupils!
- 
Alan Gillespie @afjgillespie · Apr 20
 Replying to @KirkcaldyHigh @kdyfoodbank and 2 others
 Looking good Mr Allan, watch yourself eh.
- 
Gemma Eskar @GemmaEskar · Apr 23
 Replying to @KirkcaldyHigh @kdyfoodbank and 2 others
 What a fantastic achievement! Well done KHS! And a great contribution to food bank! You guys are doing amazing!


Paul Murray
 @Fuzzyhaggis



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KHS LGBT+
@KHS_LGBT

@KirkcaldyHigh Well-being Challenge. Try learning how to knit or crochet. These are known to being incredibly relaxing and great ways to take your mind off things. Make something that you could gift to someone.

@KhsPso @MentalKHS @gillianwood2018
#5WaysToWellbeing
#Learn
#Give



10:21 PM · Apr 25, 2020 from [Aberdour, Scotland](#) · [Twitter for iPhone](#)

4 Retweets 7 Likes



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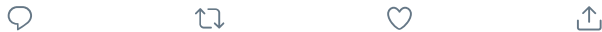
KHS LGBT+ @KHS_LGBT

@KirkcaldyHigh Well-being Challenge. Draw or colour in. Great way to relax, have fun, express yourself, and keep your brain active. Nice colouring posters at @NHSMillion nhsmillion.co.uk/nhs-posters @KhsPso @MentalKHS @gillianwood2018 #5WaysToWellbeing #Learn #TakeNotice #Give



1:03 PM · Apr 26, 2020 · Twitter Web App

2 Retweets 2 Likes



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- Kirkcaldy Hig** @KirkcaldyHig STAY HOME. K N C E
- NHS Million** @NHSMillion Creating a tear who are gratef boost morale s best possible c campaign by N

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Paul Murray @Fuzzyhaggis





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KHS LGBT+ @KHS_LGBT

@KirkcaldyHigh Well-being Challenge. Today - pick up a book and have some time to yourself reading. We have attached a picture of us with the books we are all currently reading. ❤️📖

#5WaysToWellbeing

#Learn

#TakeNotice

#Connect

@KhsPso @gillianwood2018 @MentalKHS



4:13 PM · Apr 27, 2020 · Twitter Web App

4 Retweets 9 Likes



KHS LGBT+ @KHS_LGBT · Apr 27

Replying to @KHS_LGBT

Morgan - Ian Rankin: "Mortal Causes"

John - Ian Stewart: "The Great Mathematical Problems" and Kendare Blake: "Three Dark Crowns"

Blake - Stephen Fry: "Mythos: The Greek Myths Retold"

Dr. M - Eoin Colfer: "And Another Thing"

Finley - Stephen King: "The Green Mile"

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Kirkcaldy High in the Hoose #StayHomeSaveLives
@KirkcaldyHigh

We are proud of our right to display that we are a school valuing fairness, respect, equality and the right to be you. Well done to all the KHS community, especially Dr Murray @Fuzzyhaggis and our steering group @KHS_LGBT John, Blake and Morgan, pictured with @spence_cara @LGBTYS



8:22 PM · Apr 28, 2020 · Twitter Web App

4 Retweets 23 Likes



PHS Huntingtower @HuntingtowerPHS · May 1
Replying to @KirkcaldyHigh @Fuzzyhaggis and 3 others
Congratulations everyone 👏🌈



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N C E



Paul Murray
@Fuzzyhaggis
Small, hairy
Musician/Cher
nerd/teacher/r
broadcaster/b
Activist from P
Often found at
@khs_lgbt



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KHS LGBT+ @KHS_LGBT

@KirkcaldyHigh Well-being Challenge. This one is maybe for the parents/carers! Today, pop some music on and help around the house or have a clean of your room. Great way to keep active and order your mind! @KhsPso @gillianwood2018 @MentalKHS #5WaysToWellbeing #Give #BeActive



10:41 PM · Apr 28, 2020 · Twitter Web App

1 Retweet 2 Likes



KHS LGBT+ @KHS_LGBT · Apr 28

Replying to @KHS_LGBT

This does not imply of course that the parents/carers should be doing the cleaning - quite the opposite! 😊



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STAY HOME. K N C E



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KHS LGBT+ @KHS_LGBT

@KirkcaldyHigh Well-being Challenge.
 Get on a group chat with your friends and family. Have a chat - you could always try some karaoke while you're at it. @KhsPso @MentalKHS @gillianwood2018
 #5WaysToWellbeing
 #TakeNotice
 #Connect



10:25 PM · Apr 29, 2020 from Aberdour, Scotland · Twitter for iPhone

2 Retweets 2 Likes



KHS-PSO TEAM @KhsPso · Apr 29
 Replying to @KHS_LGBT @KirkcaldyHigh and 2 others

Or mute your sound and have a silent disco with your friends!



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KHS LGBT+
@KHS_LGBT

@KirkcaldyHigh Well-being Challenge. Keep a diary of the best and worst moments and how you felt in "lockdown". This could also be useful for writing tasks in @KHSEnglish! @KhsPso @MentalKHS @gillianwood2018 #5WaysToWellbeing #TakeNotice



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KHS LGBT+ @KHS_LGBT

@KirkcaldyHigh Well-being challenge! If the weather's good, open a window and let the fresh air and light in. Switch off, your 'phone, iPad, Xbox, The News etc. etc. and just....breathe. @KhsPso @MentalKHS @gillianwood2018 #5WaysToWellbeing #BeActive #TakeNotice



9:03 PM · May 1, 2020 from Aberdour, Scotland · Twitter for iPhone

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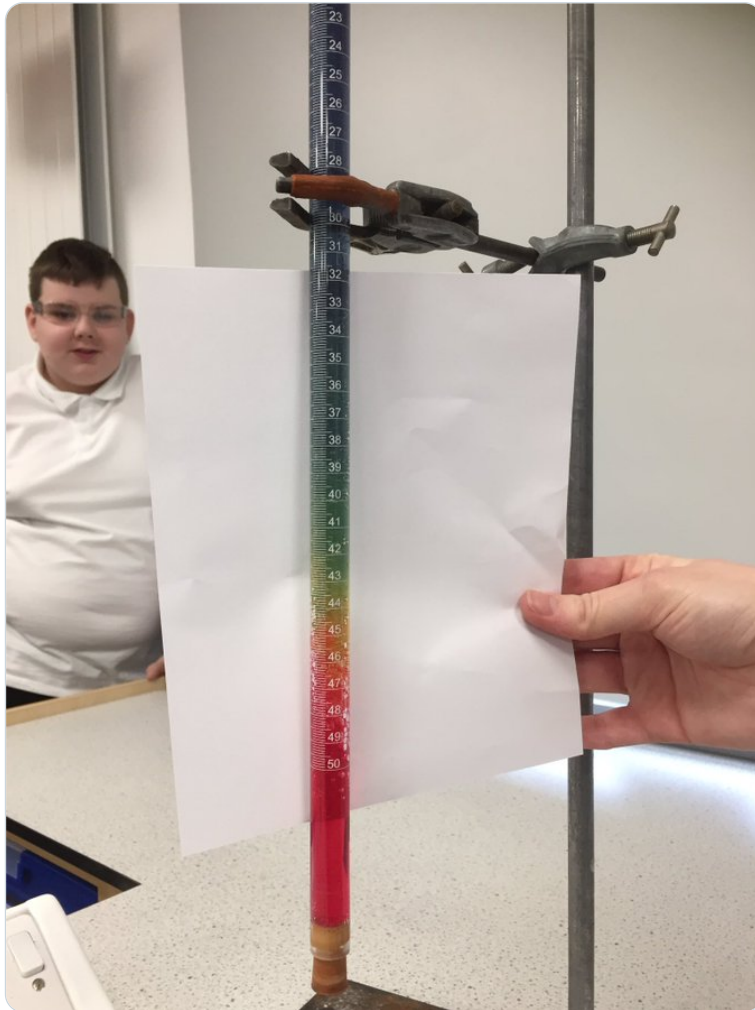
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KHSScience
@KHSScience

A lovely rainbow fizz experiment in S3 Chemistry today. Bit late for [#LGBTHM](#) @KHS_LGBT! 🌈



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Mrs Birrell @MrsBirrell16

S3 double chemistry this afternoon, "rainbow fizz" xxx @KirkcaldyHigh @KHSScience @KHS_LGBT



2:58 PM · Mar 5, 2020 · Twitter for Android

2 Retweets 2 Likes



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Education

Fife school is awarded prestigious LGBT gold charter accolade

Kirkcaldy High School has become only the second state school in Scotland to be awarded the LGBT Gold Charter by LGBT Youth Scotland.

By Debbie Clarke

Monday, 4th May 2020, 4:44 pm

Updated Monday, 4th May 2020, 5:00 pm



Kirkcaldy High School has become only the second state school in Scotland to be awarded the LGBT "Gold" Charter by LGBT Youth Scotland. Pictured are: John Hamilton, Blake McBride and Morgan Cameron of the steering group with Cara Spence in school at the end of last year. Copyright: User (UGC)

The programme has been developed to support businesses and organisations, including schools, to undertake training and to review policies, practice and

resources to make sure that they are as inclusive as they can be.

The LGBT Charter sends out a positive message, that Kirkcaldy High is a champion of lesbian, gay, bisexual and transgender inclusion, where staff and learners will be safe, supported and included.

The charter makes a clear statement that equality and diversity are at the heart of any establishment, business or school.

KHS rector Derek Allan said that he was immensely proud of the school's achievements in creating a safe and fair environment for all, regardless of identity or sexual orientation.

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He said: "We are the kind of school where it's not just acceptable to be yourself, we actively celebrate diversity and encourage all our staff and students to think freely ... as long as our values of respect for self, others and learning are upheld.

"We have effectively tackled homophobia and discrimination at KHS and we still have some work to do, but I am proud that we are recognised as being a bit of a beacon for equality and fairness".

Mr Allan also stressed the important role played by Dr Paul Murray, the teacher link to the student led steering group.

Dr Murray, who teaches chemistry, said: "It's so impressive to see how far we have come since the dark days of "Section 28".

"It's amazing that schools like KHS are managing to shed that legacy and become places where all pupils and staff can be welcomed, supported, and celebrated."

Cara Spence, who oversees LGBTYS national programmes, said: "LGBT Youth Scotland are proud to announce that Kirkcaldy High School have achieved the Gold LGBT Charter Award.

“As a result of the school's hard work, 99 per cent of staff are now trained in LGBT awareness so pupils and staff can get the support they need, when they need it most.

“The school also has an anti-bullying policy which considers the needs of all equalities groups and has delivered innovative and inclusive lessons. Overall we were particularly impressed by the work of the LGBT+ student group which engaged with young people, parents and school staff so well.

“Their impact even reached those outwith the schools gates, delivering inputs to community groups and professionals across Scotland.

“But none of this would be possible without the caring and passionate school ethos, and leadership from Derek Allan with support from Paul Murray.

“This is a school that truly believes in equality for all.”

Much of the work towards the charter has been student led and John Hamilton (17) is the current chairman of the steering group.

John said that he was so proud of the impact the group had had and saw the charter as the best possible "parting gift" as he leaves school at the end of May.

He said: "My time at KHS has been nothing but amazing and I am grateful that the LGBT+ group is in more than capable hands going forward.”

Blake McBride (14) said that he was so honoured to be be part of the amazing achievement of gaining gold charter status.

While Finley Tracey (16) said that she was inspired by such a great group of friends and proud to be part of a school like KHS.

She added: "I can't wait for the future of the group and am grateful that I am to be the chairperson for the next year."

While I have your attention, I also have an important request to make of you. In order for us to continue to provide high quality and trusted local news on this free-to-read site, I am asking you - wherever possible and providing it is safe for you to do so - to also please purchase a copy of our newspapers; the Fife Free Press, Fife Herald, St Andrews Citizen, East Fife Mail and Glenrothes Gazette.

Inevitably falling advertising revenues will start to have an impact on local newspapers and the way we continue to work during this period of uncertainty.

The support of our readers has never been more important as we try to make sure that we keep you connected with your community during this time. But being your eyes and ears comes at a price. We need your support more than ever to buy our newspapers during this crisis.

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Thank you

Allan Crow, Editor, Fife Free Press



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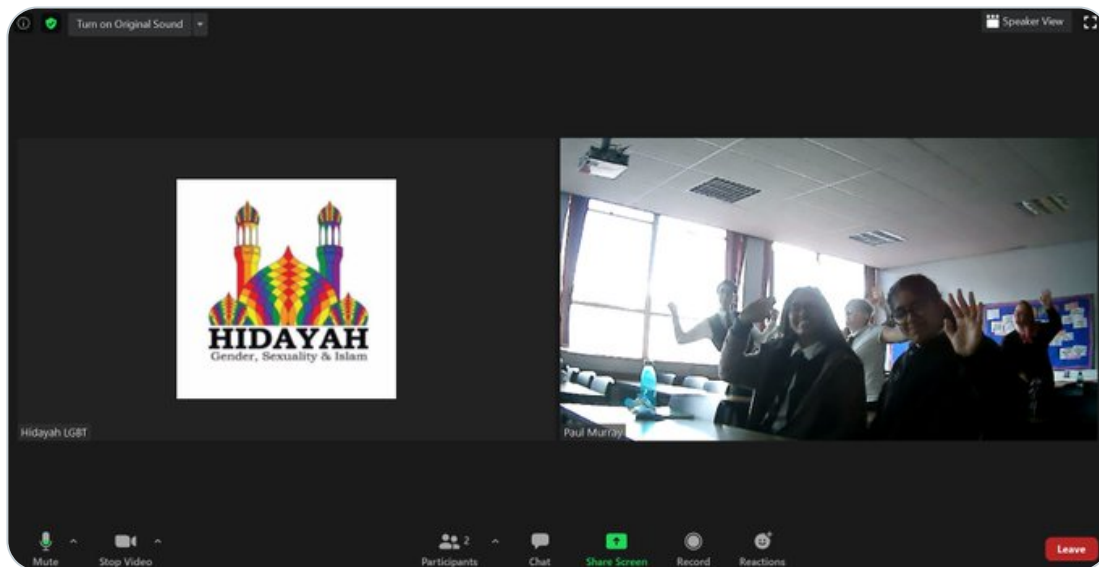
← Tweet



KHS LGBT+
@KHS_LGBT



We teamed up with @khs_equalities and @KHSRME to speak to @HidayahLGBTQI. Very insightful and sometimes emotional session. Looking forward to some really interesting and fun collaborations! 😊🏳️‍🌈



8:43 pm · 3 Sep 2020 · Twitter Web App

||| View Tweet activity

3 Retweets 2 Quote Tweets 7 Likes



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Relevant people



KHS LGBT+
@KHS_LGBT

Official twitter of the @kirkcaldyhigh LGBT+ group and committee! Find out more about LGBT+ at KHS here! Winners of @cosla President's Award in 2018!



KHS Equalities
@khs_e... Follows you

Following

Welcome to Kirkcaldy High School's Equality Group Twitter Page. If you ever want to join, make your way to C12 where you are always welcome!



KHS RME/RMPS
@KHSR... Follows you

Following

Welcome to the official Twitter of the RME/RMPS department at Kirkcaldy High School.

What's happening

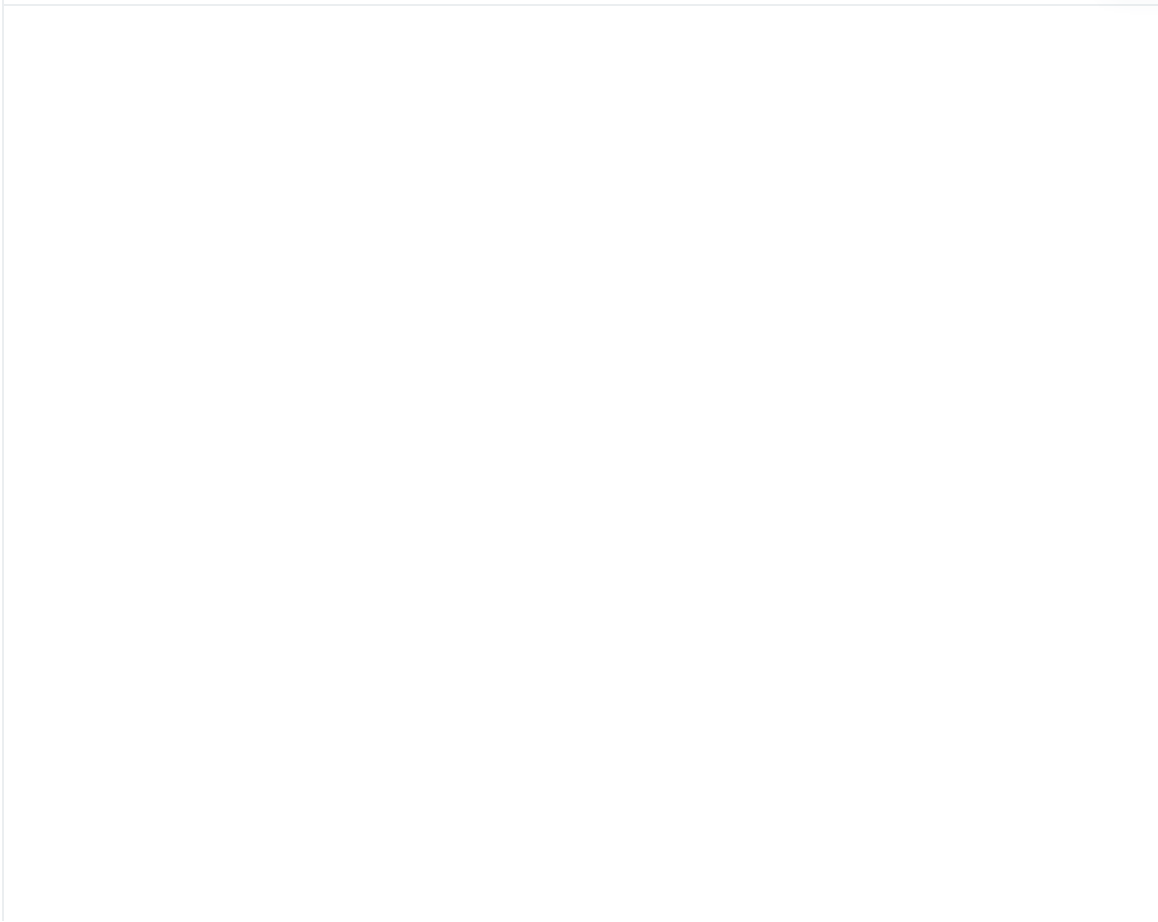
In memoriam · Yesterday

Patrick Quinn, the co-creator of the ALS Ice Bucket Challenge, has died at the age of 37



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Politics · Trending

Randy Quaid

24.2K Tweets

Trending in United Kingdom

#Lockdown3

3,298 Tweets

Politics · Trending

#StandStrongJeremy

7,987 Tweets

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KHS Mental Health
@MentalKHS

This week you will see these posters appearing around the school! Scan the QR code or search the weblink to access our KHS Mental Health Toolkit and learn how to keep your mind healthy and the different supports available! 🌻 @KirkcaldyHigh @KhsPso @KHS_guidanceKHS



8:00 AM · Sep 21, 2020 · Twitter Web App

3 Retweets 1 Quote Tweet 15 Likes



Gerry Dewar @gmd0772 · Sep 21, 2020

Replying to @MentalKHS @KirkcaldyHigh and 2 others
This is a great idea. Would love to chat this through with a member of your team to introduce something similar @qahsinfo
Who could I contact?

1



1



KHS Mental Health @MentalKHS · Oct 1, 2020
Charlotte Kendrick



1

Paul Murray
@Fuzzyhaggis



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KHS Mental Health
@MentalKHS
This is the Twitter se
Kirkcaldy High Scho



Kirkcaldy High Sch
@KirkcaldyHigh
UNICEF "Rights Resp
Award, COSLA Excel
LGBTYS Gold Charte
Scotland. We Respe
Others and Learning



KHS-PSO TEAM 🌻
@KhsPso Follows yo

What's happening

Cricket · LIVE

**India vs England: The hosts
England a target of 482 on
in Chennai**

Trending with #INDvENG, Ashwir

Trending in United Kingdom
Eamonn

Trending in United Kingdom
Antarctic
2,350 Tweets

News · Last night

**Meghan Markle and Prince
announce they are expecti
second baby**

Trending with Meghan

The Sunday Times · Yesterday
**Johnson starts lifting lockd
with schools to reopen in t
weeks**

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 **Paul Murray**
@Fuzzyhaggis



Messages



[REDACTED]

From: [REDACTED] <chairperson@fifeinterfaithgroup.org.uk>
Sent: Thursday, October 22, 2020 12:50:52 PM
To: [REDACTED]
Subject: Round table discussion

CAUTION: This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

Good afternoon.

At our monthly interfaith meeting last night I spoke about visiting your school and the LGBT group. I realised then that my diary says that it is scheduled for Monday 26th October @ 3:20pm. 4 days from now! I felt sure it was next month. I'm more than happy to come then but just need you to confirm that I haven't had a diary malfunction.

I had a request from the humanist member of our group asking if he could attend with me. I thought I'd better check with you first before inviting him.

[REDACTED]

Fife Interfaith Group
H: +44 1383 850091
M: +44 7968 023652

[REDACTED]

NHS Fife Health & Social Care Partnership

LEAD FROM THE FRONT

With COVID-19 around, it's more important than ever to get your free flu vaccine. Protect our communities, yourself, and the NHS from the impact of flu this winter.

www.nhsinform.scot/flu

FACTS

- Remember **FACTS** for a safer Scotland
- F** Face coverings
- A** Avoid crowded places
- C** Clean your hands regularly
- T** Two metre distance
- S** Self-isolate and book a test...

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KHS Mental Health @MentalKHS

@MentalKHS Ambassadors supporting their peers' and staff wellbeing, as they spend time in the Serenity Garden taking part in discussion and offering staff a mince pie and coffee! ☀️☕🌿🌻🌂 @KirkcaldyHigh @KhsPso @WellbeingInFife @



6:35 PM · Nov 3, 2020 · Twitter for Android

2 Retweets 17 Likes



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KHS Mental Health @MentalKHS This is the Twitter se Kirkcaldy High Scho



Kirkcaldy High Sch @KirkcaldyHigh UNICEF "Rights Resp Award, COSLA Excel LGBTYS Gold Charte Scotland. We Respe Others and Learning



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KHSModern @KHSModern

This week is Anti Bullying week. In social subjects we will be taking part in a competition to promote this, keep your eyes peeled for the winners! Everyone has the right to be protected and not to be discriminated against @KHSRights @khs_equalities @KHS_LGBT

8:09 am · 18 Nov 2020 · Twitter for Android

1 Retweet 1 Like



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KHSModern @KHS... Follow

Welcome to th for Kirkcaldy H Studies Depart information se reply to posts.



KHSRights @KHSR... Follow

Keep up to dat are doing in Ki Respect and le Rights and the Development (



KHS_Equalitie @khs_e... Follow

Welcome to Ki Equality Group ever want to jc C12 where you

What's happenin

US elections · Yesterday President-elect Biden some senior members White House staff

#MeetOurSellers Real people sell on eBay Promoted by eBay.co.uk

Trending in United Kingdor Friends Reunited

Trending in United Kingdor 37 Days 5,286 Tweets

Trending in United Kingdor Neil Oliver

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KHS LGBT+ @KHS_LGBT



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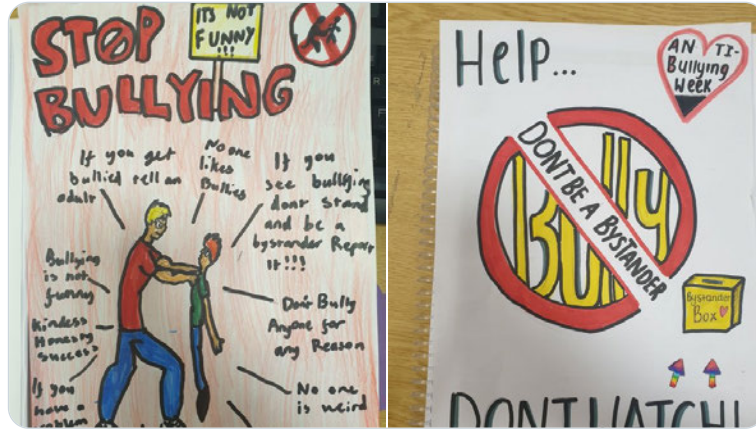
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KHSModern @KHSModern

Some fantastic efforts so far



2:17 pm · 18 Nov 2020 · Twitter for Android

2 Retweets 6 Likes



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LGBT+ Champion Meeting

Tuesday 24/11/20, 3.30pm

Attendees:



1. Summary of Current Activities
 - Currently working with 'Equalities Group' on a virtual assembly for February (LGBT History Month).
 - Have had sessions with [REDACTED], 'Fife Interfaith' and 'Episcopal Church' [REDACTED]. Sessions looked at the mergence of faith/religion and LGBT issues. These are currently seen as being mutually exclusive.
2. Review of Action Plan
 - Document to be created as a resource for teachers, looking at the common misconceptions (and our responses to them) surrounding LGBT issues.
 - Potential to create a scripted intervention for dealing with LGBT incidents.
 - Discussion of the use of 'impact statements' to support staff having to challenge derogatory statement regarding equalities and highlight the impact of language on people. Possible use of Stonewall film.
 - Look to tie in the use of 'positive language' into the positive relationships policy.
 - Zoom training for Fife interfaith group.
 - [REDACTED].
 - Recruitment for pupil committee.
 - Training for new staff and probationers to be put into school diary.
 - Pupils to go round staff and ask if they want a sign to be made for their door about which preferred pronouns they use.
 - Create a staff survey. Pupils to decide on questions but they would be something like 'Are you/do you identify as a part of a protected characteristics group?', 'Do you feel confident challenging the use of derogatory language referring to the protected characteristics?' and 'Do you feel as much a part of the community as somebody who does not identify as belonging to one of the protected characteristics groups.'
 - [REDACTED] discuss the PSE curriculum and it's content [REDACTED]. Is the use of derogatory language in there somewhere, if not, can it be?
 - How do we ensure that staff are challenging the use of derogatory comments in a consistent manner.
3. AOCB
4. Date of next meeting
 - Tuesday 19th January 2021 @ 3.30pm via Zoom.

Gratitude Initiative

Tue 19/01/2021 16:08

To:

CAUTION: This email originated from outside of the organisation. Do not click links or open attachments unless you recognise the sender and know the content is safe.

I'm a non binary drag artist working with On Fife to create digital drag performances based on the lives of Fife during the pandemic. More information here: <https://www.onfife.com/shineon/artist-residencies>

We are looking at working with lgbt+ focused groups in fife, and I was wondering if you know members who would be keen to take part in this project? This would take place during 4 weeks of February (week beginning of the 8th), most likely one evening a week = 4 sessions.

All ages welcome!



Musculoskeletal Guidance

Check position... Change position... Choose your next position...



LGBT+ Champion Meeting

Tuesday 19/1/21, 3.30pm

Attendees: [REDACTED]

1. On-going activities
 - LGBT+ Religion virtual assembly
 - LGBT+ History month – daily LGBT+ organisations and influences (ask about “TikTok”)
 - i. **Action** [REDACTED] to message [REDACTED] with daily influencer
 - ii. Also on teams via subjects
 1. S1, S2, S4 – [REDACTED]
 2. S3 – [REDACTED]
 3. S5-S6 – **Action** [REDACTED] to ask about English responsibility
Whole school team (**Action** [REDACTED]) – DONE – [REDACTED]
 - Purple Friday
 - i. Set challenge, post and hashtag
 - Workshops
 - i. Probationers – 15th Feb.
 - ii. Interfaith Group – 17th March
 1. **Action** [REDACTED] – give out starter before workshop
 2. **Action** [REDACTED] – MC flags Powerpoint
2. Next Steps
 - Common misconceptions doc (scripted interventions?)
 - Consistency of staff tackling derogatory language – impact statements?
 - Recruitment for pupil committee.
 - Pronoun signs and email signatures ([REDACTED]) – DONE and approved!
 - Future...
 - Staff equalities survey (to do from LGBTYS)
 - PSE curriculum
3. AOCB
4. Date of next meeting
 - 27th April, 3.30pm



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KHS LGBT+ @KHS_LGBT

Welcome to #LGBTHM21 🏳️‍🌈 We're very proud of all the work on equality we do at KHS. Keep your eye here on our Twitter where we'll be tweeting some of our favourite organisations and social media stars. We'll also be taking part in #purplefriday later in the month!



10:49 AM · Feb 2, 2021 from Aberdour, Scotland · Twitter for iPhone

3 Retweets 8 Likes



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KHS LGBT+ @KHS_LGBT... Official twitter of the LGBT+ group and co... more about LGBT+ ; Winners of @cosla I in 2018!

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Trending with Moeen, #INDvENG

Trending in United Kingdom Eamonn

At home · Trending #PancakeDay

1,131 Tweets

COVID-19 · Yesterday New Zealand's largest city, three-day lockdown follow new COVID-19 cases

Trending with Auckland

News · Last night Meghan Markle and Prince announce they are expecting second baby

Trending with Meghan, Prince He

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KHS LGBT+ Retweeted



Jordy Deelight @jordy_deelight

What a great session @alannahwatson & I had working with @KHS_LGBT, inspiring thoughts and feelings on gratitude and what 2020 taught them, what they are grateful for in 2021. Young people like this give me hope for the future! 🏳️🌈🇨🇳 @onfife @ONFifePress



1:49 PM · Feb 8, 2021 · Twitter for iPhone

4 Retweets 3 Quote Tweets 8 Likes



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Relevant people

Profile of Jordy Deelight (@jordy_deelight) with bio: Mother of The Haus (coming live soon). Simpson, winning singer. #VoteGreen they/them.

Profile of lannalou (@alannahwatson) with bio: my tweets are all ab being bi, whoops. sl

Profile of KHS LGBT+ (@KHS_LGBT+) with bio: Official twitter of the LGBT+ group and co more about LGBT+ ; Winners of @cosla I in 2018!

What's happening

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KHS LGBT+ @KHS_LGBT

Day ten of LGBT History month! It's the first double-digit of the month and today we have @HidayahLGBTQI they are a brilliant organisation supporting LGBT+ Muslims.



Hidayah | LGBT+ Muslim Support Providing support, education and welfare for the Muslim LGBT+ community, as well as friends and family. hidayahlgbt.com

2:42 PM · Feb 10, 2021 · Twitter for Android

6 Retweets 1 Quote Tweet 8 Likes



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KHS LGBT+ @KHS_LGBT Official twitter of the LGBT+ group and co more about LGBT+ ; Winners of @cosla I in 2018!



Hidayah @HidayahLGBTQI Hidayah is a UK Reg LGBTQIA+ Muslims. groups, education a social justice. linktr.e

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KHS LGBT+ @KHS_LGBT

Day fourteen of LGBT History Month! Today love is in the air! So today we have @humanistsociety one of the leading providers of same sex marriage in Scotland as well as providing naming ceremonies for trans men and women! Happy Valentine's Day everyone!



Humanist Society Scotland | Celebrate the one life we have
We are the charity for non-religious people in Scotland. We provide wedding, funeral and naming ceremonies and ...
humanism.scot

2:19 PM · Feb 14, 2021 · Twitter for Android

1 Retweet 5 Likes



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KHS LGBT+ @KHS_LGBT Follows you Official twitter of the LGBT+ group and co more about LGBT+ ; Winners of @cosla I in 2018!



Scottish Humanist: @humanistsociety We support a comm members working to compassionate, dign respectful vision of! world.

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Trending in United Kingdom #CarolineFlack Tributes are being paid to the host Caroline Flack on the or of her death Trending with #BeKind

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Messages



Find the Objects Game

Hi everyone!

Hey

Hello

Comments here folks!

Hello

Hooray! So nice to see your comments!

hi

Hi

Hiya

Find the Objects Game

Aloha

Hey everyone. Thank you all for coming and t
our quiz!

Absolutely brilliant, thank you so much for such a brilliant
time!

Thank you Kinga and Rebecca!

Hello

You're such an inspiration Jordie!!

hi. huge thank you to Rebecca and Kinga for allowing this to
happen and giving up their time for this. greatly enjoyed it.

Jordy your beautiful!!!

Thank you Kinga and Rebecca!

Find the Objects Game

Thx u so much for giving up your time to talk to us :)

I'm grateful for the cinnamon bun I've just eaten.

Thanks you for talking to us! It is really nice :)

Things that you're grateful for - put them here folks!

Thank you so much for your support, you're such a great influence

Grateful for online quizzes with friends, my health, warm home during this bad weather.

Jordy ur awesome

Thank you jordy!!

You're beautiful Jordy, you too Alannadh

Find the Objects Game

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Hey

Hello

Comments here folks!

Hello

Hooray! So nice to see your comments!

hi

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Grateful for online quizzes with friends, my health, warm home during this bad weather.

Jordy ur awesome

Thank you jordy!!

You're beautiful Jordy, you too Alannadh

Find the Objects Game

Thank you all for today it's amazing 🍷

i'm grateful for my dog's ability to be a doorbell

what are kingas pronouns

My grateful for my brother he's been making me feel good when i'm upset and just making me laugh even though we have to talk online

Thank you so much Jordy and Alannah :)

I'm grateful for my family and everything they have done for me !!!

Thank you so much for your support.

Brilliant seeing how times have changed. People that I met at school with and I know are part of the LGBT community had no group to share with/come out to. The 80s was a different time. Love the support

Gratefull for all my friends as they support me!



er

Find the Objects Game



I'm grateful for all the effort teachers and others put into communicating and adapting to these environments and times.

Heidi is so cute!!

Hair Apple roll vaccine ear youtube 🤪

Thank you jordy and alannah !!

A picture of the item or just the word

hair, aerosol, red pencil, violet marker pen, example posters, youtube

I'm extremely grateful for this call, it's really improved lockdown, so thank you Xx

Harvey

Hat, apple, rainbow cardigan, vans, eyes, yoyo

Find the Objects Game

Harry Potter and the Chamber of Secrets
Apple Roller Skates
Violin
Eyeliner
Yellow paint

Hoops, Apple, Ramiza, Volley Ball, Earbuds, YouTube

V- Vase
E- Eye
Y- Yellow pillow

Hairbrush, Apple, Valentine's card, egg, yellow top

Hat, Apple iPhone, Rubix Cube, Van (Toy), Earphones, Yellow Book

Hoover, apple, rainbow flag, vampire spike, ear buds

H- Heart ornament (in the pride colours)
A- A selection of poetry (from a friend of mine who was an openly gay in the 70s)

headphones
alarm clock
red blanket
vase
earrings
yellow thing

Whoever has a vampire spike at hand is a legend

Find the Objects Game



Vampire spike belongs to one of the teachers :D

Hairbrush, Aftershave, Rose oil, Vanish gold, Egg, Yogurt

a jaunty hat, air, red animal head, folder that is vertig
color, yellow sellotape

Hat, amethyst crystal, rose, vase, eisle, yellow pen

I've got buffy posters!!!

hair alisha ramiza vans eggs youtube

Ellen

eggs lollylips the name ellen notepad

Envelope, loo roll, lighter, egg, notepad

Find the Objects Game

earrings, leg, leg again, eraser, needles

earphones, lights, lynx, ear nothing

Eva cado: my drag name 🍷 love hearts lip stick e
hair dye

Envelope, Lined paper, Liquid hand sanitizer, Engineering
books, Note book

E- American Psycho (written by Ellis)L- Lesbian (myself)L-
Lots of booksE- Elephant ornamentN- Notes!

Eyeliner, Light up customisable sign, Lip gloss, Eye
New York bag

English jotter, leather jacket, lollypop, electric lighter,
nuggets

Emergency date night fund, love snowglobe, love heart
ornament, E- pass lol, note pad

Epic (dvd), lamp, lighter (for candles), empty mug, r
(dvd/books)

Find the Objects Game

Earphones, Light Bulb, Liquids, Eye shadow, Nose

I need to go pick up the bairns (dogs) Paul but this was
AWESOME!!!!

B - Bee teddyO - Orlando by Virginia Woolf (a bisexual
icon!)W- Window- Iced coffeeE- Extra wonderful company
(everyone in this call!!)

Eleven poster (stranger things), Lava lamp, Lesbian pride
flag, Envelope, Narnia (The Chirincles of Narnia)

Boris johnson hate poster, orange is the new black poster,
wwe merch, indigo wallpaper, Ellie diamond T-shirt!!

Board Games, Oval Shaped Earrings, Water, iPhone,
Earphones

Bowie

Bread boards, Open window, White board, Intere
Erasers

Books, Opal Plumstead (by Jacqueline Wilson),
ink, empty tub

Find the Objects Game

Blazer, Overcoat, Waistcoat, Ice, E-String for a Violin

bed, orange wool, window, ink, ee er (the sound of my door)

Binder, oreos, welcome to night vale poster, ink (book), end game poster

Bunnies, On the rise up (book) Watch, Ink (for fountain pen), Elephant

Buffy figures, orange, wand, ice, egg

Box, owl shaped candle holders, willow (dvd), indigo acrylic paint, elephant paper weight

butterscotch beer, stuff owl, window with decorative cubes, eggs

Bryce the Guitar, Overflowing book case, Witcher Ink, Enough biology notes



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KHS LGBT+ @KHS_LGBT

(1 of 2) We are really excited to be partnering with @policescotland @FifePolice to put on a Fife Schools Equalities Social event at 3.30pm on Monday 15th February on "Teams" for #LGBTHM21. Our police friends will be taking about equalities from a police/legal point of view...

2:36 PM · Feb 8, 2021 · Twitter Web App

1 Like



KHS LGBT+ @KHS_LGBT · Feb 8

Replying to @KHS_LGBT

(2 of 2) ...and there will be games and a quiz. KHS folks - contact Dr. Murray via his "Glow" email if you would like to attend and he'll take permission from your folks at home by email. This will be loads of fun!



1

3



Paul Murray @Fuzzyhaggis



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Police Scotland @policescotland Official Police Scotla Not for reporting cr emergency calls dia emergency. Not mo



Fife Police @FifePolice Official Police Scotla Fife. Not for reportir emergency calls dia emergency. Not mo

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KHS LGBT+ @KHS_LGBT · Feb 8
(1 of 2 🙌) We are really excited to be partnering with @policescotland @FifePolice to put on a Fife Schools Equalities Social event at 3.30pm on

Thread

1 1 1



KHS LGBT+ @KHS_LGBT

Replying to @KHS_LGBT

(2 of 2 🙌)and there will be games and a quiz. KHS folks - contact Dr. Murray via his "Glow" email if you would like to attend and he'll take permission from your folks at home by email. This will be loads of fun!



2:38 PM · Feb 8, 2021 · Twitter Web App

1 Retweet 3 Likes

1 1 1

Relevant people



KHS LGBT+ @KHS_LGBT Follows you
Official twitter of the LGBT+ group and co more about LGBT+ ; Winners of @cosla I in 2018!

What's happening

Cricket · LIVE
India vs England: The hosts England a target of 482 on in Chennai
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#PancakeDay
1,115 Tweets

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Trending with Auckland

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Meghan Markle and Prince announce they are expecting second baby
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Paul Murray @Fuzzyhaggis



Messages



Focus	LGBT+
Overall Aim	To support the culture of diversity and equality at Kirkcaldy High School
Personnel	[REDACTED]
Things to consider	<ul style="list-style-type: none"> • Turnover of pupil committee. • Time out of school. • Teacher workload. • Backlash (on-line). • Presence in school – not being overbearing. • Other protected characteristics being overlooked.

Up to Feb 2020

KEY TASKS (Planning)	Personnel	Timescale	What we need to do? (Implementation)	How do we know? (EVALUATION)
Hold regular champion group meetings	All	Ongoing	Ensure meetings once per term	Minutes in folder.
Update Anti-bullying Policy	[REDACTED]	By Dec 2019	Policy to be updated [REDACTED].	Policies will be in place.
Write Equality Statement	[REDACTED]	By June 2019	[REDACTED] to email [REDACTED] with suggestions. [REDACTED] to "tweak".	Statement will be on website.
Gather Evidence for Charter Standards	[REDACTED]	By Feb 2020	[REDACTED] to gather evidence from all current activities.	Charter evidence will be in place.
Plan training dates	[REDACTED]	By June 2019	[REDACTED] to communicate over dates.	Training will have taken place.

Write/ collect data on bullying survey	██████████	By Feb 2020	Survey to be written and implemented through Business ed. Classes.	Surveys completed by 100-200 pupils.
Pupil Focus Groups	████	By June 2019	████ to lead focus groups.	Focus group evidence will be in charter folder.
Baseline Survey	██████████	By March 2019	██████████ to complete survey.	Survey will be completed and in folder.
Parental Leaflet	██████████	By Dec 2019	Leaflet to be written by pupil group.	Leaflets distributed at parents' night.
LGBT+ Policy	██████████	By June 2020	Policy to be written ██████ based on training led by pupil group.	Policy will be in place.
Impact Assessment	██████████	By Dec 2019	Impact assessment to be completed by all at meeting and reviewed by pupil group.	Impact assessment and other evidence will be in charter evidence folder.
No Bystanders Update	██████████	By Oct 2019	Gather signatures in tutor.	Updated and on main stairs wall.
Review standards prior to submission	██████████	By Feb 2020	██████ to review and feed-back any changes ██████	Charter submitted ██████
Assemblies for LGBT+ History Month 2020	██████████	By 17th Feb 2020	Pupil group to write for year groups: <ul style="list-style-type: none"> • S1-2: LGBT+ Intro and Terms • S3-4: Gender and Transgender • S5-6: Equality Out of School 	Assemblies will have been delivered.

Beyond Feb 2020

KEY TASKS (Planning)	Personnel	Timescale	What we need to do? (Implementation)	How do we know? (EVALUATION)
Continue to gather evidence for charter renewal in 2023	████	By Feb 2023	████ to gather evidence as activities continue.	Charter evidence will be in place.
Positive Language Initiative	██████████	By Jan 2021	Source "impact" videos	Videos shown in tutor

Instigate training for more groups (particularly faith groups)	[REDACTED]	Ongoing	Contact local faith group (interfaith?) to gauge interest in dialogue.	Communication (emails etc.) and photos will be kept.
Instigate group(s) dealing with other protected characteristics.	[REDACTED]	By June 2020	[REDACTED] to work with pupils to create groups for other protected characteristics. LGBT+ Champion Group to discuss and support moving forward.	Groups will exist and will be starting to lead activities.
Get more staff on board	[REDACTED]	Ongoing	Champion group to identify and approach potential staff members.	Champion group will expand.
Annual pupil committee recruitment	[REDACTED]	June annually	Identify future committee members	Committee will be on-going.
Training for new staff	[REDACTED]	June/August annually	Create calendar of training opportunities to be taken up by new and existing staff.	Calendar will be in place.
Regular name/pronoun sharing to be done within LGBT+ pupil group	[REDACTED]	Monthly	Regular name/pronoun sharing session to be led by group chair.	Name/pronoun sessions will have taken place.
Discussion of teachers sharing names/pronouns	[REDACTED]	By June 2020	Group to discuss implications of encouraging teachers to share names and pronouns when meeting classes.	Discussion will have occurred and advice may be issued to staff.
Revisit PSE lessons	[REDACTED]	By May 2020	Speak to a guidance teacher and see what needs to be added or altered using the training presentation as a reference point. Information on nature of bullying (i.e. role of "banter") to be included.	Finalized Lesson plan for the years 1-4
Primary school workshops	[REDACTED]	By May 2022	Workshops to be offered to primary cluster.	Workshops will have taken place.
Staff Equalities Survey	[REDACTED]	By May 2021	Given that there's significant under reporting within the council's systems, we recommend that Kirkcaldy High School carry-out their own Equalities Monitoring survey, reflect on all protected characteristics and what this means for them. We feel this may be better linked to a broader equalities agenda, rather than simply	Monitoring survey will have occurred and action points noted.

			linked to the LGBT Charter alone. Of course this should be optional, the data should be kept confidential and not connected to staff files.	
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Introduction

Fife Council is committed to providing equality of opportunity in employment. We are committed to providing employment policies, procedures and practices which treat employees fairly and with dignity and respect.

Purpose of this policy

This policy sets out our commitment to equality of opportunity in employment. It includes our Equal Pay Statement, setting our commitment to equality in our pay practices.

Scope

This policy applies to all employees.

Key principles

- We value diversity and want every employee to be able to give their best to the Council.
- We aim to eliminate unlawful discrimination, harassment and victimisation on the grounds of protected characteristics, unrelated criminal offences, trade union membership or non-membership, caring responsibilities, or other characteristic unrelated to employment.
- We aim to advance equality of opportunity and foster good relations between individuals with different equalities characteristics.
- Our employment policies, procedures and practices will be 'equality impact assessed'. We will apply our policies in a way which supports equality of opportunity. We will make sure there is no adverse, disproportionate or unjustifiable impact on equalities characteristics.
- We will provide equality and diversity information and training to managers and employees to build awareness and understanding of equalities in employment.

- We will treat seriously allegations of discrimination, harassment and victimisation of our employees and will seek to resolve any issues and concerns raised. Employees may use the Grievance Procedures to raise concerns and may wish to seek the advice and support of a Trade Union representative or workplace colleague. The Council's Employee Counselling Service is available to all employees.
- We will gather and use equal opportunities data to monitor the composition of the workforce and the application of our employment policies, procedures and practices. We will use this information to ensure fairness and consistency, to identify any trends and actions, and to inform policy development and decision-making.
- We are committed to equal pay, as set out in our Equal Pay Policy Statement, below.
- Every employee is required to assist the Council to meet its commitment to equality and diversity in employment and avoid unlawful discrimination, harassment and victimisation. Breach of this policy will be regarded as misconduct and may lead to disciplinary proceedings.

Equal Pay

Fife Council is committed to providing equality of opportunity in employment. We aim to ensure a fair, open and transparent approach to the determination of pay and conditions of employment which does not discriminate unlawfully and is free from bias across all of the protected characteristics including gender, race and disability.

We believe that all employees should receive equal pay for the same or broadly similar work, for work rated as equivalent, or for work of equal value.

We will:

- Use a robust framework of job evaluation which allows an objective and reliable measure of the size and relative worth of each job. The framework is underpinned by equal opportunities practice ensuring that there is no bias related to any of the protected characteristics.
- Ensure that all those involved in decisions about pay and benefits are appropriately trained.
- Develop a mechanism which allows employees to appeal against job evaluation outcomes.
- Monitor pay statistics regularly.
- Consider the impact of pay practices on the roles, levels and distribution across the Council on the basis of sex, disability and race. We will do this by monitoring areas of occupational segregation of these characteristics.
- Assess and review the findings of monitoring activities and take action where necessary.
- Continue to work in partnership with the recognised Trade Unions on equal pay and equalities in employment.

- Inform employees of how our pay practices work and how their own pay is determined.
- Respond appropriately to all enquiries concerning fairness in pay.

We believe that the actions set out above will help ensure we avoid unfair discrimination and reward, in a fair and transparent way, the skills, experience and potential of all employees.

Further information

- EO11 Equality of Opportunity – Guidelines

*Produced by Fife Council Human Resources Service
Issue Number 4.1
Issue date: May 1997
Reviewed: October 2017*

Introduction

We are committed to providing equality of opportunity in employment. We aim to provide employment policies, procedures and practices which treat employees fairly and with dignity and respect.

We have produced these guidelines to give you some general information about equality and diversity and to highlight the part you play every day in helping us meet our commitment to equality of opportunity.

This document gives you information on:

- [What we mean by equality and diversity](#)
- [The 'Protected Characteristics](#)
- [Some Useful Definitions](#)
- [Recruitment and Selection](#)
- [Attendance Management](#)
- [Flexible Working and Family Friendly Practices](#)
- [Trade Union Membership](#)
- [Ex-offenders](#)
- [Your Rights](#)
- [Your Responsibilities](#)
- [Training](#)
- [Further Information](#)

What we mean by equality and diversity

In a nutshell, equality is about fair treatment and diversity is about respecting differences.

- Equality involves treating people fairly regardless of any differences between them.
- Diversity involves valuing difference and the specific contributions that different people make.
- This means that we can treat people according to their different needs without being unfair to them or others.

This has nothing to do with 'political correctness'. It's about treating everyone as an individual.

We are committed to creating a working environment free from discrimination, harassment and victimisation because of their 'protected characteristics' as defined

by the Equality Act 2010 and on the grounds of other factors such as trade union membership (or non-membership), spent criminal convictions, and caring responsibilities.

The 'Protected Characteristics'

We are all made up of characteristics personal to us – our gender, the colour of skin, our beliefs, for example. Under the Equality Act 2010 there are 9 characteristics that are 'protected':

- **Age:** This means people of all ages.
- **Disability:** There is particular protection for people who are disabled. This can include treating a person with a disability more favourably, for example, by making a reasonable adjustment. The Positive about Disabled People (double tick symbol) is a good example of our commitment to disability equality.
- **Gender reassignment:** This applies to people who propose to, start or have started a process to change their birth gender.
- **Marriage and civil partnership:** Those who are married or are in a civil partnership are protected. This does not apply to those who co-habit or who are single.
- **Pregnancy and maternity:** This applies to women who are pregnant or who are on the maternity leave they are entitled to.
- **Race:** The definition of race includes colour, nationality and ethnic or national origins.
- **Religion or belief:** This includes any religion, including a lack of religion, or a belief which affects the individual's way of life or view of the world.
- **Sex or gender:** Both men and women are protected.
- **Sexual orientation:** There is protection to those who are heterosexual, gay, lesbian, or bi-sexual.

In general terms, there is 'protection' from discrimination, harassment, and victimisation because of these protected characteristics.

Some Useful Definitions

Discrimination

Discrimination is defined as unfair and less favourable treatment of one person or group. Discrimination may be deliberate, for example when we choose to exclude individuals or groups with a particular protected characteristic. It can also occur unwittingly, for example when we have made assumptions about what individuals or groups with a particular protected characteristic want or need without asking them.

Discrimination can be direct or indirect:

- **Direct discrimination** occurs when someone is treated less favourably than another and that difference in treatment is because of a protected characteristic. An example of this might be not allowing an employee to undertake a training course because they are 'too old'.

- **Indirect discrimination** occurs when a policy which applies in the same way for everybody has an effect which particularly disadvantages people with a protected characteristic. An example of this might be introducing policy which applies only to those who work full-time. As more women than men work part-time, more women than might be placed at a disadvantage and this might constitute indirect sex discrimination.

Discrimination can also occur by association and by perception:

- Discrimination by **association** occurs when a person is treated less favourably than another because of their association with someone who has a protected characteristic. For example, someone may be treated less favourably because they have a child who is disabled.
- Discrimination by **perception** occurs when a person is treated less favourably because it is thought that they have a protected characteristic, even though they do not. An example of this might be someone who is seen leaving a gay night club is perceived to be gay or lesbian.

Discrimination is influenced by the attitudes, prejudices and stereotypes we hold.

- Our **attitude** refers to the way we regard things. Our attitudes can cause us to react in a specific way.
- **Prejudice** is a pre-conceived opinion of a person or a group of people, often with little or no justification. It can lead to discriminatory attitudes about people with particular protected characteristics. We can all have prejudices and opinions – there's nothing wrong with that but it's not always appropriate to share or act on these.
- A **stereotype** is a widely held belief towards a group of people – where we make generalised assumptions, often based on false or misleading information. These assumptions may then be applied to the person or group as if they represented reality. Stereotyping is often only negative – we might have a particular view but it's not for sharing and it's not necessarily a sound basis for action.

Harassment

Harassment is unwelcome, inappropriate behaviour which can affect the dignity of any individual at work. It can be intimidating, hostile, degrading, offensive or humiliating for the recipient. It can undermine another person's confidence. It can be directed at an individual or a group.

It is the effect that it has on an individual that is important, not the intention of the harasser.

Examples of harassment include:

- Verbal abuse or taunting.
- Racist and/sexist comments or jokes.
- Unwanted physical contact.
- Ignoring someone.
- Unfair allocation of work.

- Display or circulation of offensive pictures or materials.
- Intrusive questioning about sexual orientation, ethnic origin etc.
- Unnecessary references to sex.

We will take allegations of harassment seriously.

Victimisation

You have the right to make a complaint of discrimination or harassment without fear of reprisal. You also have the right to support someone in making a complaint of discrimination or harassment. If someone was treated less favourably because they made a complaint or are supporting someone who has made or may make a complaint, this would be victimisation.

Recruitment and selection

We will ensure that our adverts, role profiles and other recruitment documents do not unlawfully discriminate. Our processes will be inclusive and accessible and we will make reasonable adjustments to attract and support applicants from different protected characteristics.

We are Positive about Disabled People and apply the provisions of the 'double tick' disability scheme. We will offer an interview to disabled candidates who meet the essential criteria for the role. We will make reasonable adjustments to allow disabled applicants to fully participate in the selection process.

We believe that our workforce should reflect the diversity of the community we serve. In very limited circumstances, a genuine occupational requirement may apply. This may mean that a small number of jobs may lawfully be restricted to candidates of a particular protected characteristic, such as to women only or to men only.

We may seek to address areas of under-representation by taking lawful positive action, such as targeting our adverts to a particular group or providing work experience opportunities.

All selection decisions will be based on merit.

Attendance Management

We will apply our Attendance Management procedures fairly and consistently to support those who are absent due to sickness. We will make reasonable adjustments to help retain employees who are disabled.

Flexible Working and Family-Friendly Practices

We will consider all requests for flexible work and time off for family reasons fairly and consistently.

Trade Union Membership

We recognise the important role of Trade Unions in promoting and developing good employee relations. We will not discriminate, harass or victimise employees on the grounds that they are, or are not, members of a Trade Union, representatives of a Trade Union or participating in the activities of that Trade Union.

Ex-Offenders

We will not unfairly discriminate, harass or victimise employees on the basis of a criminal conviction, information or history. We will comply with the relevant legislation and Code of Practice and will use a Disclosure Scotland check only where this is considered proportionate and relevant to the role.

Your Rights

All employees have the right to a work environment that is supportive and respects you as an individual. You have the right to be treated fairly and with dignity, and not be treated less favourably in the terms and conditions you receive, the policies and procedures that apply, and the work that you do.

You have the right not to be subjected to harassment, bullying, victimisation or any form of unwanted and unreasonable behaviour that violates your dignity or creates an intimidating, hostile, degrading, humiliating, uncomfortable or offensive work environment for you.

You have the right to raise a complaint using the Grievance Procedures if you believe you have been unfairly treated, harassed or victimised.

You have the right not be pressurised or instructed to unlawfully discriminate against, harass or victimise another employee or service user.

Your Responsibilities

All employees have a responsibility to follow the principles of the Equality of Opportunity Policy.

We expect you to take responsibility for your own behaviour and action, treating others with dignity and respect.

We expect you to act in a way that does not discriminate, harass or victimise others. If you are considered to discriminate, harass or victimise, even inadvertently, you should be aware that this will be investigated under the relevant Disciplinary Procedure.

We expect you to draw to the attention of your manager any suspected discriminatory acts or practices. You can talk things through with a colleague, raise your concerns with your line manager, use our free and confidential employee

counselling service, or get advice from your Trade Union. You can also raise concerns through the Grievance Procedures.

If someone's behaviour towards another person or people causes you concern because you think it breaches our equality and diversity commitment, you should raise this with your line manager or another manager.

In addition to the above, **all managers** have particular responsibilities for the promotion of equality and the elimination of unlawful discrimination, harassment and victimisation in employment. Your behaviour and actions provide a role model for others and you must treat others with dignity and respect and be prepared to challenge those who act in breach of the standards set in our Equality of Opportunity Policy.

Training

We provide a range of face-to-face and online training in equality and diversity. You can get more information on the training available through FISH or from your line manager.

Further information

You can find our HR policies, procedures and other information on FISH in the HR Direct pages or you can call HR Direct on VoIP 2000 or 01592 583200.

Further information on the behaviours we expect our employees to display can be found in the following documentation:

OD12 How We Work Matters Framework

Your line manager may be able to answer any queries you may have and help you find more information.

You can get more information on equality and diversity on our website www.fifedirect.gov.uk by clicking on Equality, Diversity and Human Rights in the A to Z Index.

Produced by Fife Council Human Resources Section

Date: September 2014 Issue Number 4.1



Equality and Diversity in Employment

March 2019

Fife Council is committed to providing equality of opportunity in employment and providing employment policies, procedures and practices which treat employees fairly and with dignity and respect.

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Hyperlinks

We have used hyperlinks to help those reading this document electronically navigate between different sections. A hyperlink is indicated by text which is underlined.

Alternative format or language

We have produced this document in English using Arial font size 12. We have used an accessibility checker to help ensure this document is accessible for people who are using assistive reading technology. If you would like a copy of this document in an alternative format, such as in larger print, or translated into another language, please contact us.

How to contact us	
Email	hr.direct@fife.gov.uk
Telephone	01592 583200
Text Phone	18001 01383 441177
SMS (Deaf People Only)	07985 761908
Write by post	HR Direct, Fife House, North Street, Glenrothes, Fife, KY7 5LT

1. Introduction

At 31st March 2018 we had a workforce headcount of 17,399 employees. We provide around 900 services to approximately 365,000 people in Fife. This means we have the largest, and one of the most varied workforces in Fife.

We first started reporting as part of the Public Sector Equality Duty in 2013. Since then our workforce has continued to change and steadily reduce.

This document sets out the following information:

- The equalities profile/diversity of our workforce
- Our HR practices
- Our pay practices

We also provide an update about what we said we would do for our workforce as part of the Council's equality outcomes for 2017-21. You can find more information about these outcomes in the Equality and Diversity Scheme 2017-21 on fifeDirect.org.uk.

1.1 The Equality Act and the Equality Duties

The Equality Act 2010 protects individuals against discrimination based on 9 protected characteristics:

- Age
- Disability
- Sex
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sexual orientation

Under the Equality Act (Specific Duties) Regulations 2012 we must gather, use and publish employee information and publish pay gap information every two years. The Regulations also mean we must publish an equal pay statement every four years.

The Council must also:

- publish equality outcomes,
- report progress on mainstreaming the equality duty, and
- consider award criteria and contract conditions in relation to public procurement.

You can find further information about how the Council meets all of these duties in the Council's Equality and Diversity Scheme 2017-21 and Annual Review Reports. These are available on fifeDirect.org.uk.

1.2 Meeting our Equality Duties

Publishing Data

In this report we provide the information we need to publish to meet the specific duties. This information includes:

- Employee information across all the protected characteristics.
- Information about recruitment, training, dismissals, discipline and grievance.
- Information about our gender, race and pay gaps (this includes occupational segregation).

Previous reports are also available on fifeDirect.

The specific equality duties mean that we must provide information both as a Local Authority and as an Education Authority. Throughout this report, where appropriate, we provide two separate sets of information:

- Our whole workforce (as a Local Authority)
- Our employees who work as Teachers or one of the many other roles within our Education Services (as an Education Authority).

Equality Outcomes

The Council's Equality and Diversity Scheme (available on fifeDirect) sets out equality outcomes for 2017-21. Within the outcomes, we embedded specific workforce related actions. Setting out our workforce actions in this way means that we are 'joining up' the Council's commitment to equality and diversity as an employer and as a service provider.

Most of our workforce related actions contribute to the Council's outcome to: "work in partnership to lead improvements in equality, diversity and human rights". We said we would:

- Migrate to the new 'Disability Confident' scheme. This builds on the best practices from the 'Positive About Disabled People' model.
- Improve managers' awareness and understanding of mental wellbeing. This will help us support employees with mental health issues.
- Put in place the recommendations from the Investors in Young People (IiYP). These actions will help us attract, retain and develop young people.

We also said we would promote reporting of hate incidents experienced or witnessed by staff. This is part of the Council's outcome that: "People feel safe and supported and are able to live free from incidents motivated by hate".

Section 2 of this report provides an update about the progress we are making to achieve the actions above. We also share what else we are doing to advance equality of opportunity within our workforce.

2. Advancing Equality of Opportunity within Our Workforce

Disability Confident

The Council migrated to the new 'Disability Confident' Scheme in December 2016. Following a self-assessment in 2017 the scheme membership was extended until December 2019, building on the best practices from the 'Positive About Disabled People' model. This year HR will work with Services across the Council to renew the self-assessment.

Healthy Working Lives

In 2018 the Council successfully retained the Healthy Working lives accreditation at gold level. One element of the award was the successful 'Mentally Healthy Workplace' assessment.

Increasing Manager Confidence

Managers across the Council have been engaging in training which aims to improve their skills and confidence to have difficult conversations with employees. Ensuring that managers are equipped for difficult and sensitive conversations helps to create a culture where employees are confident to discuss their health issues. This in turn helps to ensure that all necessary supports are put in place to support employees with long term health conditions.

Mental Wellbeing

Mental wellbeing is a current focus of the Council's health and wellbeing agenda. Discussion and assessment of current practice has identified key actions within this area. This includes mental health awareness training for managers (to be rolled out in 2019), development of a Mental Wellbeing policy and refreshed Return to Work documentation specifically tailored for those employees returning to work following an absence related to their mental health.

Other actions for 2019 include a network of trained individuals across the Council to act as Mental Health First Aiders who will be able to respond to mental health crises in the workplace.

Employees Affected by Cancer

HR are currently engaging with the 'Improving the Cancer Journey' team (funded by Macmillan). Working with the team, HR are promoting the service to ensure any employee who is affected by cancer is signposted to support to help them live as well as possible. The Council has also refreshed the Return to Work documentation for those returning to work following illness related to cancer. This tailored approach helps managers to make sure that appropriate supports are put in place.

Workforce Youth Investment

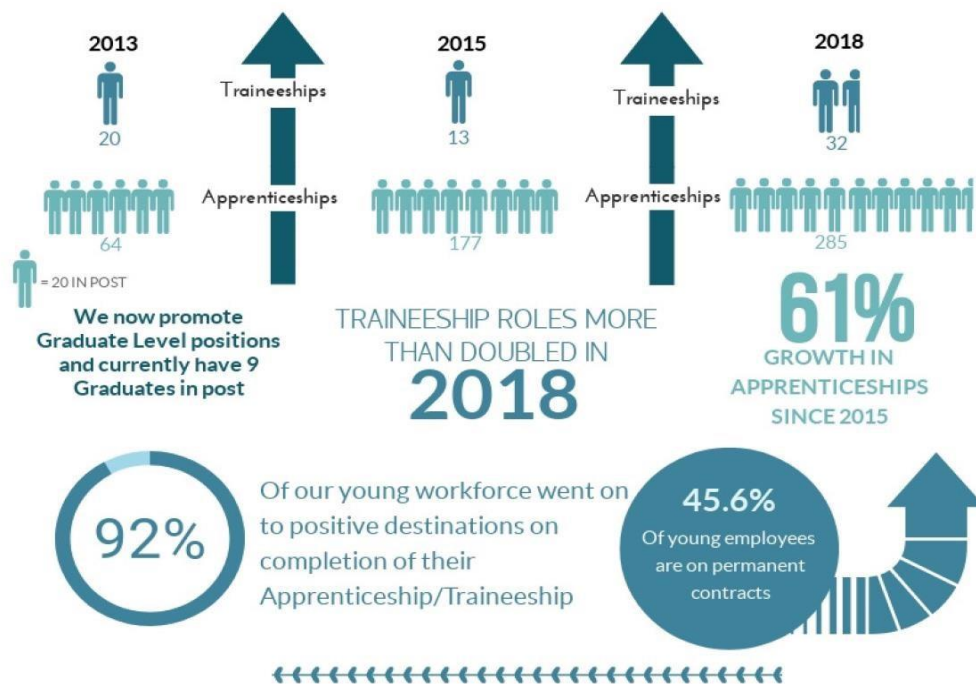
Fife Council has achieved the nationally recognised and prestigious *Investors in Young People* Gold accreditation – an achievement that represents a true commitment to the recruitment, development and retention of Scotland’s young people. Having been accredited the Silver award in 2015, by striving to be an Employer of Choice and making continuous improvements the Council reached the higher accolade of Gold.

Developed in 2014, as a result of the Wood Commission recommendations, *Investors in Young People* is a unique framework that helps organisations in Scotland recruit, develop and retain young people, supporting youth employment.

Fife Council have worked hard to invest in and inspire the young people of Fife. This has been achieved through many initiatives, for example the provision and increase in apprenticeships, traineeships and opportunities offered in the organisation for the young people of Fife. These opportunities are wide and varied from childcare, housing, IT and engineering to care, HR and customer service. Existing young employees benefit from the Mentoring Programme for Young Employees which pairs them up with experienced colleagues from another part of the organisation to further their learning and development.

Support and empowerment of young employees and the wider young people of Fife is high on the agenda and will continue to be a priority.

The infographic below summarises developments in Fife Council over the past five years:



Family Friendly Working Scotland

In 2018 Fife Council was certified as finalist in the Scottish Top employers for Working Families Awards 2018 (Best Public Sector employer). This shows how the Council's working culture is enabling employees to have a better balance between work and home life.

Financial Wellbeing

The Council recognise the impact that financial stress can have on employee health and well-being which in turn can also have impacts on productivity, morale and attendance. The Plan4Fife sets out Fife's ambition to lower levels of poverty which is being progressed by the Welfare Reform and Anti-Poverty Partnership. The Council's employee information pages on FifeDirect and FISH signpost employees to supports available such as CARF, credit unions and affordable lending. Other methods of communication (such as the Employee App and Employee Briefings) are also used to reach those employees who do not tend to access information through FISH.

In addition to these supports the Council is also offering an Employee Financial Wellbeing scheme to help them confidently deal with money and access fairer finance. This will be delivered by providing online advice and guidance (on areas such as understanding credit ratings, budget planning, managing debt and savings scheme), face to face online support, a freephone telephone support line, access to affordable, salary-deducted loans and introducing a saving, investing and money management offering where employees can make contributions directly from their salary.

The Council is also supporting the Improvement Service (a member of the Scotland Financial Capability Steering Group) who are looking at how local authorities can support its workforce to develop financial capability and producing guidance on promoting and supporting financial capability interventions.

Brexit

The Council will always welcome and value employees of all nationalities as a vital part of the Council's workforce. Specific web pages for colleagues have been created on FISH/fifeDirect. These provide signposts to government information, updates, local support groups and access to the employee counselling service.

The Council has been carrying out a census of employee nationality in the run up to Brexit and this will help us communicate more easily with employees who are EU nationals. The information will also inform workforce planning and ensure that the Council meets future requirements around the right to work in the UK.

Equally Safe

Close the Gap (Scotland's national policy and advocacy organisation working on women's labour market equality) is developing an innovative employer accreditation programme – Equally Safe at Work. This programme will focus on advancing gender equality and preventing violence against women while also supporting the implementation of Equally Safe, the joint Scottish Government/COSLA violence against women and girls strategy.

The programme is currently being piloted and Fife Council is participating in a shadow pilot group with an aim of working towards accreditation following the initial pilot. Participating in the programme will allow us to engage with Close the Gap and other Local Authorities to demonstrate Fife Council's commitment towards tackling gender inequality.

Hate Incidents

In 2018 the Council implemented a new policy and procedure to record and respond to hate incidents reported by members of the public. Within this we signpost staff to the appropriate process should they experience or witness another member of staff experiencing a hate incident. This information is regularly monitored and will be reported annually to the appropriate Council Committee.

3. Our Workforce Profile

The data in this section provides a snapshot of our workforce profile, at the following dates:

- As at 31st March 2017 (the headcount for the whole Council was 17,471 and the Education Authority was 6,616); and
- As at 31st March 2018 (the headcount for the whole Council was 17,399 and the Education Authority was 6,813).

Our employee numbers change year on year. We provide information in percentage terms where this helps us track changes in a more meaningful way.

Workforce Profile by Protected Characteristic

The workforce profile has remained relatively static when compared to previous years. [Table 1](#) in the Appendix shows the breakdown of the workforce across all of the protected characteristics. The following key Facts can be noted.

Key Facts – Workforce Profile

- The percentage of our workforce aged 24 and under continues to slightly increase and this group now represent 4.7% of our workforce.
- The age profile continues to peak between ages 40 to 59.
- The percentage of our workforce declaring a disability remains below 2%.
- The gender split has remained relatively static with females making up 72% of our workforce.
- 53% of employees are married or in a civil partnership.
- Less than 1% of our workforce are from a Black and Minority Ethnic background.
- The majority of our employees (74%) did not disclose their religion. 12% said they belong to a Christian denomination. Fewer than 1% told us they were Buddhist, Muslim, Hindu or Sikh.
- The majority of our workforce (75%) did not disclose their sexual orientation. Less than 1% said they were lesbian, gay or bisexual.
- 83% did not answer if they have changed the gender they were born with. Fewer than 1% of employees told us they had changed their gender from the one they were born with.

4. HR Practices

Within this section we provide information about our HR practices. This includes information about recruitment and selection, discipline and grievance and training.

4.1 Recruitment and Selection

People apply for posts through myjobscotland, the national recruitment portal. We ask all applicants to complete an equality monitoring form. Information from the equal opportunities form is anonymised and used for monitoring only.

Separately, we ask candidates if they would like to be considered under the 'Disability Confident Scheme'. Under this scheme, we guarantee an interview for disabled candidates who meet the minimum requirements for the job.

Table 2 in the Appendix provides a breakdown of the applications received by protected characteristic. The key facts are below.

Unfortunately, our systems do not allow us to easily separate out those applicants by Education Authority. The information therefore represents applications to posts across the whole Council. Please also note that individuals are counted for each application made.

Key Facts 2016/17

- 30,190 applications were received
- 17% were aged 24 and under. 3% were aged over 60.
- 4% disclosed a disability
- 71% were female.
- Less than 1% told us they identified as transgender.
- 34% were married or in a civil partnership. 35% were single.
- 80% were White Scottish. 2% were from a BME background.
- 55% had no religion or belief. 31% told us they belonged to a Christian denomination.
- 2% told us they were lesbian, gay or bisexual.

Key Facts – 2017/18

- 31,983 applications were received
- 21% of applicants were aged 24 and under. 3% of applicants were aged 60 and over.
- 4% of applicants disclosed a disability.
- 67% of applicants were female.
- Less than 1% of applicants told us that they identified as transgender.
- 33% of applicants told us they were married or in a civil partnership and 40% told us they were single.
- 82% of applicants were White Scottish. 2% of applicants were from a BME background.
- 60% of applicants told us they had no religion or belief. 28% told us they belonged to a Christian denomination.
- 2% of applicants told us they were lesbian, gay or bisexual.

4.2 New Starts

In 2016/17 we had 1,309 new starts to the Council (480 in the Education Authority). In 2017/18 we had 1,473 new starts (358 in the Education Authority). [Table 3](#) in the Appendix shows the information declared to us by new employees.

We currently work with different systems and the data we collect at recruitment is not automatically loaded into our HR systems. This means that new employees are asked to provide this information again.

We recognise that we do have gaps in the data for our new employees and we have been trying to gather the missing data by issuing reminders to staff and being clear about how we will use the information they give us.

We are currently implementing a new HR & Payroll system which will integrate all HR processes from recruitment through to the employee leaving. Employee information will be captured in one place meaning employees only need to keep one record up to date. This will mean we will be able to obtain more accurate data in future.

4.3 Part Time and Flexible Working – Whole Workforce

The percentage of our workforce who work part time has very slightly increased from 57% in 2015 to 59% in 2018.

[Table 4](#) in the Appendix shows the split of part-time/full-time working by the protected characteristics of age, disability, gender, race and marital status. The low

rates of disclosure for other protected characteristics mean that we do not have sufficient data to present a meaningful picture. Key Facts are provided below.

Key Facts

- The breakdown of part-time and full-time employees is broadly similar across the mid-range age groups. However, younger employees are more likely to work full time and older employees are more likely to work part time.
- Disabled employees are more likely to work in full-time roles than part-time roles.
- Females are more likely to work part-time than males. However, females are still more likely to work full-time than part-time.
- Employees from BME backgrounds are found in both full-time and part-time roles.

4.4 Learning and Development

We need to make sure that our employees have the right skills, knowledge and behaviours. Investing in learning and development is crucial to delivering effective and efficient services.

Our centrally co-ordinated corporate learning and development programme provides a range of development opportunities. This includes qualifications, skills and knowledge based learning, organisational development support, briefing sessions and online learning, delivered internally or through externally procured providers.

We currently collect equalities information relating to training separately. The disclosure rate in our training system is lower than in our payroll system. We are currently implementing a new HR & Payroll system which will integrate all HR processes, including training. This will help to improve our training equality data in the future.

Table 5 in the Appendix shows how the course applied for, approved and attended by: age, gender, disability and race. Key Facts from this information is below.

Key Facts – Training - 2016/17

- 43,043 learning and development opportunities were attended.
- 50% didn't answer the question on age. However, the largest disclosure rate was within the age bands 35-44 and 45-54 (13% and 17%).
- 42% did not answer the question on gender. 46% were female and 13% were male.
- 43% did not answer the question on disability. 1.5% disclosed a disability.
- 42% did not answer the question on race. 49% were White Scottish and just under 1% were from a BME background.

Key Facts – Training – 2017/18

- 38,550 learning and development opportunities were attended.
- 55% did not answer the question on age. However, the largest disclosure rate was within the age bands 35-44 and 45-54 (11% and 14%).
- 48% did not answer the question on gender. 42% were female and 10% were male.
- 49% did not answer the question on disability. 1.4% disclosed a disability.
- 48% did not answer the question on race. 43% were White Scottish and just under 1% were from a BME background.

We also provide a range of e-learning and development opportunities. However, equality monitoring information is not currently captured for those undertaking e-learning opportunities.

4.5 Discipline and Grievance

Information presented below represents those cases escalated for HR support. Typically, these are the higher level, more complex cases. The information does not include many of the lower level cases.

Table 6 in the Appendix shows the protected characteristics of those raising a grievance and those subject to a discipline, performance or competency case. The information represents our whole workforce and key facts are presented below.

Key Facts – Discipline & Grievance - 2016/17

- There were 347 discipline, grievance, performance and competency cases recorded.
- 37 of these cases (11%) related to allegations of bullying, harassment or discrimination.
- 6% were aged 24 and under.
- The majority were in the age brackets 45-49, 50-54 and 55-59 (these age groups represented 50%).
- 3% told us they had a disability.
- 46% were female, 50% were male and 4% were not recorded.
- 10% told us that they had no religion or belief and 5% were Church of Scotland. (Religion or belief was not recorded for 80%).

Key Facts – Discipline & Grievance – 2017/18

- There were 213 recorded discipline, grievance, performance and competency cases.
- 8 of these cases (4%) related to allegations of bullying, harassment or discrimination.
- 4% were aged 24 and under.
- The majority were in the age brackets 45-49, 50-54 and 55-59 (these age groups represented 45%).
- 4% told us they had a disability.
- 49% were female, 47% were male and 4% were not recorded.
- 5% told us they had no religion or belief and 40% were Church of Scotland. (Religion or belief was not recorded for 51%).

4.6 Leavers

During 2016-2017, 1,464 employees left the Council. In 2017-2018 this figure was 1,570.

Table 7 in the Appendix gives information on the reasons for leaving. We also analyse data about the protected characteristics of employees leaving.

Table 8 in the Appendix provides the breakdown of leavers by protected characteristics. Key facts are provided below.

Key Facts – Leavers 2016/17 and 2017/18

- The reason for leaving was withheld for 42% of leavers in both 2016-2017 and 2017-2018.
- Under 1% of leavers were dismissed in 2016-2017 and 2018-2019.
- 34% of leavers were male. This may seem high considering that males make up 28% of our workforce and is an area we will continue to monitor.
- Under 2% of our leavers had disclosed a disability.
- Around 10% of our leavers were aged under 24. This may reflect the temporary nature of many of our trainee/apprenticeship roles. There is also evidence nationally to suggest that younger employees are more likely to change their job more often.
- Less than 1% of leavers were from a BME background.
- Just under half of all leavers were married or in a civil partnership.
- Around 80% of leavers had not answered the question about religion or belief.
- About 80% of leavers had not answered the question about sexual orientation. Less than 1% told us that they were lesbian, gay or bisexual.
- Over 85% of leavers had not answered the question about gender reassignment.

5. Pay Practices

5.1 Gender Pay Gap and Occupational Segregation

Introduction

The gender pay gap is the difference in average hourly pay between men and women. Statistics show that in Scotland women earn on average 14% less than men. The pay gap is less in the public sector where on average women earn 13% less than men (in the private sector this is 22%)¹.

Close the Gap promote the gender pay gap as a key indicator of the inequalities between men and women at work. Although pay discrimination can also be a cause, having a pay gap in itself does not mean that an organisation is not compliant with the principles of equal pay.

We use the methodology recommended by Close the gap. We calculate the mean hourly pay rate for female employees and the mean hourly pay rate for male employees and then used the following formula to calculate the mean pay gap:

$$\frac{A-B}{A} \times 100$$

A= mean hourly rate of pay of male employees
B=mean hourly rate of pay of female employees

Our Gender Pay Gap

Table 8 shows our gender pay gap across 2017 and 2018 for both the whole Council and the Education Authority.

The gender pay gap ([Table 9](#)) across the whole Council has fallen to 1.63% (as at 31st March 2018) and continues to be below the Scottish Local Authority average (3.9% as at 31st March 2018).

In 2013 the Council implemented the Scottish Local Government Living Wage raising the earnings of those on the lowest grades which have significantly more women than men. Since then, the Scottish Local Government Living Wage rate has increased at a greater pace than that of other grades. This has further contributed to the closing of the pay gap.

In 2016 the Council were awarded the Scottish Living Wage Accreditation and in 2018 achieved finalist status within the Living Wage Scotland Awards (Anchor Institution Award). This recognises the Council's commitment to the Scottish Living Wage, shows how we recognise the contribution of all of our employees and how we actively encourage our supplier and contractors to pay the Scottish Living Wage through our procurement practices.

¹ Close the Gap Working Paper 20, January 2019.

Within the Education Authority the gender pay gap continues to be wider than that for the whole Council (although it has fallen slightly as it was 26.9% last time it was reported in 2017 and is 26.1% as at 31st March 2018.)

The overall gender split of employees within the Education Authority is 86% female and 14% male. However, male employees tend to be focussed within the higher and teaching grades with the lower graded Single Status posts occupied by predominantly female employees. This is not unexpected given many of these posts are Pupil Support Assistants and Early Years Officers – occupations which have traditionally been perceived as female dominated.

A national recruitment campaign ‘more than just a job’ is encouraging people to consider a job in Early Learning and Childcare, promoting the opportunities for flexible working and career progression. The campaign is also focusing on improving diversity in the sector recognising that it needs to attract more new entrants from a diverse range of backgrounds including males, those aged over 25 and people from minority and ethnic backgrounds.

Women in Senior Positions

Over the last few years we have seen an increasing number of women in the top 5% of earners. As at 31st March 2017 51.3% of those in the top 5% of earners were female and as at the 31st March 2018 this figure had increased to 54.9%. This is very slightly above the Scottish average of 54.6%. When we benchmark against neighbouring Councils we continue to believe our position is encouraging.

Occupational Segregation

Tables 10 and 11 in the Appendix provides a breakdown of occupational segregation in terms of grades (‘vertical segregation’) and job families (‘horizontal segregation’). Key facts are highlighted below.

Key Facts – Occupational Segregation - Gender

- Encouragingly the percentage of females in our chief official grades has increased from 27.5% in 2017 to 41.9% in 2018.
- Our lowest graded posts (FC1-FC4) continue to be female dominated.
- Those areas traditionally perceived as female dominated such as administrative and care are made up of more than 90% female employees.

5.2 Disability Pay Gap and Occupational Segregation

Introduction

In 2017 two new elements of the Public Sector Equality Duty come into force for the first time. The new duties mean that we must now include disability and race considerations alongside gender in our equal pay statement and occupational segregation information, therefore this is the second time this additional information has been published.

There is currently no specific requirement to publish pay gap information on disability, however, this was analysed to help us determine our policy statement on equal pay.

The disability pay gap is the difference in average hourly pay between people who are disabled and those who are not. We have used a similar approach to that we used to calculate the gender pay gap. However, we did not include the pay of staff who had not disclosed whether they had a disability or not.

By adding all individual employees' hourly rate of pay and dividing by the total number of employees, we calculated the mean hourly pay rate for disabled employees and the mean hourly pay rate for non-disabled employees and then used the following formula to calculate the **mean pay gap**:

$$\frac{A-B}{A} \times 100$$

A= mean hourly rate of pay of disabled employees
B=mean hourly rate of pay of non-disabled employees

Our Disability Pay Gap

Table 12 shows our disability pay gap across 2017 and 2018 for both the whole Council and the Education Authority.

These calculations show that there is a pay gap between our disabled employees and our non-disabled employees for the Whole Council. However this gap has reduced from 13.8% in 2016 to 10% in 2018.

There is a pay gap in our Education Authority in favour of disabled staff, where on average disabled staff earn more than non-disabled staff.

However, it is important to remember that from anecdotal evidence it is likely that the number of our employees with a disability is higher than the number who have disclosed a disability. We must therefore be careful about drawing conclusions from a limited data set. We will continue to encourage employees to disclose this information.

Occupational Segregation

Tables 13 and 14 in the Appendix provides a breakdown of occupational segregation in terms of grades ('vertical segregation') and job families ('horizontal segregation'). Key facts are highlighted below.

Key Facts – Occupational Segregation - Disability

- The number of staff who have declared a disability for the Whole Council is fairly evenly spread across the pay grades, apart from Modern Apprentice and Chief Official where no staff have declared a disability.
- In our Education Authority, for 2018, staff who have declared a disability are concentrated in SJC FC9 and Teaching grades. This has been a shift from 2017, where there was a more even dispersion across the grades.
- The percentage of our employees in the Whole Council is highest, at 3%, in the Admin & Clerical job family. In our Education Authority the number of staff who have declared a disability is highest in the Professional job family (2%).
- Please note however that given the relatively low number of employees declaring a disability we must be careful about drawing conclusions from the data.

5.3 Race Pay Gap and Occupational Segregation

Introduction

The new elements of the Public Sector Equality Duty also require us to include race in our equal pay statement and examine occupational segregation on the basis of race and this is our second time reporting on race.

There is currently no specific requirement to publish pay gap information on race, however, this was analysed to help us determine our policy statement on equal pay. We have therefore included the results of this analysis below.

The race pay gap is the difference in average hourly pay between people who fall into a minority racial group and those that do not. Here we present the overall pay gap, that is the average hourly pay of white employees compared to the average pay of employees from a BME background.

We have used a similar approach to that we use to calculate the gender pay gap. We did not include the pay of staff who had not disclosed their race.

We firstly calculated the mean hourly pay rate for employees from a BME background and the mean hourly pay rate for white employees and then used the following formula to calculate the mean pay gap.

$$\frac{A-B}{A} \times 100$$

A= mean hourly rate of pay of white minority employees
B=mean hourly rate of pay of white employees

The overall race pay gap is used to demonstrate any inequality for employees from a BME background, however can disguise any inequality for white minority ethnic staff. As recommended by the Coalition for Racial Equality and Rights (CRER)², we also calculated the “white minority ethnic pay gap” and the “non-white minority ethnic pay gap”. This ensures that potential differences in the inequalities between white minority ethnic groups and non-white minority ethnic groups are considered.

Our Race Pay Gaps

Table 15 shows our race pay gaps across 2017 and 2018 for both the whole Council and the Education Authority.

The “white minority ethnic pay gap” demonstrates any inequality for white minority ethnic staff. It is the difference in average hourly pay between white Scottish and white other British employees when compared to white ethnic minority employees.

As at 2018 our white minority ethnic mean pay gap was -15.79%. This tells us that on average white minority ethnic employees earn more than white Scottish and white other British employees.

² Equal Pay Duties – Race and Disability, Coalition for Racial Equality and Rights (2016)

The mean “non-white minority ethnic pay gap” is the difference in average hourly pay between white Scottish and white British employees and employees from a BME background. The mean “non-white minority ethnic pay gap” was -2.18%. This tells us that on average employees from a BME background earn more than white Scottish and white British employees.

Occupational Segregation

Tables 16 and 17 in the Appendix provides a breakdown of occupational segregation in terms of grades (‘vertical segregation’) and job families (‘horizontal segregation’). Key facts are highlighted below.

Given that less than 1% of our workforce overall are from a BME background the information within the occupational segregation data does not seem disproportionate. However, we do know that 22% of our workforce did not tell us their race and therefore we must be careful not to draw conclusions based on a limited set of data. We will continue to encourage disclosure of this information.

5.4 Equal Pay Statement

In 2017 the Council set out their Equal Pay Statement for 2017-21:

Equal Pay Statement 2017-21

Fife Council is committed to providing equality of opportunity in employment. We aim to ensure a fair, open and transparent approach to the determination of pay and conditions of employment which does not discriminate unlawfully and is free from bias across all of the protected characteristics including gender, race and disability.

We believe that all employees should receive equal pay for the same or broadly similar work, for work rated as equivalent, or for work of equal value.

We will:

- Use a robust framework of job evaluation which allows an objective and reliable measure of the size and relative worth of each job. The framework is underpinned by equal opportunities practice ensuring that there is no bias related to any of the protected characteristics.
- Ensure that all those involved in decisions about pay and benefits are appropriately trained.
- Develop a mechanism which allows employees to appeal against job evaluation outcomes.
- Monitor pay statistics regularly.
- Consider the impact of pay practices on the roles, levels and distribution across the Council on the basis of sex, disability and race. We will do this by monitoring areas of occupational segregation of these characteristics.
- Assess and review the findings of monitoring activities and take action where necessary.
- Continue to work in partnership with the recognised Trade Unions on equal pay and equalities in employment.
- Inform employees of how our pay practices work and how their own pay is determined.
- Respond appropriately to all enquiries concerning fairness in pay.

We believe that the actions set out above will help ensure we avoid unfair discrimination and reward, in a fair and transparent way, the skills, experience and potential of all employees.

6. Conclusion

The Council's Equality and Diversity Scheme (available on fifeDirect) sets out equality outcomes for 2017-21. Within the outcomes, we embedded specific workforce related actions to 'join up' the Council's commitment to equality and diversity as an employer and as a service provider.

We said we would:

- Migrate to the new 'Disability Confident' scheme. This builds on the best practices from the 'Positive About Disabled People' model.
- Improve managers' awareness and understanding of mental wellbeing. This will help us support employees with mental health issues.
- Put in place the recommendations from the Investors in Young People (IiYP). These actions will help us attract, retain and develop young people.
- Promote reporting of hate incidents experienced or witnessed by staff. This is part of the Council's outcome that: "People feel safe and supported and are able to live free from incidents motivated by hate".?

Many of these areas of work are now mainstreamed as part of the good practice we demonstrate as an equal opportunities employer. A summary of the progress to achieve the actions above is outlined below:

- The Council migrated to the new 'Disability Confident' Scheme in December 2016. Scheme membership was extended until December 2019, and this year HR will work with Services across the Council to renew the self-assessment.
- In 2018 the Council successfully retained the Healthy Working lives accreditation at gold level which includes the successful 'Mentally Healthy Workplace' assessment. In addition, mental wellbeing is a current focus of the Council's health and wellbeing agenda. The key actions identified include mental health awareness training for managers, development of a Mental Wellbeing policy, training a network of Mental Health First Aiders and refreshed Return to Work documentation tailored for those employees returning to work following an absence related to their mental health.
- Having been accredited the Silver award in 2015, Fife Council has achieved the nationally recognised and prestigious *Investors in Young People* Gold accreditation – an achievement that represents the Council's true commitment to the recruitment, development and retention of Scotland's young people.
- The Council implemented a new policy and procedure for reporting and responding to hate incidents reported by members of the public.

In addition, the Council have made significant progress in relation to:

- Increasing manager confidence to have difficult conversations about health issues
- Tailored Return to Work documentation for employees returning to work following absences related to mental health and illnesses related to cancer.

- Recognising the working culture to enable employees to have a better balance between work and home life.
- Supporting the financial wellbeing of employees.
- Supporting employees affected by Brexit.
- Equally Safe at Work – a programme to advance gender equality and prevent violence against women.

In terms of our reporting on workforce profile data, HR practices and pay practices, we recognise that we do have some gaps in the data and we have been trying to gather missing data by issuing reminders to staff and being clear about how we will use the information they give us. We are currently implementing a new HR, payroll and procurement system which will integrate all HR processes from recruitment through to the employee leaving. Employee information will be captured in one place meaning employees only need to keep one record up to date. This will improve future reporting.

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Table 1: Workforce Profile				
	Whole Council		Education Authority	
	2017	2018	2017	2018
Age				
Under 18	0.15%	0.11%	0.02%	0.03%
18-24	4.20%	4.63%	4.22%	5.11%
25-29	6.77%	6.85%	8.36%	8.65%
30-34	8.96%	8.89%	11.62%	11.40%
35-39	10.53%	10.90%	12.47%	13.21%
40-44	11.65%	11.32%	13.09%	12.43%
45-49	15.84%	14.94%	15.15%	14.87%
50-54	17.12%	17.03%	15.36%	14.80%
55-59	14.82%	14.83%	12.98%	12.48%
60-64	8.14%	8.63%	5.76%	5.89%
65-69	1.37%	1.35%	0.67%	0.81%
70-74	0.38%	0.43%	0.23%	0.26%
75-79	0.09%	0.08%	0.09%	0.07%
>80	0.00%	0.00%	0.00%	0.00%
Ethnicity				
BME	0.77%	0.76%	0.56%	0.56%
White - Other	8.02%	7.54%	9.89%	8.98%
White - Scottish	72.74%	69.50%	68.80%	65.08%
Not disclosed	18.47%	22.20%	20.75%	25.38%
Disability				
Disabled	1.80%	1.73%	1.00%	1.00%
Non-disabled	84.40%	79.73%	83.27%	77.47%
Not disclosed	13.81%	18.54%	15.73%	21.53%
Gender (Sex)				
Female	71.98%	72.09%	85.99%	85.78%
Male	28.02%	27.91%	14.01%	14.22%
Gender Identity – Have you ever identified as transgender?				
No	17.22%	17.16%	9.51%	9.31%
Yes	0.02%	0.02%	0.00%	0.00%
Not disclosed	82.76%	82.82%	90.49%	90.69%
Marriage and Civil Partnership				
Married or in a Civil Partnership	54.83%	52.47%	59.63%	56.36%
Single	24.41%	22.37%	21.15%	19.07%
Living with Partner	8.28%	8.05%	6.12%	5.92%
Divorced or Separated	4.36%	4.47%	3.84%	3.93%
Not disclosed	7.34%	0.79%	8.56%	14.03%
Widowed	0.78%	11.85%	0.70%	0.69%

Table 1: Workforce Profile				
	Whole Council		Education Authority	
	2017	2018	2017	2018
Religion or Belief				
None	13.11%	13.85%	7.69%	8.51%
Church of Scotland	7.46%	7.53%	5.68%	6.02%
Roman Catholic	2.67%	2.83%	2.46%	2.82%
Other Christian	1.39%	1.58%	1.45%	1.79%
Other Buddhist/ Pagan/ Muslim/ Hindu/ Jewish/ Sikh	0.65%	0.72%	0.38%	0.38%
Not disclosed	74.72%	73.49%	82.34%	80.48%
Sexual Orientation				
Bisexual	0.05%	0.09%	0.02%	0.10%
Gay/ Lesbian	0.28%	0.33%	0.18%	0.22%
Heterosexual/ straight	23.58%	24.63%	15.80%	17.29%
Not disclosed	76.01%	74.90%	83.94%	82.35%
Other	0.08%	0.05%	0.06%	0.04%

Pregnancy and maternity are also a protected characteristic. We record the number of our employees taking maternity leave and this data tells us that:

- During 2016-2017, 409 of our employees for the **Whole Council** started a period of maternity leave.
- During 2017-2018, 362 of our employees for the **Whole Council** started a period of maternity leave.
- During 2016-2017 206 employees in our **Education Authority** started a period of maternity leave.
- During 2017-2018, 198 employees in our **Education Authority** started a period of maternity leave.

Table 2: Recruitment Data		
	2016/17	2017/18
Age		
Under 18	0.4%	1.4%
18-24	16.4%	19.6%
25-29	14.0%	13.2%
30-34	12.5%	12.2%
35-39	12.2%	12.3%
40-44	9.9%	9.7%
45-49	10.5%	9.8%
50-54	8.4%	7.8%
55-59	6.9%	7.0%
60-64	2.8%	3.0%
65-69	0.2%	0.3%
70-74	0.0%	0.1%
Not Disclosed	5.8%	3.6%
Disability		
Disabled	3.8%	4.2%
Non-disabled	90.1%	91.8%
Not disclosed	6.2%	4.0%
Gender (Sex)		
Male	23.9%	29.6%
Female	71.2%	67.1%
Not disclosed	5.0%	3.3%
Gender Reassignment		
No	94.3%	95.9%
Yes	0.1%	0.1%
Not disclosed	5.6%	4.0%
Marriage or Civil Partnership		
Married or in a Civil Partnership	34.2%	32.6%
Single	35.4%	39.8%
Living with Partner	15.6%	14.9%

Table 2: Recruitment Data		
	2016/17	2017/18
Divorced or Separated	8.2%	7.7%
Widowed	0.8%	0.8%
Not disclosed	5.8%	4.2%
Race (Ethnicity)		
BME	2.1%	2.2%
White - Other	11.8%	11.3%
White - Scottish	80.2%	82.2%
Not disclosed	6.0%	4.3%
Religion or Belief		
None	55.0%	59.6%
Church of Scotland	17.2%	14.5%
Roman Catholic	7.8%	7.9%
Other Christian	6.2%	6.0%
Other Buddhist/ Pagan/ Muslim/ Hindu/ Jewish/ Sikh	2.6%	2.3%
Not disclosed	11.3%	9.8%
Sexual Orientation		
Bisexual	0.8%	0.6%
Gay/ Lesbian	1.3%	1.2%
Heterosexual/ straight	89.6%	91.4%
Other	0.2%	0.4%
Not disclosed	8.1%	6.4%

Table 3: New Starts				
	Whole Council		Education Authority	
	2016/17	2017/18	2016/17	2018/19
Age				
Under 18	1.5%	0.7%	0.6%	0.0%
18-24	22.9%	23.6%	27.7%	33.5%
25-29	17.5%	15.9%	20.6%	17.6%
30-34	13.2%	14.2%	16.0%	13.7%
35-39	8.3%	11.2%	9.8%	13.1%
40-44	11.3%	9.2%	9.6%	10.3%
45-49	8.3%	8.5%	7.1%	6.7%
50-54	8.2%	7.3%	4.4%	3.1%
55-59	4.9%	6.0%	1.9%	1.4%
60-64	3.4%	3.0%	1.9%	0.6%
65-69	0.5%	0.5%	0.4%	0.0%
70-74	0.0%	0.0%	0.0%	0.0%
75-79	0.0%	0.0%	0.0%	0.0%
>80	0.0%	0.0%	0.0%	0.0%
Ethnicity				
BME	0.2%	0.3%	0.2%	0.0%
White - Other	1.6%	2.6%	1.7%	2.0%
White - Scottish	14.6%	13.7%	10.2%	13.7%
Not disclosed	83.4%	83.4%	87.9%	84.4%
Disability				
Disabled	0.5%	0.3%	0.4%	0.3%
Non-disabled	13.1%	13.0%	10.0%	10.6%
Not disclosed	86.4%	86.6%	89.6%	89.1%
Gender (Sex)				
Female	66.4%	65.0%	84.2%	90.2%
Male	33.6%	35.0%	15.8%	9.8%
Gender Identity – Have you ever identified as transgender?				
No	5.1%	5.9%	2.9%	2.5%
Yes	0.0%	0.0%	0.0%	0.0%
Not disclosed	94.9%	94.1%	97.1%	97.5%
Marriage and Civil Partnership				
Married or in a Civil Partnership	14.6%	9.4%	9.0%	9.8%
Single	10.7%	5.2%	6.7%	3.6%
Living with Partner	6.4%	4.3%	5.2%	4.8%
Divorced or Separated	0.8%	2.0%	0.6%	2.0%
Not disclosed	67.3%	79.0%	78.4%	79.6%
Widowed	0.2%	0.1%	0.0%	0.3%

Table 3: New Starts				
	Whole Council		Education Authority	
	2016/17	2017/18	2016/17	2018/19
Religion or Belief				
None	7.7%	9.1%	5.6%	8.4%
Church of Scotland	2.1%	2.3%	1.7%	2.5%
Roman Catholic	1.1%	1.7%	1.7%	1.4%
Other Christian	0.6%	1.4%	1.0%	1.1%
Other Buddhist/ Pagan/ Muslim/ Hindu/ Jewish/ Sikh	0.2%	0.5%	0.0%	0.6%
Not disclosed	88.3%	85.0%	90.0%	86.0%
Sexual Orientation				
Bisexual	0.1%	0.3%	0.0%	0.6%
Gay/ Lesbian	0.2%	0.8%	0.2%	0.6%
Heterosexual/ straight	11.2%	13.9%	10.2%	12.9%
Not disclosed / Not Known	88.5%	85.0%	89.4%	86.0%
Other	0.1%	0.0%	0.2%	0.0%

Table 4: Part Time Working								
	Whole Council				Education Authority			
	2017		2018		2017		2018	
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time
Overall	58%	42%	58%	42%	59%	41%	60%	40%
Age								
Under 18	59%	41%	44%	56%	100%	0%	100%	0%
18-24	71%	29%	0%	100%	75%	25%	77%	23%
25-29	72%	28%	72%	28%	82%	18%	82%	18%
30-34	65%	35%	73%	27%	71%	29%	69%	31%
35-39	59%	41%	65%	35%	60%	40%	60%	40%
40-44	58%	41%	59%	41%	57%	43%	60%	40%
45-49	60%	40%	59%	41%	55%	45%	58%	42%
50-54	58%	42%	61%	39%	55%	45%	56%	44%
55-59	55%	45%	59%	41%	53%	47%	52%	48%
60-64	44%	56%	53%	47%	39%	61%	39%	61%
65-69	28%	72%	43%	57%	25%	75%	36%	64%
70-74	8%	92%	31%	69%	7%	93%	6%	94%
75-79	0%	100%	9%	91%	0%	100%	20%	80%
>80	0%	100%	7%	93%	0%	0%	0%	0%
Ethnicity								
BME	57%	43%	55%	45%	70%	30%	68%	32%
White - Other	60%	40%	59%	41%	58%	42%	60%	40%
White - Scottish	59%	41%	59%	41%	58%	42%	58%	42%
Not disclosed	55%	45%	56%	44%	66%	34%	66%	34%
Disability								
Disabled	63%	37%	65%	35%	65%	35%	58%	42%
Non-disabled	58%	42%	58%	42%	57%	43%	57%	43%
Not disclosed	60%	40%	69%	31%	70%	30%	69%	31%
Gender (Sex)								
Female	48%	52%	48%	52%	50%	50%	56%	44%
Male	85%	15%	85%	15%	85%	15%	87%	13%

Table 5: Training

	2016/17			2017/18		
	Applied	Approved	Attended	Applied	Approved	Attended
Age						
18 or under	0.5%	0.5%	0.5%	0.4%	0.4%	0.4%
19-24	2.9%	2.8%	2.9%	3.0%	3.0%	3.0%
25-34	9.8%	9.6%	9.3%	9.2%	9.1%	8.3%
35-44	13.2%	13.1%	12.6%	12.3%	12.0%	11.4%
45-54	17.3%	17.1%	16.6%	14.8%	14.6%	14.0%
55-64	7.8%	7.8%	7.8%	7.6%	7.5%	7.4%
65-74	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%
75 or over	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%
Not disclosed	48.3%	48.8%	50.2%	52.3%	53.0%	55.3%
Gender						
Female	48.3%	47.5%	45.8%	45.1%	44.2%	41.5%
Male	12.6%	12.7%	12.6%	10.4%	10.4%	10.2%
Not disclosed	39.1%	39.8%	41.6%	44.6%	45.4%	48.3%
Disability						
Disabled	1.7%	1.6%	1.5%	1.5%	1.5%	1.4%
Non-disabled	57.7%	57.1%	55.5%	52.8%	52.0%	49.3%
Not disclosed	40.7%	41.3%	43.0%	45.7%	46.5%	49.3%
Ethnicity						
BME	0.9%	0.9%	0.9%	0.8%	0.8%	0.7%
White - Other	9.5%	9.3%	9.1%	8.9%	8.8%	8.4%
White - Scottish	50.5%	50.0%	48.5%	45.7%	45.0%	42.7%
Not disclosed	39.2%	39.8%	41.6%	44.5%	45.4%	48.2%

Table 6: Discipline, Grievance and Performance Cases		
	2016 /17	2017 /18
Age		
Under 18	0%	0%
18-24	6%	4%
25-29	5%	4%
30-34	8%	8%
35-39	9%	10%
40-44	9%	10%
45-49	15%	18%
50-54	23%	16%
55-59	12%	11%
60-64	6%	7%
65-69	1%	0%
70-74	0%	0%
75-79	0%	0%
Not Known	5%	10%
Disability		
Disabled	3%	4%
Non-disabled	81%	75%
Prefer not to say/ Not disclosed	16%	21%
Gender		
Male	50%	47%
Female	46%	49%
Not Known	4%	4%
Gender Identity – Have you ever identified as transgender?		
No	14%	13%
Yes	0%	0%
Prefer not to say/ Not disclosed	86%	87%
Marital Status		
Married or in a Civil Partnership	41%	37%
Single	28%	30%

Table 6: Discipline, Grievance and Performance Cases		
	2016 /17	2017 /18
Living with Partner	9%	13%
Divorced or Separated	5%	2%
Prefer not to say/ Not disclosed	17%	17%
Widowed	1%	1%
Race		
BME	1%	1%
White - Other	10%	6%
White - Scottish	66%	72%
Prefer not to say/ Not disclosed	23%	21%
Religion or Belief		
None	10%	5%
Church of Scotland	5%	40%
Roam Catholic	3%	2%
Other Christian	1%	0%
Other Buddhist/ Pagan/ Muslim/ Hindu/ Jewish/ Sikh	0%	0%
Prefer not to say/ Not disclosed	80%	51%
Sexual Orientation		
Bisexual	0%	0%
Gay/ Lesbian	0%	0%
Heterosexual/ straight	23%	17%
Prefer not to say/Not disclosed	70%	83%
Other	7%	0%

Table 7: Reasons for Leaving			
Reason for Leaving	Number of Leavers in 2016-2017		Number of Leavers in 2017-2018
Career Break		1	2
Death in Service		21	21
Dismissal		13	15
End of casual/supply work		0	3
End of temporary/fixed term contract		189	203
Ill health		2	124
Other Employment		133	48
Personal Reasons		62	14
Redundancy		95	156
Retirement		327	313
Transfer (Internal moves)		1	2
Reason has been withheld		620	662
TUPE Transfer		0	7

Table 8: Profile of Leavers				
	Whole Council		Education Authority	
	2016/17	2017/18	2016/17	2017/18
Age				
Under 18	0.3%	0.1%	0.2%	0.0%
18-24	10.0%	8.9%	6.3%	7.3%
25-29	11.3%	9.7%	14.9%	12.1%
30-34	8.8%	8.3%	11.2%	12.5%
35-39	6.5%	7.8%	6.9%	8.3%
40-44	7.1%	6.6%	6.7%	8.3%
45-49	6.8%	7.9%	5.4%	7.3%
50-54	8.3%	9.1%	4.8%	6.7%
55-59	12.4%	14.1%	13.8%	12.9%
60-64	18.9%	19.4%	24.2%	20.0%
65-69	9.0%	6.6%	5.4%	4.0%
70-74	0.5%	0.9%	0.2%	0.2%
75-79	0.1%	0.5%	0.0%	0.6%
>80	0.0%	0.1%	0.0%	0.0%
Ethnicity				
BME	0.8%	0.8%	0.2%	0.6%
White - Other	7.5%	8.2%	9.5%	10.3%
White - Scottish	59.5%	56.7%	59.6%	54.6%
Not disclosed	32.2%	34.3%	30.7%	34.5%

Disability				
Disabled	1.8%	1.9%	1.5%	1.2%
Non-disabled	68.4%	66.5%	73.2%	67.5%
Not disclosed	29.8%	31.6%	25.3%	31.3%
Gender (Sex)				
Female	63.0%	66.1%	81.0%	82.9%
Male	37.0%	33.9%	18.0%	17.1%
Gender Identity – Have you ever identified as transgender?				
No	14.3%	17.0%	7.3%	10.1%
Yes	0.07%	0.00%	0.0%	0.0%
Not disclosed	85.6%	83.0%	92.7%	89.9%
Marriage and Civil Partnership				
Married or in a Civil Partnership	47.0%	43.8%	52.7%	47.8%
Single	27.0%	18.4%	29.4%	17.5%
Living with Partner	8.8%	6.7%	6.9%	4.0%
Divorced or Separated	3.6%	5.1%	2.8%	5.0%
Not disclosed	12.5%	24.7%	7.8%	24.2%
Widowed	1.2%	1.3%	0.4%	1.4%
Religion or Belief				
None	9.08%	11.97%	6.70%	7.26%
Church of Scotland	7.38%	7.77%	4.32%	5.85%
Roman Catholic	1.23%	2.29%	1.30%	2.22%
Other Christian	1.64%	1.59%	1.51%	1.61%
Other Buddhist/ Pagan/ Muslim/ Hindu/ Jewish/ Sikh	0.48%	0.38%	0.22%	0.40%
Not disclosed	80.19%	75.99%	85.96%	82.66%
Sexual Orientation				
Bisexual	0.07%	0.06%	0.00%	0.00%
Gay/ Lesbian	0.27%	0.45%	0.43%	0.40%
Heterosexual/ straight	18.78%	22.23%	11.45%	16.53%
Not disclosed / Not Known	80.87%	76.94%	88.12%	82.86%
Other	0.00%	0.32%	0.00%	0.20%

Table 9: Gender Pay Gap (as at 31st March)

	Whole Council		Education Authority		Scottish Public Sector Average
	2017	2018	2017	2018	
	Women's avg hourly earnings	£14.89	£15.16	£19.93	
Men's avg hourly earnings:	£15.33	£15.41	£26.38	£25.95	£19.27
Gender Pay Gap	2.8%	1.6%	24.5%	26.1%	12.8%

Table 10: Gender Occupational Segregation by Grade as at 31st March

	Whole Council				Education Authority			
	2017		2018		2017		2018	
	Female	Male	Female	Male	Female	Male	Female	Male
SJC FC1	88.1%	11.9%	89.1%	10.9%	100%	0.0%	100%	0.0%
SJC FC2	82.0%	18.0%	81.9%	18.1%	97.8%	2.2%	100%	0.0%
SJC FC3	79.9%	20.1%	70.7%	29.3%	97.8%	2.2%	100%	0.0%
SJC FC4	77.9%	22.1%	85.6%	14.4%	96.6%	3.4%	92.9%	7.1%
SJC FC5	53.5%	46.5%	57.5%	42.5%	93.6%	6.4%	100%	0.0%
SJC FC6	81.9%	18.2%	82.0%	18.0%	94.7%	5.3%	100%	0.0%
SJC FC7	58.0%	42.0%	59.7%	40.4%	82.3%	17.8%	100%	0.0%
SJC FC8	59.2%	40.8%	67.6%	32.4%	90.0%	10.0%	100%	0.0%
SJC FC9	53.1%	46.9%	58.1%	42.0%	64.7%	35.3%	77.5%	22.5%
SJC FC10-12	48.7%	51.3%	45.3%	54.7%	63.4%	36.6%	40.0%	60.0%
Modern Apprentice	59.1%	40.9%	89.7%	10.3%	100%	0.0%	100%	0.0%
Chief Official	27.5%	72.5%	41.9%	58.1%	40.0%	60.0%	60.0%	40.0%
Teaching	79.6%	20.4%	79.8%	20.2%	79.6%	20.4%	80.2%	19.8%
Craft	2.6%	97.4%	2.8%	97.2%	-	-	-	-

Table 11: Gender Occupational Segregation by Job Family as at 31st March

	Whole Council				Education Authority			
	2017		2018		2017		2018	
	Female	Male	Female	Male	Female	Male	Female	Male
Admin & Clerical	91.0%	9.0%	91.5%	8.5%	99.5%	0.5%	100.0%	0.0%
Care	89.0%	11.0%	90.3%	9.8%	99.0%	1.0%	98.4%	1.6%
Teaching	80.0%	20.0%	80.0%	20.0%	80.0%	20.0%	80.1%	19.9%
Para Professional	75.8%	24.2%	76.5%	23.5%	93.2%	6.8%	92.6%	7.4%
Professional	55.0%	45.0%	59.2%	40.8%	60.0%	40.0%	66.7%	33.3%
Service Manager	39.8%	60.2%	43.3%	56.7%	100.0%	0.0%	100.0%	0.0%
Team Manager	52.8%	47.2%	54.2%	45.8%	69.2%	30.8%	75.0%	25.0%
Technical	59.4%	40.6%	58.2%	41.8%	100.0%	0.0%	87.5%	12.5%

Table 12: Disability Pay Gap (as at 31st March)

	Whole Council		Education Authority	
	2017	2018	2017	2018
Disabled employees' average hourly earnings	£13.43	£14.06	£21.43	£23.00
Non-disabled employees' hourly earnings:	£15.17	£15.62	£21.08	£20.8
Gender Pay Gap	13.4%	10.0%	-1.7%	-10.5%

Table 13: Disability Occupational Segregation by Grade as at 31st March

	Whole Council						Education Authority					
	2017			2018			2017			2018		
	Disabled	Not Disabled	Not disclosed	Disabled	Not Disabled	Not disclosed	Disabled	Not Disabled	Not disclosed	Disabled	Not Disabled	Not disclosed
SJC FC1	2%	86%	12%	2%	75%	23%	0%	100%	0%	0%	0%	0%
SJC FC2	3%	92%	5%	16%	69%	16%	0%	99%	1%	0%	100%	0%
SJC FC3	3%	89%	9%	4%	77%	19%	1%	98%	1%	0%	91%	9%
SJC FC4	2%	88%	10%	2%	73%	26%	1%	93%	6%	0%	100%	0%
SJC FC5	2%	95%	3%	2%	90%	9%	0%	100%	0%	0%	100%	0%
SJC FC6	1%	93%	6%	1%	84%	14%	1%	90%	9%	0%	96%	4%
SJC FC7	2%	94%	4%	1%	92%	6%	1%	91%	8%	0%	100%	0%
SJC FC8	1%	93%	6%	2%	77%	21%	0%	90%	10%	0%	100%	0%
SJC FC9	2%	95%	3%	3%	90%	7%	3%	94%	3%	5%	93%	3%
SJC FC10-12	2%	94%	4%	1%	92%	7%	0%	100%	0%	0%	80%	20%
Modern Apprentice	0%	50%	50%	0%	19%	81%	0%	100%	0%	0%	19%	81%
Chief Official	0%	90%	10%	0%	89%	11%	0%	80%	20%	0%	80%	20%
Teaching	1%	86%	13%	1%	76%	23%	1%	86%	13%	1%	94%	5%
Craft	2%	94%	4%	1%	82%	16%	-	-	-	-	-	-

Table 14: Disability Occupational Segregation by Job Family as at 31st March

	Whole Council						Education Authority					
	2017			2018			2017			2018		
	Disabled	Not Disabled	Not disclosed	Disabled	Not Disabled	Not disclosed	Disabled	Not Disabled	Not disclosed	Disabled	Not Disabled	Not disclosed
Admin & Clerical	3%	89%	8%	4%	84%	12%	1%	98%	1%	1%	89%	10%
Care	1%	89%	9%	1%	79%	20%	0%	91%	8%	0%	73%	27%
Teaching	1%	86%	13%	1%	76%	23%	1%	86%	13%	1%	76%	23%
Para Professional	2%	92%	6%	1%	84%	15%	1%	93%	6%	1%	81%	18%
Professional	2%	93%	5%	2%	90%	8%	2%	92%	6%	3%	90%	8%
Service Manager	2%	97%	1%	1%	96%	3%	0%	100%	0%	0%	0%	100%
Team Manager	2%	95%	3%	2%	92%	6%	0%	100%	0%	0%	100%	0%

Table 15: Race Pay Gap (as at 31st March)

	Whole Council		Education Authority	
	2017	2018	2017	2018
White employees' hourly earnings	£15.19	£15.63	£21.14	£20.83
BME employees' hourly earnings:	£14.76	£15.88	£22.64	£23.22
Race Pay Gap	2.8%	1.6%	-7.1%	-11.5%

Table 16: Race Occupational Segregation by Grade as at 31st March

	Whole Council						Education Authority					
	2017			2018			2017			2018		
	White	BME	Not Disclosed	White	BME	Not Disclosed	White	BME	Not Disclosed	White	BME	Not Disclosed
SJC FC1	77%	1%	21%	67%	1%	31%	86%	0%	14%	86%	0%	14%
SJC FC2	85%	1%	14%	75%	1%	24%	91%	1%	7%	88%	1%	11%
SJC FC3	84%	1%	15%	78%	1%	22%	95%	0%	5%	83%	1%	16%
SJC FC4	88%	1%	12%	75%	1%	24%	86%	0%	14%	74%	0%	25%
SJC FC5	92%	1%	7%	87%	1%	13%	94%	0%	6%	93%	0%	7%
SJC FC6	85%	1%	14%	79%	1%	20%	83%	0%	17%	73%	0%	27%
SJC FC7	91%	1%	8%	89%	1%	10%	96%	1%	3%	83%	1%	17%
SJC FC8	91%	1%	8%	76%	2%	22%	80%	0%	20%	86%	0%	14%
SJC FC9	93%	1%	6%	89%	1%	10%	83%	0%	17%	93%	0%	8%
FC10-12	93%	0%	6%	91%	0%	9%	71%	0%	29%	80%	0%	20%
Modern Apprentice	88%	0%	12%	23%	0%	77%	75%	0%	25%	26%	0%	75%
Chief Official	88%	3%	10%	89%	0%	11%	100%	0%	0%	67%	0%	33%
Teaching	81%	1%	18%	73%	1%	26%	81%	1%	18%	61%	1%	39%
Craft	93%	0%	7%	83%	0%	17%	-	-	-	-	-	-

Table 17: Race Occupational Segregation by Job Family as at 31st March

	Whole Council						Education Authority					
	2017			2018			2017			2018		
	White	BME	Not Disclosed	White	BME	Not Disclosed	White	BME	Not Disclosed	White	BME	Not Disclosed
Admin & Clerical	89%	1%	10%	86%	1%	13%	95%	0%	5%	88%	0%	11%
Care	83%	1%	16%	75%	1%	24%	83%	1%	16%	68%	0%	32%
Teaching	81%	1%	18%	72%	1%	27%	81%	1%	18%	73%	1%	26%
Para Professional	87%	1%	12%	80%	1%	20%	86%	0%	13%	76%	0%	24%
Professional	92%	1%	7%	89%	1%	10%	88%	0%	12%	92%	0%	8%
Service Manager	95%	0%	5%	95%	0%	5%	0%	0%	100%	0%	0%	100%
Team Manager	94%	1%	5%	92%	0%	8%	100%	0%	0%	92%	0%	8%
Technical	80%	1%	19%	72%	1%	27%	86%	0%	14%	88%	0%	13%

Kirkcaldy High School Policy Paper

Anti-Bullying 2018



"We fully recognise the damage which bullying can do to young people's lives – both those who bully and those who are bullied – in the short and long term." (Fife Council)

Policy Statement:

Fife Council is committed to providing a safe, supportive environment for all people in its educational establishments. Every pupil has a right to work in an atmosphere that is free from victimisation and fear and in keeping with The United Nations Convention on the Rights of the Child, Article 19: "Children have the right to protection from all forms of violence (physical or mental). They must be kept safe from harm and they must be given proper care by those looking after them."

Definition of Bullying:

Bullying is an unacceptable form of behaviour through which an individual or group of individuals are, or feel threatened, abused or undermined by another individual or group. People can be bullied on the grounds of race, gender, sexual orientation, disability, socio-economic status, nationality, religion, appearance, academic level or other real or perceived differences. Through policy and practice we will develop the capacity to respond to any form of prejudice based bullying, recognising the importance of the protected characteristics identified in the Equality Act 2010:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation or identity.

It can also be for no apparent reason. Bullying is a mixture of behaviours and impacts and the damaging effects of bullying should never be under-estimated. Bullying behaviour can only be properly understood within the social context in which it occurs. We fully understand that bullying can wreck lives.

For the purposes of this policy we define bullying as behaviour, which may or may not be deliberate, by one person or a group, which upsets, hurts, harms or injures another, impacting directly on their quality of life. Bullying may take many forms, including verbal, physical and social behaviour, and increasingly it may involve the use of technology, such as mobile phones or computers. It is likely to be associated with a power difference between those who bully and those who are bullied, to lead to hurt, fear and anxiety, and is often the result of a difference, perceived or real.

Homophobia/Transphobia

Homophobia is when someone is scared of dislikes gay/homosexual people. Transphobia is when someone is scared or dislikes transgender people. We are a school which promotes equality, diversity and tolerance. We celebrate our young people whatever their sexuality or gender identity and have introduced several programmes to reduce the incidence of homophobic or transphobic bullying. In particular, KHS LGBT+, our student led support group, is a safe haven and a training/campaigning group which has had a strong positive impact on our ethos. It comprises LGBT young people and "allies" working together. It is an excellent vehicle for reducing feelings of isolation or despair. We also have a UNICEF "Rights Respecting School" group which promotes a culture of fairness and respect. We are a "Rights Respecting School" and value the rights of all our students, including those identifying as gay, lesbian, bisexual or transgender. Increasingly, our curriculum is used to highlight positive role models from LGBT history to help reduce homophobia and transphobia.

Policy Aims:

- to establish a safe, caring learning environment in line with Care and Welfare procedures;
- to encourage citizenship;
- to provide a clear definition of bullying;
- to encourage students, parents and staff to report issues of bullying
- to inform staff, students and parents on procedures for dealing with bullying;
- to provide a solution based approach;
- to embed a systematic approach to the implementation of the policy including recording, monitoring and evaluation of incidents and procedures. The overview for this lies with the SPoC (Single Point of Contact) in each school who has responsibility for the monitoring and recording of bullying incidents in Seemis.
- Staff should be given regular update training to ensure they have effective understanding of the complexities of bullying behaviour and the necessary skills to support young people to find a resolution.

Bullying is the “wilful or conscious desire to hurt, threaten or frighten someone else”. It can be:

Verbal:	name calling, nasty comments, making threats or comments aimed at undermining the confidence of others. Such comments are often divisive in nature and tend to be about family members/friends or about the appearance of others. Such bullying can be very damaging in the long term as it devalues a person’s sense of self-worth.	Social (which increasingly includes Cyber bullying through computers, hand held devices or through the misuse of different forms of social media)	being left out. Being alienated from others in a way which humiliates and undermines. Receiving/sending inappropriate message or images on social media. Using social media to intimidate/belittle/control/psychologically undermine another (or other) person 9or people).
Physical:	assault	Material:	possessions stolen, damaged.
Mental:	being threatened, intimidated, pressurised to conform		

Prevention of bullying:

- As a school community we aim to promote a culture where bullying is unacceptable, and staff will role-model behaviour which allows pupils to witness positive and supportive behaviour. This is underpinned by our strong values of **RESPECT FOR SELF, RESPECT FOR OTHERS AND RESPECT FOR LEARNING**
- We plan pro-active strategies such as raising awareness of the effects of bullying through: assemblies, the work of our pupil support groups and gather feedback from parents and carers at Parent/Carer Evenings.
- We ensure the safety of pupils by deploying staff to supervise social areas as well as offer places where ‘time out’ can be used as an intervention to de-escalate a potential conflict situation between peers.

We use existing Policies (such as ‘Support for Learning’; ‘Support for Individuals – Getting it Right’ and the incidents ‘Motivated by Prejudice’) to ensure that robust measures are in place to prevent bullying behaviour and support those who experience it to find a solution focused resolution which restores relationships and ensures dignity and confidence are renewed.

Recognising the Bullied

We would like everyone in our school community to be aware of the differences between bullying and conflict issues/concerns caused between young people as they naturally fall in and out of friendships. Such difficulties, disagreements or conflicts, can be relatively minor and short-lived and restorative conversations and meetings can often resolve such conflicts and secure a working agreement moving forward so that further conflicts are kept to a minimum and the integrity of all involved is renewed and supported.

The list is not exhaustive and many may be caused by other things. However, sudden and dramatic changes in behaviour can be important indicators of stress and should be investigated. Some warning signs may be:

- a change in the quality of the student’s work
- “losing” books and equipment
- Continually “losing” money
- avoidance of school or particular classes
- a fear of walking to/from school
- a changed route to school
- being late for school
- avoiding friends and others
- refusing to speak about what is wrong
- a loss of confidence
- becoming irritable or aggressive
- becoming withdrawn, easily upset
- mystery illnesses, feeling sick in class
- regularly asking out of class
- having cuts, bruises
- having damaged clothes, possessions

Recognising the Bully:

Where behaviour goes beyond that displayed during naturally occurring conflicts and disagreements, it can lead to serious conflict requiring direct intervention to ensure there is a sustainable resolution. There is no unique set of characteristics that contribute to making a person more likely to display bullying behaviour. However, research has shown that people display bullying behaviour for a number of reasons including:

- being bullied themselves
- low self esteem
- unhappiness
- jealousy
- a need to be accepted by their peer group who also bully

Expectations:

KHS values are: Respect for Self, Others and Learning. Young people should see that all people in the school are treated with respect, their views sought and taken account of. The quality of relationships evident, and the ways in which pupils, parents, staff and the wider community interact all provide important indications of an inclusive, participative and happy community. Staff should always take account of the young person's past experiences, additional support needs and the personal circumstances of those experiencing bullying behaviour as well as those displaying bullying behaviour. It is only by listening fully and without judgement to the views of those involved, that a lasting outcome will be reached.

The Student

All students who are

- victims of bullying
- witnesses of bullying
- aware of bullying

should

- encourage the victim to tell his/her Guidance teacher or a responsible adult
- tell his/her pupil support Guidance teacher or a responsible adult

The Parent/Carer

Parents/carers are asked to

- inform the school with details, if possible, of any suspected bullying concern
- encourage and support their child/young person and the school's action

Staff must take appropriate action when bullying is seen. Staff should:

- warn the students (depending on the situation)
- support any student who is hurt in any way
- make clear that the situation will be taken seriously and reported
- when considered serious, incidents should be reported at once to the Year Head or Duty Rector
- note the details of the incident on a Care and Welfare form and pass to Guidance teacher
- on an annual basis, staff will take part in at least one professional development session about anti-bullying policy and practice

Classroom Teachers should:

- establish a positive learning ethos in their classrooms
- ensure teaching resources do not condone bullying
- ensure class grouping/activities do not encourage bullying
- look out for potential victims and report their concerns to a Guidance teacher
- identify subtle forms of bullying in the classroom e.g. inappropriate texting, note passing, sniggering etc
- address any incidents immediately and seek help if necessary (eg: from PTC or Duty Rector)
- be aware of and act upon given information with known bullying cases. Report any concerns to the SPoC (or a Named Person) so that the correct procedure can be followed and
- use the Care and Welfare form to alert Guidance teachers to a case of bullying

Guidance Teachers follow the procedure listed below in the "Action" section. All reports of bullying are taken seriously. The course of action is dependant on the seriousness of the incident and the effect on the victim.

SPoC (Single Point of Contact)

- An anti-bullying Single Point of Contact (SPoC) is in place. The SPoC will be responsible for ensuring that the school's anti-bullying policy is up-to-date and ensure that anti-bullying training provided by the Directorate is undertaken by school staff
- An anti-bullying policy is developed, implemented and communicated effectively
- In schools, the policy is embedded and reviewed in School Improvement Plans, linked with targets for school ethos, and articulates with the curriculum through the school's Personal and Social Development/Health & Wellbeing programme;
- In all establishments and services, the development and regular review of the policy is the result of genuine partnership between staff, children and parents. Critically this process will include the consideration of child and parent feedback, both planned and unsolicited and consultation with the wider community and partners;
- Bullying incidents are recorded and monitored, where appropriate, using the Bullying and Equalities module in SEEMIS Click+Go, in line with the guidance issued by the Directorate

Action:

The school will take the most appropriate action relevant to each individual case of bullying reported. A wide range of strategies could be employed from wholly restorative interventions and supports through to more formal interventions and (if necessary) sanctions deployed. At all levels, we will try to be solution focused and change the potential outcomes for those experiencing the bullying behaviour and displaying the bullying behaviour. Raising children's awareness and understanding of bullying;

First level (a minor incident) – low key, using restorative conversations/questions and a solution focused approach.

1. Discuss with pupil
2. Involve Guidance teacher of other student/s who will discuss with other student/s
3. Investigate any other aspect of the situation
4. Put in place strategies including, if appropriate, a "round table" approach with both the person experiencing the bullying behaviour and the person displaying the bullying behaviour
5. Feed back to the person who referred
6. Low key but effective monitoring to check that the situation has been resolved

Second level (a serious, or repeated, incident) – restorative conversation/questioning and solution focused approach still used but consequences may be put in place.

1. Discuss with pupil
2. Involve the Guidance Teacher of other student/s who will discuss with other student/s
3. Investigate any other aspect of the situation
4. Inform parent/s/carer/s of both students
5. Involve Year Head
6. Put strategies and consequences, if appropriate, in place
7. Feed back to person who referred and to parent/s/carer/s
8. Monitor situation

Third level (an extreme incident) – likely to involve the police who may be informed by school and/or parent/s/carer/s

1. Discuss with pupil
2. Guidance to inform Year Head who will carry out investigation/follow up
3. Investigate any other aspect of the situation and involve any relevant outside agencies (eg; the police)
4. Inform parent/s/carer/s of both students
5. Involve Year Head
6. Put strategies and consequences, if appropriate, in place
7. Feed back to person who referred and to parent/s/carer/s
8. Monitor situation.

All justified incidents are noted in the student's PPR, and are recorded on a Care and Welfare form and kept and logged by the co-ordinator. Justified incidents will be recorded and monitored using the Bullying and Equalities module in SEEMis Click+Go and the information about the incident will be shared with relevant parties. A review of such incidents will take place within a designated time frame to ensure there is an improvement for the person experiencing the bullying behaviour and help and support in place for the person displaying the bullying behaviour.

Kirkcaldy High School Policy Paper

Anti-Bullying 2020



"We fully recognise the damage which bullying can do to young people's lives – both those who bully and those who are bullied – in the short and long term." (Fife Council)

Policy Statement

Fife Council is committed to providing a safe, supportive environment for all people in its educational establishments. Every pupil has a right to work in an atmosphere that is free from victimisation and fear and in keeping with The United Nations Convention on the Rights of the Child, Article 19: "Children have the right to protection from all forms of violence (physical or mental). They must be kept safe from harm and they must be given proper care by those looking after them."

Definition of Bullying

Bullying is both behaviour and impact; the impact is on a person's capacity to feel in control of themselves. This is what we term as their sense of 'agency'. Bullying takes place in the context of relationships; it is behaviour that can make people feel hurt, threatened, frightened and left out. This behaviour happens face to face and online. Bullying behaviour may be a result of prejudice that relates to perceived or actual differences. This can lead to behaviour and language that could manifest into racism, sexism, homophobia, biphobia or transphobia or prejudice and discrimination towards disability or faith. Prejudice-based bullying is when bullying behaviour is motivated by prejudice based on an individual's actual or perceived identity; it can be based on characteristics unique to a child or young person's identity or circumstance. For example, prejudice arising from socio-economic background or a child or young person's appearance. Through policy and practice we will develop the capacity to respond to any form of prejudice based bullying, recognising the importance of the protected characteristics identified in the Equality Act 2010:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation or identity.¹

It can also be for no apparent reason. Bullying is a mixture of behaviours and impacts and the damaging effects of bullying should never be under-estimated. Bullying behaviour can only be properly understood within the social context in which it occurs. We fully understand that bullying can wreck lives.

For the purposes of this policy we define bullying as behaviour, which may or may not be deliberate, by one person or a group, which upsets, hurts, harms or injures another, impacting directly on their quality of life. Bullying may take many forms, including verbal, physical and social behaviour, and increasingly it may involve the use of technology, such as mobile phones or computers. It is likely to be associated with a power difference between those who bully and those who are bullied, to lead to hurt, fear and anxiety, and is often the result of a difference, perceived or real.

Homophobia, Biphobia and Transphobia

Homophobia is when someone is scared of or dislikes gay or lesbian people. Biphobia is when someone is scared of or dislikes bisexual people. Transphobia is when someone is scared or dislikes transgender people. We are a school which promotes equality, diversity and tolerance. We celebrate our young people whatever their sexuality or gender identity and have introduced several programmes to reduce the incidence of homophobic or transphobic bullying. In particular, KHS LGBT+, our student led support group, is a safe haven and a training/campaigning group which has had a strong positive impact on our ethos. It comprises LGBT young people and "allies" working together. It is an excellent vehicle for reducing feelings of isolation or despair. We also have a UNICEF "Rights Respecting School" group which promotes a culture of fairness and respect. We are a "Rights Respecting School" and value the rights of all our students, including those identifying as gay, lesbian, bisexual or transgender. Increasingly, our curriculum is used to highlight positive role models from LGBT history to help reduce homophobia and transphobia.

¹ See Appendix 1 for definitions of these and other characteristics which may lead to bullying that are not covered by the Equality Act 2010

Policy Aims

- to establish a safe, caring learning environment in line with Care and Welfare procedures;
- to encourage citizenship;
- to provide a clear definition of bullying;
- to encourage students, parents and staff to report issues of bullying
- to inform staff, students and parents on procedures for dealing with bullying;
- to provide a solution based approach;
- to embed a systematic approach to the implementation of the policy including recording, monitoring and evaluation of incidents and procedures. The overview for this lies with the SPoC (Single Point of Contact) in each school who has responsibility for the monitoring and recording of bullying incidents in Seemis.
- Staff should be given regular update training to ensure they have effective understanding of the complexities of bullying behaviour and the necessary skills to support young people to find a resolution.

Bullying can be:

Verbal:	name calling, nasty comments, making threats or comments aimed at undermining the confidence of others. Such comments are often divisive in nature and tend to be about family members/friends or about the appearance of others. Such bullying can be very damaging in the long term as it devalues a person's sense of selfworth.	Social (which increasingly includes through computers, hand-held devices or through the misuse of different forms of social media)	being left out. Being alienated from others in a way which humiliates and undermines. Receiving/sending inappropriate message or images on social media. Using social media to intimidate/belittle/control/psychologically undermine another (or other) person 9or people).
Physical:	assault	Material:	possessions stolen, damaged.
Mental:	being threatened, intimidated, pressurised to conform		

Prevention of bullying

- As a school community we aim to promote a culture where bullying is unacceptable, and staff will rolemodel behaviour which allows pupils to witness positive and supportive behaviour. This is underpinned by our strong values of RESPECT FOR SELF, RESPECT FOR OTHERS AND RESPECT FOR LEARNING
- We plan pro-active strategies such as raising awareness of the effects of bullying through: assemblies, the work of our pupil support groups and gather feedback from parents and carers at Parent/Carer Evenings.
- We ensure the safety of pupils by deploying staff to supervise social areas as well as offer places where 'time out' can be used as an intervention to de-escalate a potential conflict situation between peers.

We use existing Policies (such as 'Support for Learning'; 'Support for Individuals – Getting it Right' and the incidents 'Motivated by Prejudice') to ensure that robust measures are in place to prevent bullying behaviour and support those who experience it to find a solution focused resolution which restores relationships and ensures dignity and confidence are renewed.

Recognising the Bullied

We would like everyone in our school community to be aware of the differences between bullying and conflict issues/concerns caused between young people as they naturally fall in and out of friendships. Such difficulties, disagreements or conflicts, can be relatively minor and short-lived and restorative conversations and meetings can often resolve such conflicts and secure a working agreement moving forward so that further conflicts are kept to a minimum and the integrity of all involved is renewed and supported.

The list is not exhaustive and many may be caused by other things. However, sudden and dramatic changes in behaviour can be important indicators of stress and should be investigated. Some warning signs may be:

- a change in the quality of the student's work
- "losing" books and equipment
- Continually "losing" money
- avoidance of school or particular classes
- a fear of walking to/from school
- a changed route to school
- being late for school
- avoiding friends and others
- refusing to speak about what is wrong
- a loss of confidence
- becoming irritable or aggressive

- becoming withdrawn, easily upset
- mystery illnesses, feeling sick in class
- regularly asking out of class
- having cuts, bruises
- having damaged clothes, possessions

Recognising Bullying Behaviour

Where behaviour goes beyond that displayed during naturally occurring conflicts and disagreements, it can lead to serious conflict requiring direct intervention to ensure there is a sustainable resolution. There is no unique set of characteristics that contribute to making a person more likely to display bullying behaviour. However, research has shown that people display bullying behaviour for a number of reasons including:

- being bullied themselves
- low self esteem
- unhappiness
- jealousy
- a need to be accepted by their peer group who also bully

Expectations

KHS values are: Respect for Self, Others and Learning. Young people should see that all people in the school are treated with respect, their views sought and taken account of. The quality of relationships evident, and the ways in which pupils, parents, staff and the wider community interact all provide important indications of an inclusive, participative and happy community. Staff should always take account of the young person's past experiences, additional support needs and the personal circumstances of those experiencing bullying behaviour as well as those displaying bullying behaviour. It is only by listening fully and without judgement to the views of those involved, that a lasting outcome will be reached.

The Student

All students who are

- have experienced bullying
- witnesses of bullying
- aware of bullying should
- encourage the person bullied to tell their Guidance teacher or a responsible adult • tell his/her pupil support Guidance teacher or a responsible adult

The Parent/Carer

Parents/carers are asked to

- inform the school with details, if possible, of any suspected bullying concern
- encourage and support their child/young person and the school's action

Staff

must take appropriate action when bullying is seen. Staff should:

- address the bullying behaviour
- support any student who is hurt in any way
- make clear that the situation will be taken seriously and reported
- when considered serious, incidents should be reported at once to the Year Head or Duty Rector
- note the details of the incident on a Care and Welfare form and pass to Guidance teacher
- on an annual basis, staff will take part in at least one professional development session about anti-bullying policy and practice

Classroom Teachers

should:

- establish a positive learning ethos in their classrooms
- ensure teaching resources do not condone bullying
- ensure class grouping/activities do not encourage bullying
- look out for potential people being bullied and report their concerns to a Guidance teacher
- identify subtle forms of bullying in the classroom e.g. inappropriate texting, note passing, sniggering etc
- address any incidents immediately and seek help if necessary (eg: from PTC or Duty Rector)
- be aware of and act upon given information with known bullying cases. Report any concerns to the SPoC (or a Named Person) so that the correct procedure can be followed and
- use the Care and Welfare form to alert Guidance teachers to a case of bullying

Guidance Teachers

follow the procedure listed below in the "Action" section. All reports of bullying are taken seriously. The course of action is dependant on the seriousness of the incident and the effect on the person bullied.

SPoC (Single Point of Contact)

- An anti-bullying Single Point of Contact (SPoC) is in place. The SPoC will be responsible for ensuring that the school's anti-bullying policy is up-to-date and ensure that anti-bullying training provided by the Directorate is undertaken by school staff
- An anti-bullying policy is implemented and communicated effectively
- In schools, the policy is embedded and reviewed in School Improvement Plans, linked with targets for school ethos, and articulates with the curriculum through the school's Personal and Social Development/Health & Wellbeing programme;
- In all establishments and services, the development and regular review of the policy is the result of genuine partnership between staff, children and parents. Critically this process will include the consideration of child and parent feedback, both planned and unsolicited and consultation with the wider community and partners;
- Bullying incidents are recorded and monitored, where appropriate, using the Bullying and Equalities module in SEEMIS Click+Go, in line with the guidance issued by the Scottish Government.²

Action

The school will take the most appropriate action relevant to each individual case of bullying reported. A wide range of strategies could be employed from wholly restorative interventions and supports through to more formal interventions and (if necessary) sanctions deployed. At all levels, we will try to be solution focused and change the potential outcomes for those experiencing the bullying behaviour and displaying the bullying behaviour. Raising children's awareness and understanding of bullying;

First level (a minor incident) – low key, using restorative conversations/questions and a solution focused approach.

1. Discuss with pupil and identify what they would like to happen next
2. Involve Guidance teacher of other student/s who will discuss with other student/s
3. Investigate any other aspect of the situation
4. Put in place strategies including, if appropriate, a "round table" approach with both the person experiencing the bullying behaviour and the person displaying the bullying behaviour
5. Feed back to the person who referred
6. Low key but effective monitoring to check that the situation has been resolved

Second level (a serious, or repeated, incident) – restorative conversation/questioning and solution focused approach still used but consequences may be put in place.

1. Discuss with pupil and identify what they would like to happen next
2. Involve the Guidance Teacher of other student/s who will discuss with other student/s
3. Investigate any other aspect of the situation
4. Inform parent/s/carer/s of both students
5. Involve Year Head
6. Put strategies and consequences, if appropriate, in place
7. Feed back to person who referred and to parent/s/carer/s
8. Monitor situation

Third level (an extreme incident) – likely to involve the police who may be informed by school and/or parent/s/carer/s

1. Discuss with pupil and identify what they would like to happen next
2. Guidance to inform Year Head who will carry out investigation/follow up
3. Investigate any other aspect of the situation and involve any relevant outside agencies (eg; the police)
4. Inform parent/s/carer/s of both students
5. Involve Year Head
6. Put strategies and consequences, if appropriate, in place
7. Feed back to person who referred and to parent/s/carer/s
8. Monitor situation.

All justified incidents are noted in the student's PPR, and are recorded on a Care and Welfare form and kept and logged by the co-ordinator. Justified incidents will be recorded and monitored using the Bullying and Equalities module in SEEMIS Click+Go and the information about the incident will be shared with relevant parties. A review of such incidents will take place within a designated time frame to ensure there is an improvement for the person experiencing the bullying behaviour and help and support in place for the person displaying the bullying behaviour.

² <https://www.basw.co.uk/system/files/resources/respect-for-all.pdf>

Appendix 1 – Definitions of Protected and Other Characteristics

This section outlines the protected characteristics in the Equality Act 2010 as well as other characteristics which may lead to bullying that are not covered by the Equality Act 2010.

Prejudice-based bullying

This section outlines the protected characteristics in the Equality Act 2010 (as described on page 31) as well as other characteristics which may lead to bullying that are not covered by the Equality Act 2010.

Additional Support Needs: These can arise for any reason and be of short or long-term duration. Additional support may be required to overcome needs arising from learning environment; health or disability; family circumstances or social and emotional factors, and therefore may relate to a protected characteristic. A child or young person may be bullied because they have an additional support need and crucially being bullied can also lead to an additional support need.

Age: Age is a protected characteristic although prejudice and discrimination based on age is not applicable in school settings, it can affect children and young people in a variety of other settings. For example, in workplaces, further and higher education and in wider society. **Asylum Seekers and Refugees:** Children and young people who are asylum seekers or refugees may be at greater risk of bullying directly and indirectly. Some bullying behaviour against these groups may be of a racist nature which, given that race is a protected characteristic, can contravene equality legislation and have hate crime implications. **Stigma,** due to lack of knowledge and, given that race is a protected characteristic, understanding of asylum seekers and refugees, and reluctance to burden parents with extra worries can allow bullying to go undetected and continue.

Body Image and Physical Appearance: This can be hugely important to children and young people with bullying because of body image having the potential to negatively impact on their wellbeing. In some cases, body image and physical appearance may relate to a protected characteristic, such as race or disability.

Disability: Disability is a Protected Characteristic. People who bully others may see disabled children and young people as being less able to defend themselves and less able to tell an adult about the bullying. The language and behaviour used may be a result of a lack of understanding about the nature of a person's disability. Increased knowledge and understanding about disability and the impact it can have can help reduce bullying.

Gender Identity and Transphobic Bullying: The term 'transgender' is an umbrella term for those whose gender identity or expression differs in some way from the sex that was assigned to them at birth. Gender identity reflects an individual's internal sense of self as being male, female, neither or aspects of both. Gender reassignment is a protected characteristic. Transgender people face significant societal prejudice largely because they are perceived as not conforming to gender stereotypes, expectations and norms. As a result, transgender children and young people can be particularly vulnerable to bullying. This can manifest in many ways including transphobic name calling or deliberately misgendering them. An individual may also experience transphobic bullying if someone is perceived to be transgender or someone they are associate with, is transgender, i.e a parent, relative or other significant figure. The term 'gender reassignment' is a protected characteristic within the Equality Act 2010 and refers to those who propose to go through, are going through, or have gone through a process of gender re-assignment.

Gypsy/Travellers: Children and young people who are Gypsy/Travellers may be at greater risk of bullying directly and indirectly. Some bullying behaviour against these groups may be of a racist nature which, given that race is a protected characteristic, can contravene equality legislation and have hate crime implications. Perceived risks about bullying and given that race is a protected characteristic parents' own experiences of discriminatory behaviour may lead to low levels of enrolment and poor attendance for Gypsy/Traveller children and young people as well as early exit from formal education. Other Traveller families, such as Roma, may have similar concerns.

Sexual Orientation, Homophobic, Biphobic and Transphobic Bullying: Sexual orientation is a protected characteristic within the Equality Act 2010. Bullying based on sexual orientation is largely motivated by prejudice towards lesbian, gay or bisexual people. Homophobic bullying is when a young person's actual or perceived sexual orientation is used to exclude, threaten, hurt, or humiliate them. Any young person can be homophobically bullied, whether they are LGBT or not. Sometimes young people can be homophobically bullied because others think that they are LGBT, because they have LGBT family or friends or often because they are seen as different or not conforming to traditional gender stereotypes. Transgender children and young people can therefore also experience homophobic bullying. Homophobic language and jokes around the school can create a climate of homophobia; for example, the use of the word 'gay' to mean sub-standard or uncool. This type of language should therefore be addressed.

Intersectionality: Understanding the different and unequal social and economic outcomes for particular groups, based on intersections between race, ethnicity, class, gender, sexual orientation, disability, and age. In the context of anti-bullying, it is important to understand the connection between the experience of belonging to one or more of these groups and a resultant inequality in attainment and wellbeing.

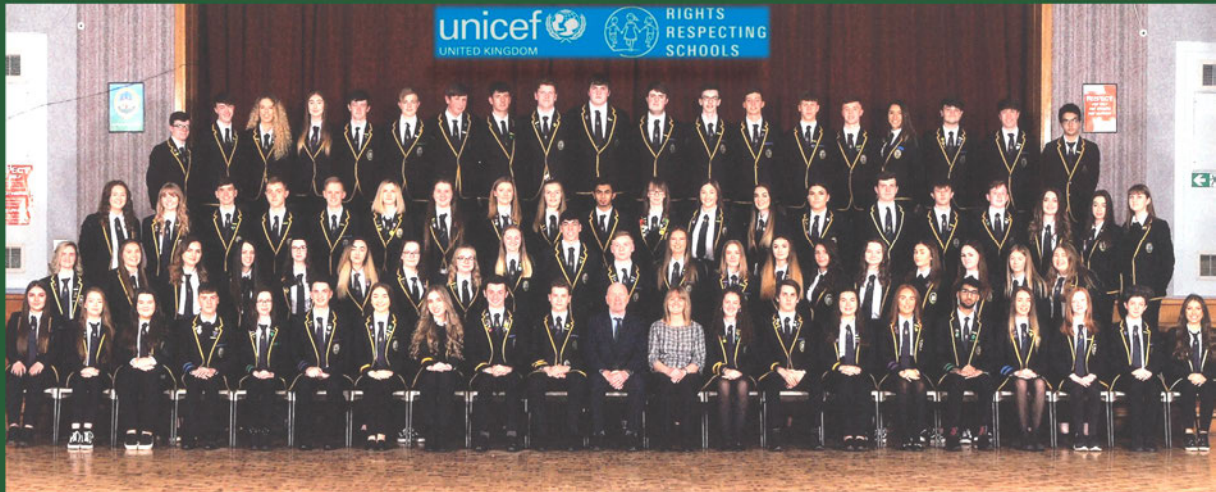
Looked After Children and Young People: Looked after children and young people can be particularly vulnerable to bullying. Children can face bullying behaviour simply because they are looked after and seen in some way as 'different'. Children who are looked after away from home can also experience bullying behaviour in their residential care home, at school and in their community. Looked after children and young people may not always have a stable support network to turn to when experiencing bullying. For some children forming positive relationships with peers and adults can be more difficult due to their early childhood adversity. Developing trusting and supportive relationships between children and practitioners is required to address bullying of all forms and in all settings.

Marriage/Civil Partnership: Marriage and civil partnership is a protected characteristic. Whilst it is unlikely that a school-aged pupil will be in a same sex marriage or civil partnership and directly experience prejudice and discrimination as a result, there could be instances of indirect discrimination, for example, if the child or young person is associated with someone (parent, sibling, etc.) who is in a same sex marriage or civil partnership or in a same sex relationship. Marriage and civil partnership discrimination and prejudice can also affect children and young people in a variety of other settings, for example, in workplaces, further and higher education and in wider society.

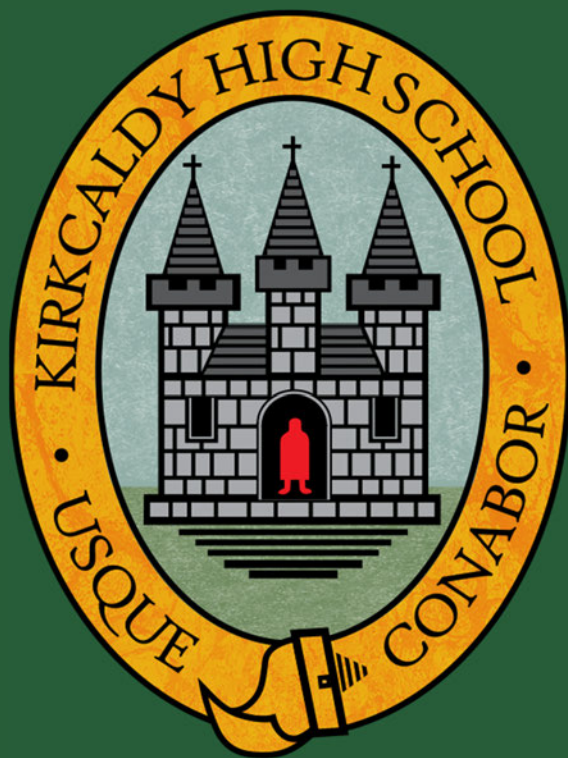
Racism and Race: Race is a protected characteristic. Children and young people from minority ethnic groups often experience bullying based on perceived differences in dress, communication, appearance, beliefs and/or culture as well as their skin colour and accent. The status of the ethnic group a child belongs to (or people assume they belong to) in a school, community or organisation can often lead to a child or young person experiencing bullying behaviour. This can arise from a misguided and/or learned belief that they are less valued and 'deserve' to be treated differently, or with less respect.

Religion or Belief: Religion or belief is a protected characteristic. Lack of knowledge and understanding about the traditions, beliefs and etiquette of different faiths can lead to religious intolerance. Lack of awareness about the differences in practices of religions such as prayer times, dietary requirements, fasting and the wearing of religious clothing or articles of faith can result in misunderstandings and stereotyping, which may lead to bullying. People who have a religion or belief as well as those who do not, are protected under the Equality Act 2010.

Sectarianism: Most people understandably associate sectarianism with religion, which is a protected characteristic. The reality of prejudice however means that your family background, the football team you support, the community you live in, the school you attend and even the colour of your clothing can mark you out for sectarian abuse – whatever your beliefs may be. In Scotland, sectarianism is most often related to Protestant and Roman Catholic divisions within Christianity but can also relate to other religions, for example Sunni and Shia Muslims within Islam, and Orthodox and Reform Jews within Judaism.



Kirkcaldy High School



Prospectus
for session
2019-2020

**COSLA Excellence Award 2018, Kingdom FM Best School,
Scottish Education Awards Finalist and
UNICEF "Rights Respecting" School Silver Award**

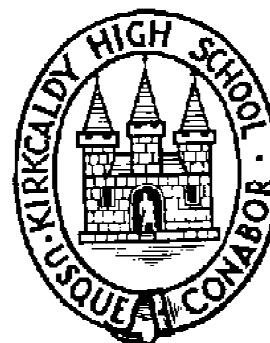


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Kirkcaldy High School

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Twitter: [@KirkcaldyHigh](https://twitter.com/KirkcaldyHigh)



Please note that this edition of the Prospectus is intended mainly for use by parents/carers of pupils who will, or may, enter the school at the beginning of, or during, Session 2019-2020. All information given is believed to be correct at the time of preparation. However, things are sometimes liable to change in the course of a session.



A WARM WELCOME FROM THE RECTOR



It is a real pleasure to welcome you to our Prospectus — a short introductory booklet which gives a flavour of what we are all about here in Kirkcaldy High School.

We are a school with a long and proud tradition, successors of the original Kirkcaldy “Burgh” School, which dates from 1582.

Our present premises on Dunnikier Way were officially opened by the Queen in 1958, and these days we are a successful and thriving school, well able to meet the needs of a diverse population of over 1100 students. KHS is a modern, forward thinking learning community with the staff commitment, expertise and resources to match our ambitions; delivering a high quality and very inclusive learning experience with a wide range of community partners and employers.

KHS is a school which is firmly based on three core values :

- RESPECT for SELF**
- RESPECT for OTHERS**
- RESPECT for LEARNING.**

Our curriculum is innovative, responsive and challenging, with attainment, equity, fairness and employability as key themes.

We also have a very strong focus on “STEM” (Science, Technology, Engineering and Maths), health and wellbeing and involving our young people in the life of the school.



KHS is completely committed to equality, and we are developing ways to “close the gap” for learners from more economically deprived backgrounds. We have received a significant level of investment directly from the Scottish Government as part of the “Pupil Equity Fund” (PEF) and we are addressing gaps in attendance, exclusion, attainment, health and wellbeing and post school “destinations”. Full details of our PEF plans are on our website.

In 2014 and 2018 we were honoured to be the recipients of the COSLA Excellence Award for our work in relation to teenage health and wellbeing, having been recognised for “Improving Health and Reducing Inequality”, specifically in reducing teenage pregnancy and in tackling prejudice and homophobia. We were also selected as the “Kingdom FM” Best School in the “Local Hero” Awards and featured twice as finalists in the Scottish Education Awards (2014 and 2016). We are also very proud to be officially recognized as a UNICEF “Rights Respecting” School.

Kirkcaldy High School is responsive to the needs of its wider community, and I hope that you will find our Prospectus a useful resource. As I say, it serves as a brief introduction to our school and I would also direct you to our website www.fifedirect.org.uk/kirkcaldyhs and our “Twitter” news service @KirkcaldyHigh. We have 3,000 followers and a very active social media profile.

Welcome to our school ... to your new school. Together, let’s “strive to the utmost”.

Derek Allan
RECTOR
December 2018

WHAT WE ARE ABOUT: Our Vision, Values and Aims

Vision

Put quite simply, we want Kirkcaldy High School to be known as the very best school there is; an excellent school in all regards. Our vision, agreed after an extensive consultation, is to always be **a happy, fair and supportive learning community which improves life chances through inspiring ambition, creativity, hard work and perseverance.**

Values

In order to achieve this we have recently consulted upon and reaffirmed our three core values which are seen as fundamental to all our decision making and the direction of the school. These are:

- **RESPECT FOR SELF**
- **RESPECT FOR OTHERS**
- **RESPECT FOR LEARNING.**

Aims

“Curriculum for Excellence” has a strong emphasis on the kinds of attributes young people require to develop if they are to be successful in our rapidly changing world. We have taken the four ‘capacities’ to define our specific aims. In other words, we support and challenge our young people to be, or to become:

- **SUCCESSFUL LEARNERS** – which may sometimes be measured by qualifications, but also in terms of wider achievements, young people’s resilience and the ability to have a “growth mindset”
- **CONFIDENT INDIVIDUALS** – having self respect, ambition and the courage it takes to make difficult decisions
- **RESPONSIBLE CITIZENS** – treating others well and behaving in ethical ways
- **EFFECTIVE CONTRIBUTORS** – having enterprising attitudes, a positive approach to life and the ability to be an effective part of a democratic society.

We have an ancient Latin motto ... ‘Usque Conabor’ or ‘I strive to the utmost’. This is what we are about.



WHAT OUR YOUNG PEOPLE SAY: Our Head Boy and Girl

At Kirkcaldy High School we are encouraged to take advantage of the vast array of opportunities the school has to offer. I fully believe in the school's values, Respect for Self, Respect for Others and Respect for Learning and have taken the opportunities offered to me with both hands. I am proud to say that I am now a Sports Scotland National Ambassador, developing key skills which will be needed throughout my later life, whilst supporting others to promote sport as an enjoyable part of life and enhance the health and well-being of young people.

We are encouraged to be confident individuals and to take opportunities offered, and I'm so glad I did just that and stepped out of my comfort zone and put myself forward the position of Head Boy.

Being a part of the school community these last six years, I feel that I am respected and treated as an equal and everyone tries their best to allow every pupil to be who they want to be. I use and develop my skills every single day, whether it's delivering a speech at a public event or speaking to the young people in the school, co-ordinating the prefect teams, supporting others by listening to them or helping out the local community with fundraising, I have learned so much just by being part of the school.

My advice would be to grab every opportunity the school offers, try something new, you never know where that opportunity might take you.

Fraser Anderson

My past six years at KHS have been full of opportunity, success and laughter. This school is more than just four walls. It has offered me a real place of safety, comfort and overall a feeling of belonging.

Something that I have come to appreciate in recent years is the importance of growth mind-set. Because of this I have turned my 'cannot's' into 'can's'.



The support I have received from all members of Kirkcaldy High School staff has been invaluable and without this support I would not be in the position I am in now.

The staff here are always available to help ... running study support sessions, showing compassion in times of need or being a friendly face in the corridor. The teachers here really do go above and beyond.

This year I was honoured to be chosen as Head Girl. This is a role I take great pride

in. Being Head Girl has allowed me to develop numerous skills these not only benefit me in the classroom but will be essential in ensuring I have the best chances after I leave school. My school years have been nothing short of amazing and I have achieved more than I ever could have imagined. Whilst I will be sad to leave this year, I cannot wait for the challenges to come. I will forever be thankful to my school for preparing me to face and overcome these challenges. I will forever continue to strive to my utmost.

Mollie Turner

Forum and Learning Council

We have a particularly strong "Pupil Voice", with a Junior and Senior Forum with representatives from each House. The Forums meet weekly and take an active part in the discussion of issues relating to the welfare of pupils and other matters.

The "Learning Council" meets every week with senior staff, in the Boardroom. The Council is a team of over twenty S6 pupils, not all of whom are Prefects, and the purpose of the team is to discuss the direction of learning and teaching in the school and other whole school issues, from a pupil perspective. Feedback from the group is passed on to the Senior Leadership Team and shared with all staff to inform and improve their practice. At each meeting, students are welcome to raise anything relevant to them.

Pupilwise Survey

The most recent Fife Council Pupilwise surveys were conducted in 2018 and across Fife, over 23,000 pupils responded anonymously online to the 35 questions asked. In every single aspect, Kirkcaldy High School is rated more highly by young people than the Fife average. Please see below. The full details are on our website and the "Parentwise" survey conducted at the same time is shown overleaf.

Question Asked	% Fife Pupils Who Agree	% KHS Pupils Who Agree	% Difference
1. I feel safe and cared for in school	63	74	+ 11%
7. I am encouraged to be physically active	67	77	+ 10%
10. School helps me become more confident	50	64	+ 14%
11. School is helping me be more resilient and able to tackle challenges	59	70	+ 11%
12. I am happy in school	51	61	+ 10%
16. I am learning skills suitable for different careers	59	72	+ 13%
20. I enjoy learning	54	66	+ 12%
23. School teaches me about rights and responsibilities	74	86	+ 12%
28. I get the chance to share ideas to improve the school	61	47	+ 14%



WHAT OUR PARENTS/CARERS SAY: Parentwise Survey

Fife Council Parentwise surveys were also conducted in 2018 and, across Fife, almost 10,000 parents and carers took part. The KHS sample size was in line with the Fife response rate. The full results are available on our website. You will see that in every aspect, Kirkcaldy High School has scored more highly in terms of "customer satisfaction" among parents/carers than the Fife average data or "sector" data. There were 22 questions in total and a few of these are shown in detail below;

Question Asked	% Fife Parents Who Agree	% KHS Parents Who Agree	% Difference
1. My child is safe and cared for	81	94	+ 13%
4. School is good at sorting out problems	62	76	+ 14%
8. School helps my child to make friends/relationships	58	80	+ 22%
9. My child is happy in school	77	91	+ 14%
11. I am happy with my child's progress	77	93	+ 16%
14. My child is more confident, responsible and independent	77	93	+ 16%
15. The school asks for my views	57	78	+ 21%
18. I am kept well informed about the life of the school	85	96	+ 11%
20. Overall, I am happy with the school	79	96	+ 17%

WHAT OUR PARENTS/CARERS DO: Parent Council

The KHS Parent Council represents your views, and promotes contact and communication between school, parents, pupils and the community. It reports back to you, the parent/carer community. The current chairperson of the Council is Derek Dunsire (pictured right) and he can be contacted through the school.

As well as the other parent/carer members there are three co-opted members, Derek Allan (Rector), and Alastair Dick (Teacher Member) and two representatives of the KHS Learning Council. Local Fife Councillors from the Kirkcaldy Area Committee are always welcome and often attend meetings.

All parents are part of the wider parent/carer forum and are welcome to attend meetings and may raise any matters they wish.



Derek Dunsire,
Parent Council Chair

WHAT OUR SUPPORTERS DO: Friends of Kirkcaldy High School

Friends of Kirkcaldy High School is a group which works to link the school's past, present and future, to enable our young people to gain from their predecessors' experience. Former staff and pupils support our work in various ways; through fund raising, by helping in school and with school trips and sometimes with mentoring of senior students. FoKHS has about 300 members and the current chair is Mr Harry Kerr, former pupil of Kirkcaldy High School.



Friends of KHS Fund Raising Ceilidh

The annual FoKHS Ceilidh (left) held in March is a real highlight of the school year and raises thousands of pounds to support learning in the school. For the past two years we also held a fun race night annually, raising over £2000 per year. Funds have been used to help pupils from lower income families to take part in school trips or to upgrade facilities in the school.

If you would like more information or are considering becoming a member of FoKHS, please contact Steven Hay (Secretary) through the school. More information, including minutes of meetings, can be found on our website.



WHAT YOUNG PEOPLE LEARN: Our Curriculum

Our courses and pathways reflect the experiences and outcomes of "Curriculum for Excellence", match our aims and meet the needs of our young people, both in the Broad General Phase (S1-3) and in the Senior Phase (S4-6). We have a particular focus on employability and healthy living. Learners experience eight areas of learning. These are:

1. Languages

These help pupils to develop talking, listening, reading and writing skills, through the study of language, stories, poems, plays, television, radio and newspapers.

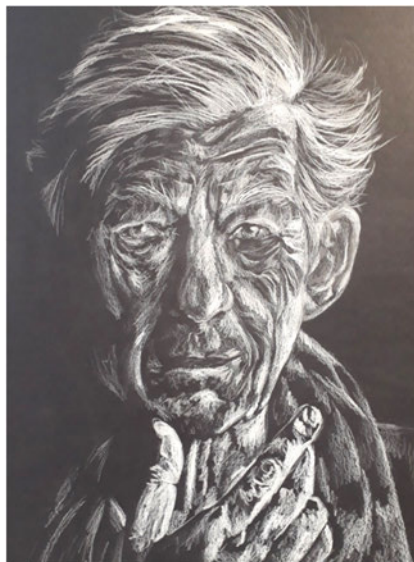
Subjects: English, French, Spanish, German, Latin.



Meeting the Imam of Kirkcaldy Mosque

organised their way of life in the past, and how they do so in the present day.

Subjects: History, Geography, Modern Studies, Politics, Travel and Tourism, Classical Studies.



A portrait of Sir Ian McKellen by Taylor Holland (S5)

Subjects: Science, Biology, Human Biology, Chemistry, Physics.

2. Mathematics

These subjects foster mathematical and numerical skills and an understanding of how they are used in everyday life.

Subjects: Mathematics.

3. Social Studies

These require pupils to develop the skills necessary to find out how people made use of the environment and

4. Expressive Arts

These offer pupils opportunities to express their ideas and emotions through drawing, painting, designing, creating and performing. This helps them to develop an appreciation of Art, Music and Drama.

Subjects: Music, Drama, Dance, Art and Design, Photography, Fashion and Textiles.

5. Sciences

Science encourages pupils to carry out experiments, to solve problems and to observe and understand the physical and natural world around them.

6. Technologies

These involve pupils in designing and making products, using computers and electronic systems and working together to solve practical problems.



Dissection skills in Higher Human Biology

include religious beliefs, moral values, health, personal relationships, etc

Subjects: Religious and Moral Education, Religious, Moral and Philosophical Studies.

8. Health and Wellbeing

Health and Wellbeing includes experiences and outcomes for Personal and Social Development, understanding of health, physical education and physical activity, with contributions from Home Economics. It also includes approaches to nutrition.

Subjects: Physical Education, Personal and Social Education, Health and Food Technology, Hospitality, Personal Development, Sports Leadership.

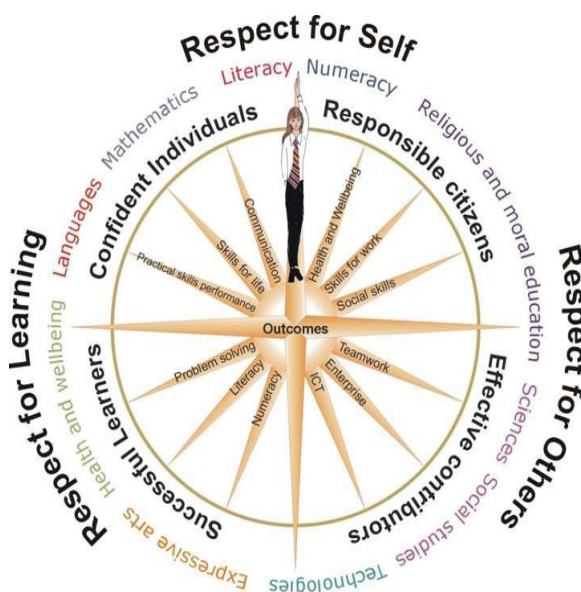
Subjects: Information Technology, Home Economics, Design and Manufacture, Graphic Communication, Engineering Science, Business Studies, Administration and IT, Computing Science, Software Development (Foundation Apprenticeship).

7. Religious and Moral Education

This encourages pupils to consider, and form opinions on, a range of issues which they will face, either as adolescents or as adults. These



Hard at Work in Home Economics



Our Curriculum for Excellence "Skills Compass" shows the essential life skills we develop through our curriculum.



WHAT YOUNG PEOPLE LEARN: The Broad General Phase



Book Week Scotland 2018

This stage of the curriculum encompasses the first three years in our school (S1-3). The first two years at KHS are designed to allow pupils to build on their primary school experience and to benefit from a broad general education in line with “Curriculum for Excellence” guidelines. Pupils follow a curriculum which includes: Art and Design, Business, CDT, Computing Science, Drama, English, Food Technology, French, Mathematics, Music, Personal and Social Education, Science, Social Studies, Physical Education and Religious and Moral Education.

All classes in the first two years are coeducational and almost always mixed ability. The classes consist of 20 pupils in most cases although some non-practical classes are larger. “Cooperative Learning” is a feature of many lessons; almost all staff have been trained in this innovative teaching method.

In S3, we use Enrichment to broaden learning and to ensure that all have a balanced curriculum. As well as a compulsory Modern Languages element and a Careers Management Skills unit, all learners take a short programme which complements their main course choices. Themed learning is also an important aspect of learning, and can take the form of individual one-off projects, “rich tasks” or longer courses of study. This is based upon Curriculum for Excellence experiences and outcomes, drawn from different curriculum areas.

During the latter stages of S2, pupils are asked to select their personal choices for courses to be studied in S3. These will be Curriculum for Excellence Level 3 or 4 courses for most learners. Guidance staff will help to ensure broad based learning which entails all the curricular areas. To help maintain this balance, we continue to have “core” periods of Physical Education and Personal and Social Education and Moral Education, which comprises a “Youth Philanthropy Initiative” project. All pupils are also offered the chance to change their courses at a set point in S3, subject to availability of places.

Towards the end of S3, in most cases the most appropriate progression will be to the “Nationals” – National 3, National 4 or National 5, the latter being the most advanced level and the level which involves an external examination set by the Scottish Qualifications Authority. This is the gateway qualification for Higher.



Hard at work in Science

WHAT YOUNG PEOPLE LEARN: The Senior Phase



Rotary Young Chef Competition at Fife College

A strong focus on achieving qualifications is the main feature of the Senior Phase (S4-6). No subjects (other than English and Mathematics in S4) are compulsory. Details of the courses we offer are found in our course catalogue, which is available on our website. At all stages, when personalisation and choice are exercised, Guidance staff are on hand to offer support, including interviews with parents/carers.

In S4, pupils are expected to build on achievements in the Broad General Phase and work towards National 3, 4 or 5 qualifications. An especially wide range of course options is available so that learners can link their course choices as closely as possible to their career interests. Usually, 7 qualifications are taken in S4. In S5, new opportunities are available to progress to Higher (from National 5) and up to 5 Highers may be studied, as well as the possibility of starting a Foundation Apprenticeship. In S6, we introduce the chance to sit Advanced Highers or Scottish Baccalaureate qualifications.



Latin and Classics display at the “Learning Fair”

Employability becomes a strong focus and increasingly pupils have individual negotiated pathways, which allow depth of study and a focus on strengths. Work placements, school and community service and participation in a wide and varied range of opportunities are encouraged eg the Saltire Volunteer Programme. Focused blocks of personal and social development develop the ethos for working with others, informed attitudes and target-setting in respect of the exams, as well as building skills for work and life beyond school.

Young people identify their skills and strengths as they make decisions about what they want to do next. Working with school staff, Skills Development Scotland (SDS Careers Service) can help young people get ready for this exciting stage in their lives and prepare for their future. SDS provides a range of support to help pupils to develop career management skills which they’ll need all their lives and to make well-informed decisions about their career pathways. We build career management into our curriculum, and in addition to group sessions, drop-in lunchtime clinics and face-to-face coaching, we use the My World of Work web service (www.myworldofwork.co.uk).



Hosting the KHS Careers Convention



WHAT WE DO TO SUPPORT YOUNG PEOPLE: Guidance

The Guidance Team at Kirkcaldy High School is recognised as being very strong and supports learners by:

- ensuring that each pupil knows, and is known, by his or her Guidance Teacher
- enabling pupils to set targets and make informed decisions concerning personal, curricular and vocational development and liaising with the home and outside agencies as required.

The Guidance Teacher is usually the “named person” and the first point of contact with the school. If he/she is unavailable due to teaching commitments, please leave a message so that your call may be returned as soon as possible. We deal with all issues associated with the “Getting it Right in Fife” framework to ensure that all pupils thrive. Any worries about attendance, bullying or general progress are addressed thoroughly and efficiently. We organise our Guidance Team in Houses. Each year group is associated with a Depute Rector (Yearhead) who oversees progress and social development.

All new S1 classes are teamed with S6 Buddies who help them find their way. All pupils will have the opportunity to contribute to the life of the school, in House activities and Inter-House Competitions.

The House System is a big part of the school. Tutor Groups (based on Houses and with mixed age groups) meet at the start of the day with one teacher to provide a daily contact and consistent support. Pupils will usually stay with the same class tutor as they move through the school. Each tutor group has pupils from S1 to S6, which promotes a natural bond with a group and House identity.

ADAM SMITH HOUSE

Mrs J Kerek
Mr B Mitchell

House Colour
Purple



CARLYLE HOUSE

Mrs H Houston (Team Leader)
Mrs B Hunter



House Colour
Blue

OSWALD HOUSE

Mr A Farquharson
Mrs C Kendrick

House Colour
Green



Mr S Young S1/2 Yearhead



Mrs S Hamilton S3 Yearhead



Miss A Diamond S4 Yearhead



Mrs J Davidson S5/6 Yearhead

Supported Learning

We work hard to address the additional support needs of all our learners, both in class and beyond. Following the ‘Getting It Right in Fife’ guidelines, our specialist team adopts a nurture approach to support, ensuring that we provide the least intrusive, yet most effective, package or set of arrangements/advice to remove barriers to learning.

These may be learning difficulties or a physical disability. They may be associated with English not being a first language or perhaps connected to emotional or attachment issues, often related to difficult home circumstances.

We aim to ensure appropriate access to the curriculum for all pupils. A wide range of strategies is employed to address support needs, ranging from using ICT (perhaps a laptop computer in class), group projects etc. Regular assessment is carried out in order to identify changing needs and also to ensure appropriate provision for those pupils requiring assessment arrangements for exams.



Pupil Support Officers Mrs Rae and Mrs Wood at Christmas

We plan jointly along with Social Work, Educational Psychologists and other specialist agencies to deliver support for young people which ensures that they are safe, healthy, achieving, nurtured, active, respected, responsible and included ... all within a “mainstream” setting whenever possible.

To assist, we have a teacher team, a large number of Pupil Support Assistants (PSAs), and four Pupil Support Officers (PSOs), who support pupils in class and around the school in a variety of ways. Sometimes, we may access Fife Pupil Support Services, which operates the off campus centres in Kirkcaldy and Glenrothes.

From August 2019 will be offering enhanced support for a group of young people who, in recent sessions, would have been referred to the “DAS” at Balwearie High School. This move will make KHS ever more inclusive and we are looking forward to developing our new provision.



WHAT WE EXPECT: Respect for Self, for Others and for Learning

We think it is important for everyone that we are clear and consistent in our expectations of our young people. Our core values of Respect for Self, for Others and for Learning give us a shared basis for our school. These values were consulted upon and agreed with learners, staff, parents/carers and partners. We recently developed this further by simplifying our school rules to reflect our values.

Our new rules are displayed on posters around school, and are prominent in every classroom. Those who do not respect the rules can expect there to be consequences, detention and/or parental contact.

There are various rewards and acknowledgements for those who respect our shared values.

The basis of our work in this area is the United Nations Charter on the Rights of the Child, and we are a UNICEF "Rights Respecting School" recognition.



Fund Raising for our trip to Rwanda

We use restorative approaches to conflict and "discipline" issues whenever we can. This involves exploring the harm caused by any situation or incident, allowing those involved to have a say and expecting young people to take responsibility for their actions, to make amends and to learn from mistakes. We find that this is the best way to promote good relationships around the school.



The School Dress Code

There is no doubt that the positive ethos of our school, our culture of equality, and our pupils' attitude to work and respect for themselves are all reflected in the wearing of school dress. The uniform also enhances the feeling of being part of KHS and reduces any tendency to flaunt designer wear or labels. We firmly believe in equity and uniform helps us promote this.

We expect all pupils, at all times, to wear a white shirt or blouse (preferably in a formal "dress" style), school tie, black trousers or skirt and black formal shoes. Pupils are expected to wear a blazer. In S6, the blazer has coloured braid added, with Prefects in gold braid. There is a special S6 tie, which reflects House affiliation. A plain black v-neck jersey or cardigan can be worn, and school branded versions are available.

The school tie must be visible at all times. Ties are available from the school office at cost price. Blazers etc are available locally or from Academy Uniforms (online or at events we will arrange) at a low cost, inclusive of the school badge. Please try the weblink; www.academyuniformsltd.co.uk.

Leggings should not be worn to school. For the avoidance of doubt, we regard leggings as being the type of very tight fitting pants which have no pockets. See-through material is also not acceptable.



KHS Prizewinners, June 2018

Please help us by ensuring that all trousers are of a reasonably thick material and that no underwear is visible.

The basic kit for PE is a T-shirt or similar; shorts or track suit; sports socks; training/gym shoes; boots as necessary. Clothing should not depict slogans or pictures which could give offence to others or advertise alcohol etc. We cannot allow pupils to take part in sports activities wearing any kind of jewellery.

Parents/carers on lower incomes and entitled to apply for financial assistance (ie a clothing grant) should see our website for details or contact any Fife Council Area Office. Also, we have a good stock of second-hand blazers donated by leavers, and we are happy to gift a blazer (or other uniform items) to any family facing hardship whenever we can. Please contact Guidance.



OUR STAFF (January 2019)

Senior Leadership Team

Mr D Allan, Rector
Mrs J Davidson, Depute Rector
Miss A Diamond, Depute Rector
Mrs S Hamilton, Depute Rector
Mr A Reekie, Business Manager
Mr S Young, Depute Rector

Business, Enterprise, & Computing Team

Mrs Y Nelson, PTC
Mr M Adams, PT
Mr M Hussain
Miss A Murray
Ms E Russell
Miss A Samfat, PT

Craft and Design Technology Team

Mr A Hamilton, PTC
Mr M Fulton
Mr B Gallagher
Mr S Hunter
Mr P I'Anson
Ms K Kerr
Mr G Morrice
Mr G Scott

English Team

Mrs H Thompson, PTC
Ms C Archibald
Mrs K Campbell
Mrs G Cunningham, PT
Mr E Davis, PT
Miss A Diamond, DR
Miss A Dickson
Mrs R Keeble
Mrs C Kendrick, PT(G)
Mrs J Kerek, PT(G)
Ms G Patton
Miss L Wilson

Expressive Arts Team

Mrs E Cowie, PTC
Ms E Bruce
Mrs C Donaldson
Mrs M Duckett
Mrs L Jack
Mr L McPherson
Mrs R Simpson, PT

Health & Wellbeing Team

Mr M Stewart, PTC
Mrs E Armstrong
Miss K Collins, PT
Mrs J Davidson, DR
Mr A English
Mr A Farquharson, PT(G)
Mr S Harrower
Mrs H Houston, PT(G)
Miss C McIntosh, PT
Miss L Malcolm
Ms J Roberts
Mrs F Rollo
Miss M Steedman
Mr S Young, DR

Active Schools Team Leader

Mr R Greenhorn

Languages, Classics & RME Team

Mrs J Shearer, PTC
Mrs E Brown
Mrs A Docherty
Miss S Mahr
Mrs P Morris, PT
Mr O Spink

Mathematics Team

Miss A Grubb, PTC
Mr S Allan
Mr G Cromb
Miss R Cunningham
Ms D Findlay, PT
Mrs S Hamilton, DR
Mrs B Hunter, PT(G)
Mrs R Lawson
Mr R MacDonald
Mr M Shipley

Science Team

Mr N Fleming, PTC
Dr A Beattie
Mrs S Berwick
Mrs N Dempsey
Mr A Dick
Miss E Fotheringham
Mrs I Gannon
Miss L McFall
Mr J Melville, PT
Dr P Murray
Mr M Robb
Mrs L Scott
Ms J Tennant

Social Studies Team

Mrs C Meek, PTC
Miss A Ashby
Miss M Osborne
Miss F Smart
Miss L Wight
Ms J Young
Miss E Wallace

Support: Guidance Team

Adam Smith House
Mrs J Kerek, PT(G)
Mr B Mitchell, PT(G)

Carlyle House

Mrs H Houston, PTC(G)
Mrs B Hunter, PT(G)
Oswald House
Mr A Farquharson, PT(G)
Mrs C Kendrick, PT(G)

Support: Supported Learning Team

Mr G Broadway, PTC
Mrs A Cairns
Mr D Jeffrey
Mr B Mitchell, PT(G)
Mrs G Lindsay
Mr K Shandley

Skills Development (Careers)

Scotland Team
Ms A Stevenson
Ms J Lautredou
Ms L Millar

Clerical/Office Team

Mrs F Spence (Co-ordinator)
Mrs H Lowson (Assistant)
Mrs C Cook
Mrs T Geddes
Miss D Jack
Mrs D McNab
Mrs W Noone
Mrs M Page
Mrs F Waddell

Pupil Support Assistant Team

Mrs K Birrell
Ms L Birrell
Mrs M Brewster
Miss L Downey
Mrs K Kirk
Ms D Lockhart
Mrs L Proudfoot
Mrs J Saunders
Mrs A Wallace
Mrs C Laing (Home Economics Support)

Pupil Support Officer Team

Mrs L Hardie (Co-ordinator, Family Link)
Mr J McPherson
Mrs A Rae
Mrs G Wood

Clued Up Key Worker

Ms Jayne Preece

DAPL Mental Health Counsellor

Mrs C Paterson

Janitorial Team Leaders

Mr R Dow
Mrs L Lister

Learning Resources/Reprographics

Mr R Kirkcaldy

Technician Team

Mr W Lister (Snr Tech)
Mrs L Borland
Mr A Samson (Snr Tech)
Mr A Smith
Ms L Szmiz

Cleaning Team Leader

Mrs J McCowat

Kitchen Team Leader

Mrs A Guyan

School Crossing Patrol

Mr M Gordon.

Key:

DR: Depute Rector
PTC: Principal Teacher (Curriculum)
PT: Principal Teacher
G: Guidance.



THE SCHOOL DAY AND THE SCHOOL YEAR 2019-2020

FIRST BELL:	8.42am
TUTOR TIME:	8:46 - 8.55am
PERIOD 1:	8:55 - 9:40am
PERIOD 2:	9:40 - 10:25am
INTERVAL:	10.25 - 10.45am
PERIOD 3:	10.45 - 11.30am
PERIOD 4:	11.30 - 12:15pm
PERIOD 5:	12:15 - 1:00pm
LUNCH:	1:00 - 1:50pm
PERIOD 6:	1:50 - 2:35pm
PERIOD 7:	2:35 - 3:20pm
END OF SCHOOL DAY:	3.20pm



Pupil Leadership Team 2018-2019

Term	Start Date	End Date
Autumn Term	Monday 19 August 2019 (for teachers) Wednesday 21 August 2019 (for pupils)	Friday 04 October 2019 (35 teacher; 33 pupil days)
Winter Term	Monday 21 October 2019	Friday 20 December 2019 (45 teacher; 44 pupil days)
Spring Term	Monday 06 January 2020	Friday 03 April 2020 (63 teacher; 62 pupil days)
Summer Term	Monday 20 April 2020	Thursday 02 July 2020 (52 teacher; 51 pupil days)
Holiday	Start Date	End Date
Autumn Break	Monday 07 October 2019	Friday 18 October 2019
Christmas Break	Monday 23 December 2019	Friday 03 January 2020
Mid-Term Break	Thursday 13 February 2020	Friday 14 February 2020
Spring Break	Monday 06 April 2020	Friday 17 April 2020
May Day	Monday 04 May 2020	
Public Holiday	Monday 01 June 2020	
Summer Break	Friday 03 July 2020	Friday 14 August 2020 (teachers) Tuesday 18 August 2020 (pupils)
In Service Staff Training Days (closed to pupils)		
Monday 19 August 2019 Tuesday 20 August 2019 Friday 15 November 2019 Wednesday 12 February 2020 Tuesday 2 June 2020.		



WHAT YOU MIGHT WANT TO KNOW

The themes covered here are those which typically arise when we engage with new pupils and their parents/carers. Please also consult our website or contact the school directly if you require more information. We would be happy to hear from you.

Admissions from Within our Catchment Area

Pupils who live in our catchment area in Primary 7 and attend our cluster Primary Schools - Capshard, Fair Isle, Torbain and Valley, will be enrolled without any action being needed by parents/carers. The Fife Direct website has a "catchment checker" which allows you to find your local school.

Admissions from Outwith our Catchment Area

We welcome "placing requests" and any parent/ carer wishing to do this should contact the Rector by telephone or in writing to make a placing request. It is best for families moving into the area to make contact with us as soon as possible. As a school, we will do all we can to make what can sometimes be a difficult time for the whole family as simple as possible.

Assessment of Learning

Assessment no longer means only tests or exams but now takes many different forms. Assessment is for Learning (AifL) is part of the classroom ethos and is practised in a variety of ways on a daily basis. This allows both staff and pupils to monitor progress and identify development needs continually.

Pupils are encouraged to be active learners and to use their study planners to record their achievements as well as targets and areas for development. We continue to use Durham University tests for S1 and S2 which give useful information of pupils' potential and achievement.

In S1 and S2, we assess progress against "Curriculum for Excellence" Levels 3-4 and during S3, the focus shifts to SQA courses and exams (for National 5), with the prelim exams for S4-6 held at the start of the spring term.

Attendance and Absence

If your son or daughter is unwell please inform the school right away so that we know not to expect him/her that day. We welcome phone calls and emails from parents/carers to let us know.

If a pupil is not in school and we have no explanation, we send out a brief text message to a mobile number provided. Please note that we do not assume that such cases are necessarily truancy, but it helps us ensure our young people are safe. A response from you is appreciated.

Please do avoid term time holidays whenever possible. Missing school for a holiday can ruin progress for a whole session or more. This can have a serious effect on success in school and we will not usually officially authorise holidays taken in term time. We will contact to confirm authorisation where appropriate.

Please note that when medical appointments etc cannot be made outside the school day, you should give your son/daughter a note with the reason, and details of time needed out of school. Advance notice of such appointments is greatly appreciated.

Bullying

Bullying is an unacceptable form of behaviour through which an individual or group of individuals are, or feel threatened, abused or undermined by another individual or group. People can be bullied on the grounds of race, gender, sexual orientation, disability, socio-economic status, nationality, religion, appearance, academic level or other real or perceived differences. It can also be for no apparent reason. The damaging effects of bullying should never be under-estimated. Bullying can wreck lives.

We take bullying very seriously and have a multi-level approach ensuring that our young people are safe and happy in school. This involves a reporting network, our "care and welfare" referral system, "peer support" and buddy-ing, building relationships through restorative meetings, involving parents/carers

where appropriate and discipline sanctions as required. Full details are found on our website within the "School" section.

As a school which promotes rights and responsibilities, we will ensure that the United Nations Charter on the Rights of the Child are upheld. We also firmly believe in equality—this is embedded in our values. We have a group which supports and promotes the rights of lesbian, gay, bisexual, transsexual or intersex young people (our LGBT+ Group) and we are especially alert to incidents which are motivated by racist or sectarian attitudes.

Child Protection

Sometimes children or young people live in fear because of abusive situations in their lives. Their emotional needs can be a barrier to learning. We work with parents and other agencies to ensure the safety of all young people at all times.

We are always alert to:

- changes in attitude/appearance
- signs of distress or anxiety,
- unusual lethargy or illness,
- signs of physical injury,
- signs of abuse/harm of any kind
- Signs of neglect
- frequent changes in residence,
- things children say which might be disturbing.

Our staff will always follow the Fife Child Protection Guidelines and these can be found on the "Fife Direct" website.



Celebrating the "COSLA" Excellence Award with the Provost



Meeting the Justice Secretary at the Scottish Parliament



WHAT YOU MIGHT WANT TO KNOW: Continued

Clubs, Activities, and Trips (including Fair Access)

Please see our website or Twitter service for an up to date information on the vast range of opportunities on offer. Our regular sports clubs include netball, badminton, basketball, football etc. We also offer frequent theatre visits, maths competitions and creative writing and we have our own weekend show on Radio K107FM, presented by pupils.

Our "First Chances" programme is an excellent "wider access" collaboration between KHS and the University of St Andrews; it is targeted at young people from working class backgrounds with no tradition of Higher Education. We also have a vast range of external speakers and visitors in school. Every year, the school organises foreign trips with an educational, cultural or sporting focus. Recent trips have included Andorra, Spain and France. We have a trip to Austria planned. All our trips are subject to a strict risk assessment process, overseen by our Business Manager (pictured).

To assist lower income families who qualify for free meals we have a special fund from which we can offer a grant to assist participation in trips or activities. We are very grateful to "Friends of Kirkcaldy High School", which supplements this fund annually.

Homework

Homework helps pupils understand and practise what they learn in class. Departments issue regular homework throughout the year and support from parents/carers is appreciated to ensure completion of homework. In August 2016, we launched "Show My Homework"; a simple online calendar to ensure homework is set and communicated with parents/carers across the school. Details are available via the web, mobile and tablet devices in the following ways:

1. Using the link on the home page of our website. There is no login required to see the full school homework calendar.
2. A personalised homework calendar is available for all users including students and parents. Once logged in, only specific homework set can be viewed. Iphone and Android apps are available for free download for both students and parents/carers.

Illness/Accidents and Health Issues

In the event of a serious accident or illness at school, we will attempt to contact parents/carers or the emergency contact. Sometimes, the



Modelling DNA using sweets

pupil may be taken home or to the Victoria Hospital by a school Emergency First Aider, who will stay with the pupil until the parent/ carer arrives at the hospital. Please note that we cannot administer medicines, pain-killers etc, except by prior formal arrangement.

Our School Nurse, can be contacted at school for advice on any health matter. The Nurse team runs frequent themed drop-in sessions or "workshops" on issues such as mental well being and alcohol awareness. We also operate a sector leading sexual health and contraception clinic on Fridays.

Immunisations are offered in line with current public health guidelines, including BCG vaccination at approximately 13 years of age. This involves a skin test followed, if necessary, by the BCG vaccination. Diphtheria, tetanus and polio vaccination is also offered to all third year pupils. HPV immunisation (which reduces the risk of cervical cancer) is also offered.

Lateness

Punctuality is an aspect of school life which employers frequently ask us about in reports on pupils they are considering employing. Repeated lateness results in a "reflective exercise" undertaken during a lunchtime detention and we contact home when a young person is frequently late.

Learning Resource Centre (Library)

The LRC is more than a place to borrow books and catch up on homework; it is a bright and welcoming space, an area open to all year groups. All areas are very well resourced and have been newly refurbished with desktop computers and wifi access.

The reference sections in the main library are used to great advantage throughout the school day (including at breaks and after school), either by classes or for individual study. Our junior fiction section is also very well used.

Mobile Phones

We understand that most young people are likely to carry a mobile phone. As long as it is understood that the school cannot be held responsible for loss or damage, this is acceptable. To ensure that mobiles do not disturb learning, they are banned from use or from being in sight during lessons unless the teacher asks that they be used for an educational purpose, for example to photograph a science experiment or a work produced in an art class.

They may also be used to note homework eg via the "Show My Homework" app. Personal music and the use of earphones is banned during lessons and in the corridors for reasons of health and safety.

Please do not attempt to make direct contact with your son or daughter during lesson times. Should you have a strong need to make contact, simply call the school and we will bring your son or daughter to the office to speak with you.

Office

We hope that you always receive a warm welcome at the School Office. We are open from 8.30am until 4.10pm daily and are always willing to help answer any questions or queries.

Please try to make any cash payments (eg for a school trip) before the start of the school day, to prevent pupils carrying cash around. Also, any requests for Myfife cards or temporary "PINs" should be made before tutor time and collected at interval.

Advance notice about pupil absence or appointments (preferably in writing) is greatly appreciated.



WHAT YOU MIGHT WANT TO KNOW: Continued

Online Safety

The school and the KHS Parent Partnership have been very active in promoting internet safety and security, and we have held special parent/carer events in the past.

Please remind your son or daughter that they should keep passwords and personal details securely and respect the details of others as private data. They should never share intimate photographs and be very wary using webcams.

Cyber-bullying and internet "grooming" awareness feature as part of our curriculum and we have a group of S6 pupils which works with younger pupils to advise them and help keep them safe.

Primary to Secondary Transition

Our transition arrangements from Primary school have been very well evaluated by parents/carers and by School Inspectors. We have a detailed programme of link activities which begin in Primary 6 with "theme days" and there are regular meetings between the Head Teachers of the Primary Schools and Senior Staff of the High School. Teachers from KHS and Primary Teachers also meet to discuss learning. Support staff (Guidance and Supported Learning) have built up very strong links with our cluster primaries. This allows them to play an important role in making sure primary to secondary links are as effective as possible.



Senior Netball Team, December 2018

In October, we have a very well attended "open evening" in KHS. A meeting in each Primary is arranged in January so that parents/carers can meet the Rector, Senior Staff and pupil representatives, ask any questions they wish and receive a copy of our Prospectus.

Each May, we have our Sports Festival and, in June, all our new pupils spend two days in school and follow their timetable for the first day of term. This is followed by another chance for parents to visit the school and meet staff, whilst pupils enjoy a welcome disco/party run by the Prefects. In the first week of term, all staff and S6 Buddies help our new pupils find their way around and settle well.

Reports and Parent/Carer Evenings

All parents/carers will receive at least one formal report each year. However, this is also backed up by Personal Learning Planning and "On-track" reporting letters, posted throughout the year to allow early contact and any concerns to be shared with home. One theme we have developed is making sure that each teacher gives an indication of how each young person can improve his/her work in the coming year and build on strengths. For information, the dates for Carer Evening dates for session 2018/19 are shown;

- **P7 Tour of School: Thurs 25 Oct 2018**
- **S1 Parents' Evening: Wed 14 Nov 2018**
- **S2 Learning Fair: Wed 28 Nov 2018**
- **S2 Parents' Evening: Thurs 7 Mar 2019**
- **S3 Parents' Evenings: Tues 2 Oct 2018 and Thurs 23 May 2019**
- **S3-6 Employability Fair: Tues 27 Oct 2018**
- **S4 Parents' Evening: Wed 27 Feb 2019**
- **S5/6 Parents' Evening: Tues 11 Dec 2018.**

Our parent/carer appointments are booked online using the "Parents Evening Booking System" website.

School Meals

KHS has a top class refectory and an award winning catering team, supplying a wide choice of healthy balanced meals. The tills accept cash or prepaid cards. All pupils can use their "MyFife" card which can be topped up remotely by parents/carers online.

The standard price for a school meal is £2.10. Packed lunches may be brought to school and these can be eaten in the refectory. Please note that pupils are not permitted to consume sugary drinks such as Coca Cola, Red Bull and Irn Bru within our building. Please do not include these as a packed lunch item.

We strongly discourage visits to bakeries and takeaways at lunchtime. The ASDA supermarket (including the McDonalds restaurant) is "out of bounds".

Free school meals are an entitlement for families on lower incomes and details of how to apply online are available on our website. Please contact the school for help and advice.

Our busy "Breakfast Club" operates from 8.15am each day and is subsidised. Also, healthy home made soup is completely free to all pupils at lunchtime.

School Travel Arrangements

We have a detailed School Travel Plan, prepared by a pupil committee and we encourage walking and safe cycling to school. Cycle storage facilities are available and bike lockers can also be hired. We would ask that parents avoid parking or picking up at the school gates or on Dunnikier Way.

KHS is also part of the Fife Council bus contract, providing transport for pupils, and we have 5 school buses covering 3 routes (please see our website for details). Pupils are entitled to free school transport if they live more than two miles from the school and are in the catchment area. This arrangement mostly affects pupils living in Redcraigs. Those not eligible for free travel can pay cash for each journey, or purchase a season ticket from Stagecoach in Fife or from A1 Coaches — the contact numbers are on our website.

Web and Digital Communications

The Kirkcaldy High School "Twitter" news service is proving to be very popular with 3000 "followers". Please follow @KirkcaldyHigh to keep up with all the latest news. Pupils can access the daily announcements and parents/carers can be kept well informed of all news and developments.

With "Show My Homework" (see page 14), a weekly news email home from the Rector, Twitter and our excellent website, KHS is using modern media to communicate very effectively. The website also has good study support resources and past papers for those studying Highers and other SQA courses. Please also keep an eye out for the monthly update we publish in the Fife Free Press and our termly newsletter. Pupils receive a print copy and this is also emailed home and is available on our website.

We also use the "Parentcall" message service for urgent/important messages (eg about school closure or a young person missing from school unexpectedly). These are sent directly by text message.



WHAT OUR YOUNG PEOPLE ACHIEVE: SQA Qualifications and Wider Achievement

It is wise to exercise caution when interpreting exam data, as fluctuation in the figures is inevitable from year to year. Occasional differences in the patterns of results are most often due to variation in different year groups' capacity to succeed.

That said, KHS' average results have shown, in recent years, a strong improvement trend and have consistently been better than would be expected using baseline tests set by the University of Durham. In other words, Kirkcaldy High School "adds value" in terms of exam attainment.

2018 Commentary - S4 Attainment in Literacy and Numeracy

Literacy and Numeracy are key aspects of attainment and are the basis of employability. There is very good improvement over time in both indicators, especially in literacy. At both Level 4 (which was

"General") and Level 5 (which was "Credit"), we out-perform our "virtual comparator" ie a computer generated similar model school based on socio-economic data.

2018 Commentary - S5/6 Attainment

A strong and steady rise in Higher attainment is evident over the past few sessions and we can report "best ever" levels in many indicators. For example, about half of all our young people now succeed at Higher by Fifth Year and around a fifth (sometimes more) achieve 5 or more Highers on leaving school.

Equity

We are using our "PEF" funding to "close the gap" which persists for learners from families affected by poverty, although this is difficult to measure, and difficult to track year on year.

S4 Attainment (Literacy and Numeracy)	2015	2016	2017	2018
% of S4 Cohort gaining Level 5 Literacy	62%	62%	70%	82%
% of S4 Cohort gaining Level 5 Numeracy	43%	57%	56%	45%
% of all leavers gaining Level 5 Literacy & Numeracy	43%	45%	51%	45%

S5/6 Attainment (measured against relevant S4 cohort)	2015	2016	2017	2018
1 or more Highers in S5	44%	56%	46%	53%
5 Highers in S5	8%	8%	9%	11%
5 or more Highers by S6	14%	24%	20%	20%
1 or more Advanced Highers by S6	15%	13%	10%	16%

The quality of our learners' broader achievements continues to be an area of great strength, and recent sessions have seen our young people earn many accolades. We are recent winners of the COSLA Excellence Award (2014 and 2018) in recognition of our commitment to reducing inequality and improving health. We were finalists in the Scottish Education Awards on two occasions in entirely different fields and are recent winners of Kingdom FM's Local Hero Award.

We recognise that exams really matter but we also greatly value these wider achievements. Our young people are developing their skills for learning, life and work very well through class experiences, work experience placements and links with business and community groups. They use information and communications technology effectively to enrich their learning, and access to ICT is excellent across the school, especially now that we have freely available wi-fi. An exceptionally wide range of out-of-class learning activities including foreign trips, visits to places of interest, sports clubs and musical activities positively contributes to our young people's health, sense of self-worth and social skills.



SQA Exam Results Day 2018 ... jumping for joy!

We have a real focus on citizenship skills through working with community partners and supporting many charitable causes. Furthermore, our young people achieve very well across a broad range of sporting and cultural activities. Young people in S6 benefit greatly from their weekly commitment to school service and the "Saltire" Volunteering Award. For example, they may be involved in helping staff and younger people in classes, acting as a "buddy" or an ambassador for the school, or by volunteering in a care setting or associated primary school.

Pupil participation in our school is a real strength. For example, in December 2018, our young people were asked to give evidence at the Scottish parliamentary enquiry into pupil participation in school decision making. Kirkcaldy High School was also cited in both Westminster and the Scottish Parliament as an example of best practice, especially in terms of ethos, a respectful culture and tackling homophobia.



WHAT SCHOOL INSPECTORS FOUND: HMIE Report

When we were last inspected by the Scottish Government, inspectors found much to commend and we have worked hard to address the action points identified:

How well do young people learn and achieve?

Most young people are motivated and interested in their learning. They engage well and respond positively to their teachers in most classes. They get helpful feedback overall to help them understand what they need to do to improve. Young people are developing their skills for learning, life and work well through various enterprise activities, work experience placements and links with business and community groups. Young people use information and communications technology effectively to enrich their learning. Staff should look to extend these opportunities. A wide range of out-of-class learning activities including foreign trips, visits to places of interest, sports clubs and musical activities is helping to develop young people's health, self-esteem and social skills. The recent very successful school show 'Annie' helped those involved to speak and present to audiences more confidently. Young people develop their citizenship skills very well through working with community partners and raising money for charitable causes. Young people achieve well across a broad range of sporting, cultural and citizenship activities. Young people in S6 benefit greatly from their weekly commitment to school service for example, in helping staff and younger people in classes. Most young people in S6 have been successful in achieving Saltire Awards recognising their commitment to volunteering. By the end of S2, most young people are making appropriate progress in literacy and numeracy. The school is currently developing a more reliable way of assessing young people's progress across other curricular areas. From S4 to S6, there is scope for improvement in aspects of young people's performance in national examinations. In some key measures the school performs better than, in some less well than and in other measures in line with similar schools, serving young people with similar needs and backgrounds. The school is aware that it needs to focus on improving the attainment of girls particularly. Young people with additional support plans are making good progress. Exclusions have reduced over time and attendance has improved. The proportion of young people going on to positive destinations after school including further study, employment or training is above the national average.

How well do young people develop and learn?

Overall, the school supports young people effectively to develop and learn. Staff know young people well and there is a high level of attention to their pastoral care. Almost all young people feel safe and well cared for. In the majority of classes, tasks and activities are pitched at the right level to challenge all young people appropriately in their learning. In other lessons, learning needs to be matched more closely to young people's ability to ensure greater learner involvement, motivation and progress. Staff need to continue to work at raising expectations of what young people can attain. Staff need to review the way that existing resources are targeted to better meet the needs of young people with additional support needs. Staff work very well with external specialist agencies such as hearing impairment staff and social workers to support young people and their families. The Friends of Kirkcaldy High School help young people in a number of ways including the mentoring of S6. The school needs to continue to improve its systems for supporting young people's learning and behaviour to ensure the support provided, enhances young people's learning and achievements as fully as possible. Teachers have made good progress in taking forward Curriculum for Excellence. The curriculum reflects well the school's values of 'respect for self, others and learning'. Teachers have developed new courses across S1 to S3 with a clear focus on skills development.

S3 courses in some departments need to be further adapted to ensure they meet the needs of all young people. Staff work very well with a range of partners including Community Learning and Development staff to broaden young people's learning. They build in opportunities for choice at S1—S3, for young people to enjoy additional learning in particular subjects, while retaining a clear commitment to a broad general education for all. Staff should continue to monitor the rationale and quality of these options to ensure young people are provided with sufficient depth, breadth and challenge in their learning. Most departments have effective links in place with associated primary schools to provide better transitions to secondary school in subject learning. The school needs to further develop its strategy for progressing literacy, numeracy and health and wellbeing across all departments. Young people need better-planned opportunities for outdoor learning, religious observance and, in senior years, religious and moral education.

How well does the school improve the quality of its work?

The school's key processes for evaluating its work are very well established and as a result, numerous aspects of school life are improving. Teachers provide professional learning opportunities for each other, take on leadership responsibilities and work with other schools to share their understanding of standards. They track young people's progress closely and set appropriate targets for young people's learning and attainment. The head-teacher, working with staff, has improved relationships and created a positive climate for learning overall. Kirkcaldy High School is clearly an improving school. Young people's achievements are very positive but there remains scope to improve their attainment and the quality of their learning. The school's approaches to evaluating its own work are strong, with some very good features, but these now need to focus more on ensuring further improvements in learning, teaching and attainment. Young people in the senior school develop their leadership skills well and contribute effectively to school improvement. Teachers provide them with good opportunities to comment on their progress and to express their views about courses and learning. By S6, young people present themselves as outstanding ambassadors for the school and its community.

This inspection of your school found the following key strengths;

- **Young people who are proud of their school and positive about their learning.**
- **Young people's achievements in out-of-class learning.**
- **The impact of pastoral care and leadership development for young people.**
- **The impact of partnerships with the wider community on young people's learning.**
- **Staff willingness to lead working groups and to listen and respond to young people's views to improve aspects of the school's provision.**
- **The headteacher's leadership of an improving school.**

We discussed with staff and the education authority how they might continue to improve the school. This is what we agreed with them;

Continue to raise levels of attainment at all stages. Meet young people's needs more effectively through improved approaches to planning tasks and activities in classes. Continue to raise young people's aspirations of attainment and expectations of their behaviour.



WHAT WE ARE DOING TO CONTINUE IMPROVEMENT: Improvement Priorities 2018-2019

Each year, schools publish an account of the progress made over the past session – and also include details of plans for the year ahead. A full report on our work and plans can be found on our website; www.fifedirect.org.uk/kirkcaldyhs. Our plan for 2018-2019 is shown

Whole School Improvement Plan 2018-2019

Leadership of Change

- Build teacher professionalism (eg continued promotion of Practitioner Enquiry)
- Extend Pupil Leadership (including teacher and department feedback/ review function)
- Have a stronger focus on regular faculty meetings and review of targets throughout the session (especially attainment tracking)
- Extend Parent Council and its activities



At the Fife Schools Dance Festival

Curriculum

- Extend bespoke and vocational provision eg College links
- Review and revise Higher course materials and assessment re new SQA arrangements
- Introduce new inter-disciplinary learning opportunities (especially STEM and Health and Wellbeing)
- Continue focus on skills profiling

Learning, Teaching and Assessment

- Develop learner leadership of learning ... learning conversations, “I Can”, pupil feedback/review of learning
- Embed our shared Cluster Learning Charter
- Continue to work to improve differentiation/cooperative learning



Drama Workshop in KHS

Increasing Wellbeing, Equality and Inclusion

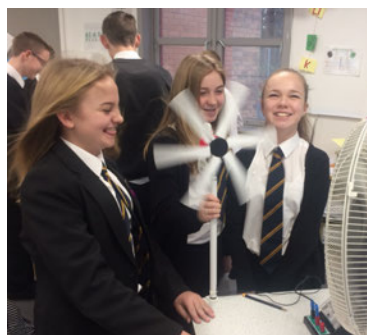
- Close the poverty gap in; Attainment (especially Literacy and Numeracy), Attendance, Exclusion, Health and Wellbeing (including “nurture”, mental health, physical activity and “participation”), Post post-school destinations
- Continue to address gender issues and LGBT inclusion (continue with CPD and curricular adjustments as appropriate)
- Develop new Health and Wellbeing strategy, based on audit (May 2018) including better understanding of Health and Wellbeing Indicators across the school
- Develop appropriate data sharing re support needs and pastoral issues

Raising Attainment and Achievement

- Use agreed and shared benchmarks for tracking across S1-3 (especially in literacy and numeracy)
- Extend “digital literacy” eg OneNote, “Teams” in GLOW, bring your own device and additional laptop provision
- Extend wider achievement (eg Higher Leadership for Prefects).



Sports Leaders helping at Fife Disability Swimming Finals



Wind Turbine Experiments in Science



Donating to the Cottage Family Centre



This is Kirkcaldy High School

Respect for Self
Respect for Others
Respect for Learning

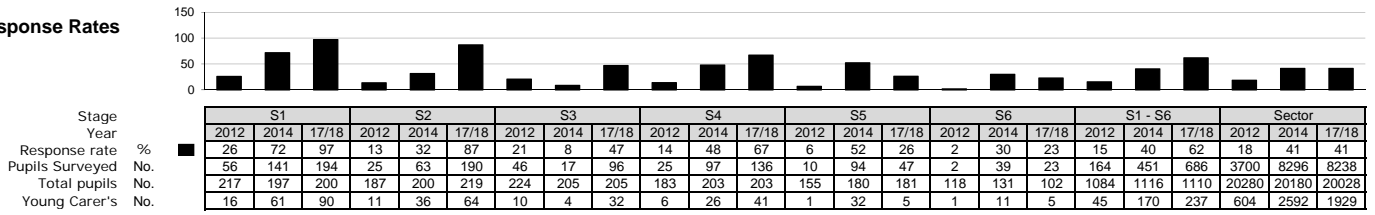
Dunnikier Way, KIRKCALDY,
Fife, Scotland. KY1 3LR
Telephone 01592 583405
Email: kirkcaldyhs.equiries@fife.gov.uk
Website: www.fifedirect.org.uk/kirkcaldyhs
Twitter: [@KirkcaldyHigh](https://twitter.com/KirkcaldyHigh)

Pupilwise Survey 2017/18

Kirkcaldy High School

Pupil Responses

Response Rates



Where the number of responses for a stage are less than 4, the results have been excluded from the following charts in order to protect the anonymity of the individuals.

The wording of some questions has been refined since the last survey, therefore trend data should be interpreted with caution. Affected questions have been shaded in the data tables.

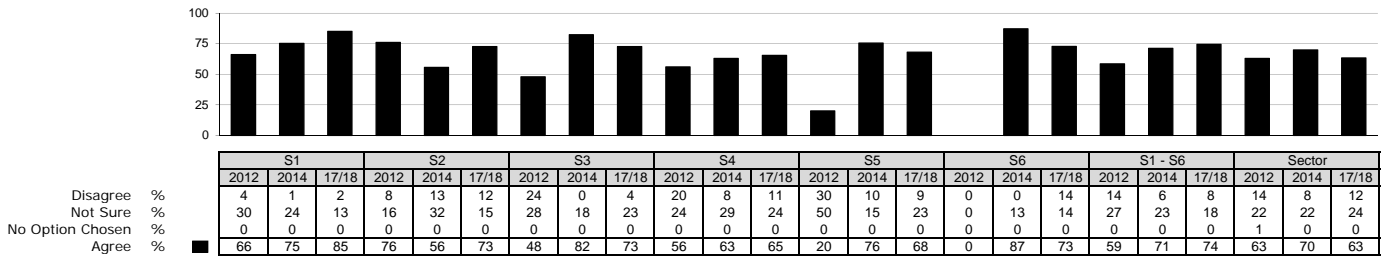
Confidence levels - it is advisable to consider the number of pupils who took part in the survey and compare this to the number of pupils in each stage. The greater the number of pupils taking part, the greater the confidence that the results of this survey represent the views of the majority of pupils in your school.

This report compares your school results to the overall secondary sector results.

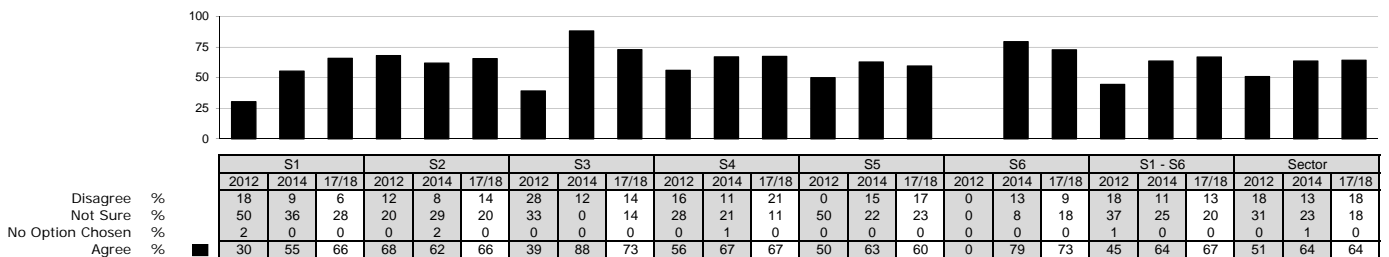
The following charts only show the results for pupils who agreed with the question.

SAFE & NURTURED

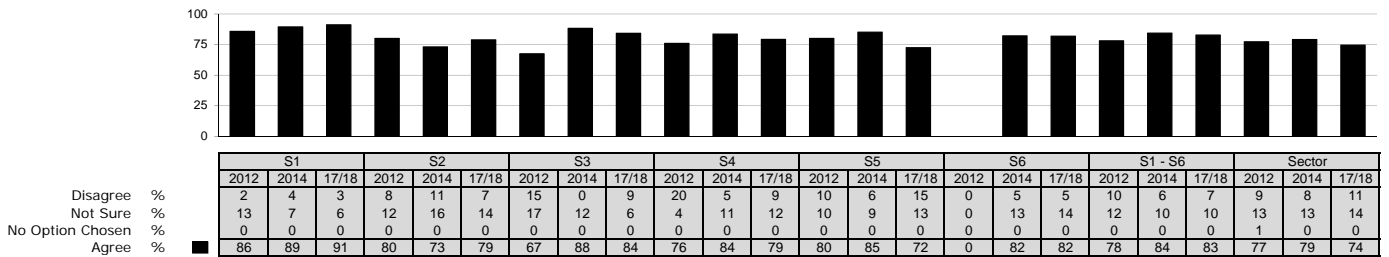
Q 1. I feel safe and cared for in school.



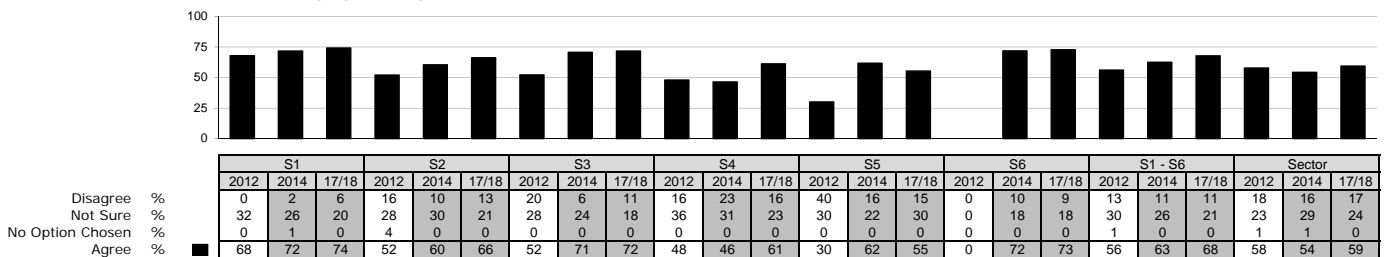
Q 2. At least one adult in school knows me well.



Q 3. I know who I can talk to in school if I am upset or worried about something.



Q 4. People in school help me if things go wrong.

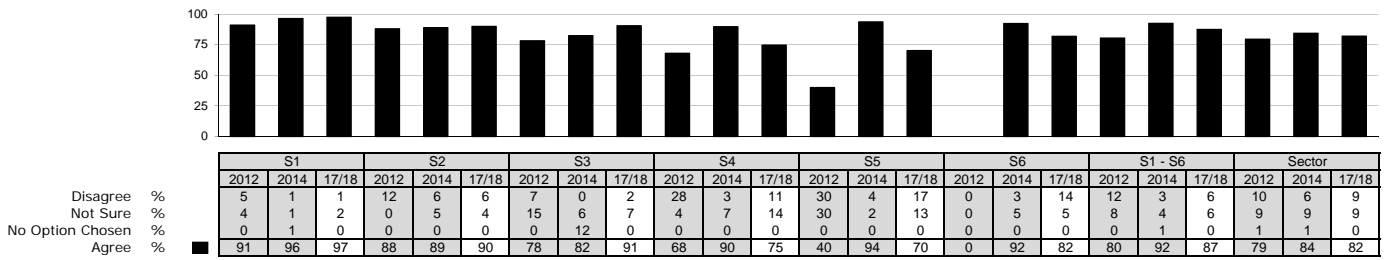


Note: Numbers have been rounded and may not add up to 100.

Pupilwise Survey 2017/18

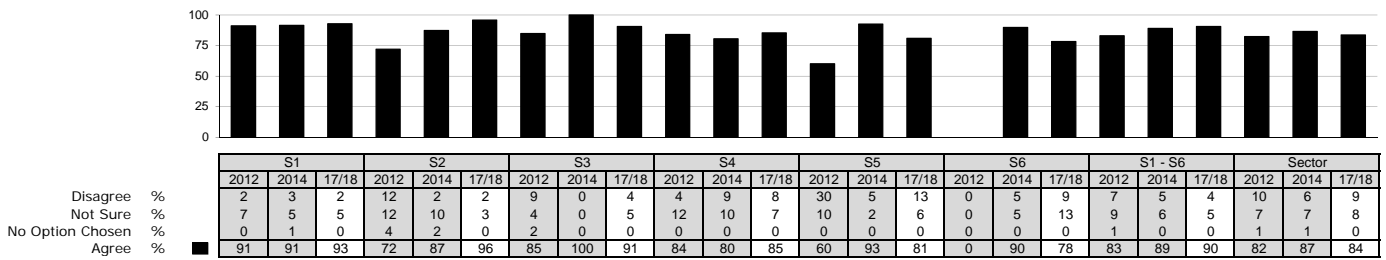
Kirkcaldy High School

Q 5. In school, I learn how to stay safe when I am using technology to communicate with others (such as the internet, social networking, mobile phones, email, etc)

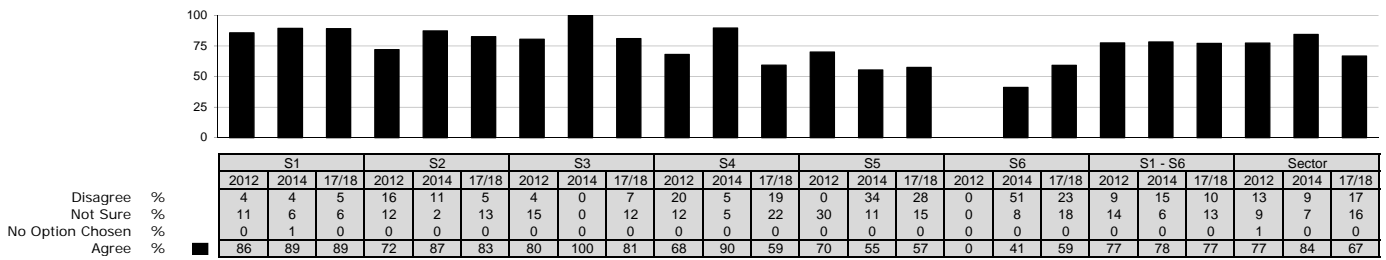


HEALTHY & ACTIVE

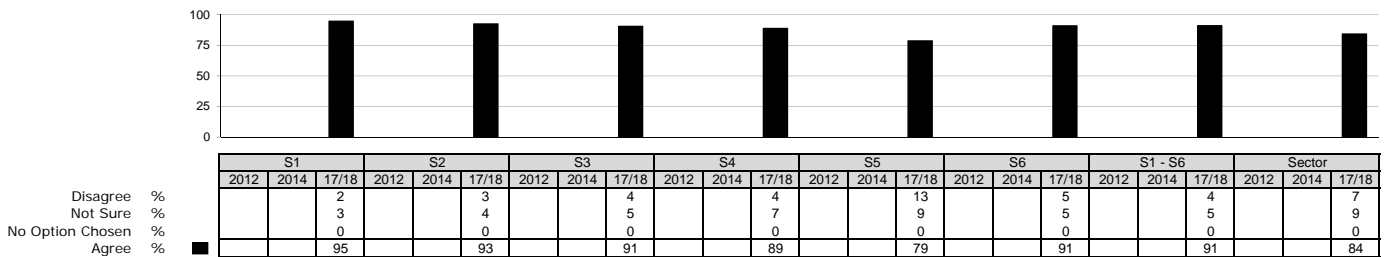
Q 6. In school, I learn about healthy life choices (such as healthy eating, taking exercise, risks of alcohol, drugs, smoking, etc)



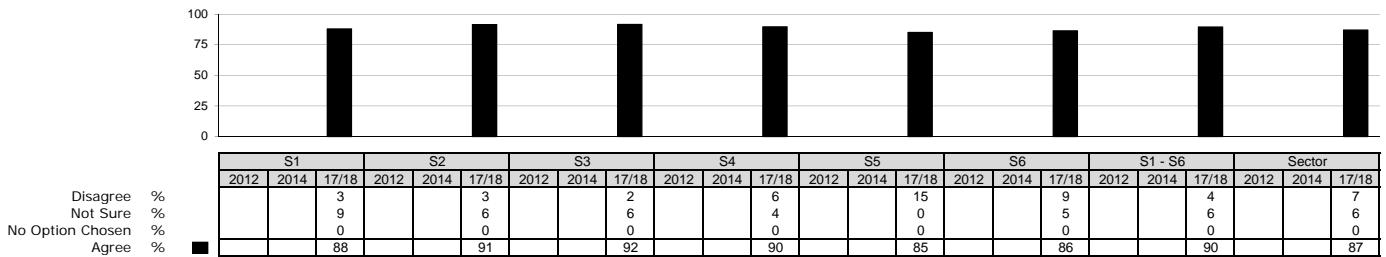
Q 7. My school encourages me to be physically active both in and out of school.



Q 8. I have the opportunity to be physically active both in and out of school.



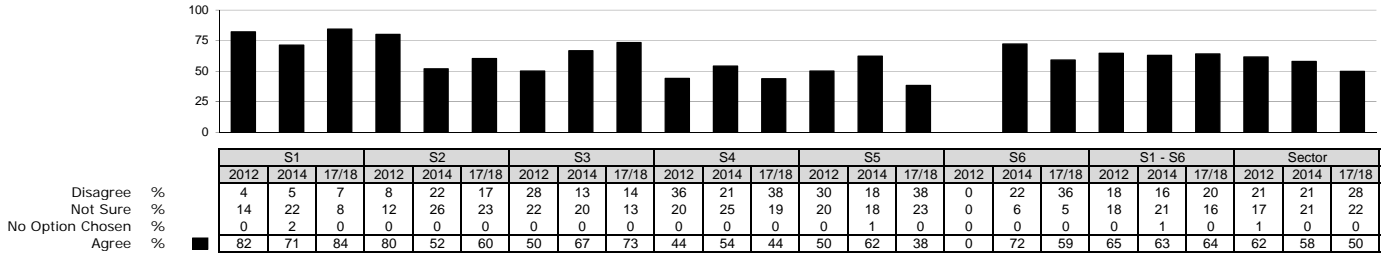
Q9. I have friends I can go to if I have a worry.



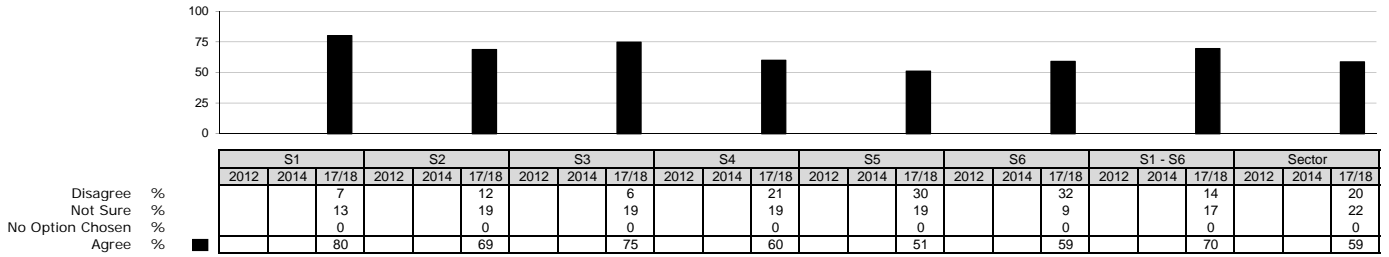
Pupilwise Survey 2017/18

Kirkcaldy High School

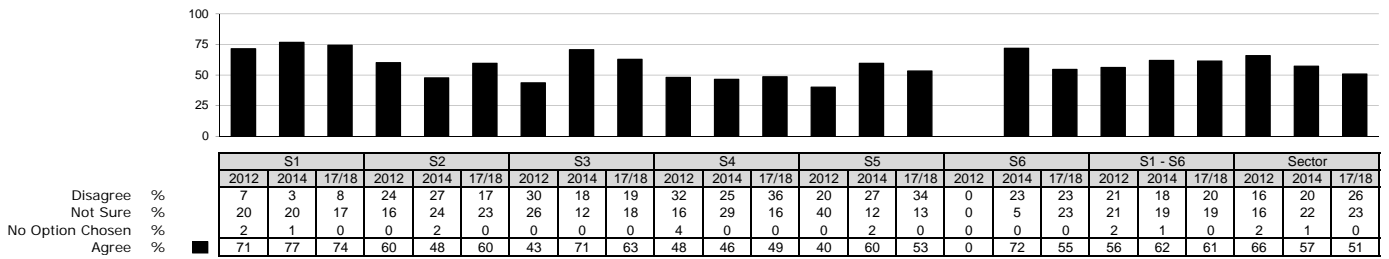
Q 10. My school is helping me to become more confident.



Q 11. My school is helping me to become more resilient and able to cope with challenges.

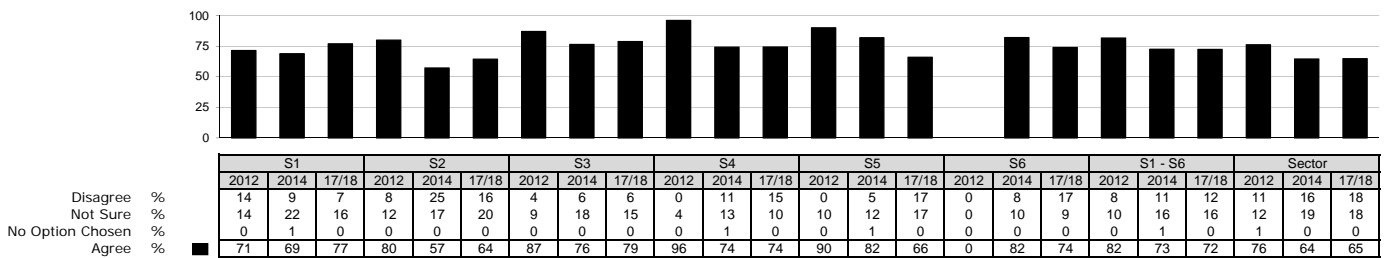


Q 12. I am happy at school.

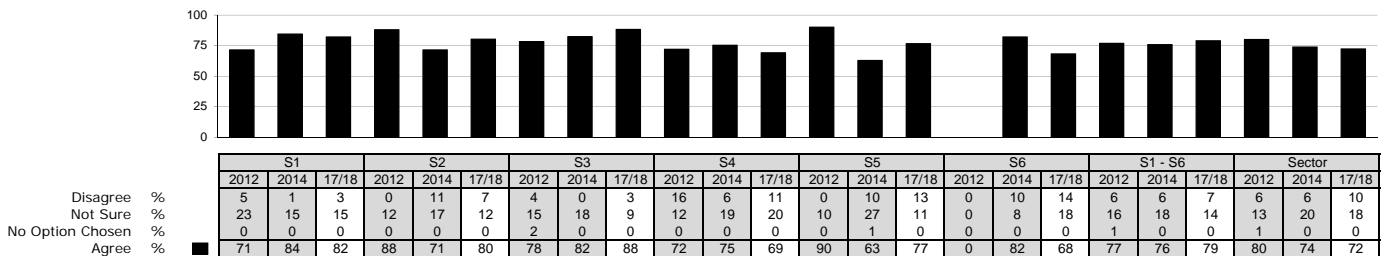


ACHIEVING & RESPONSIBLE

Q 13. Staff talk to me about how I can improve my learning.



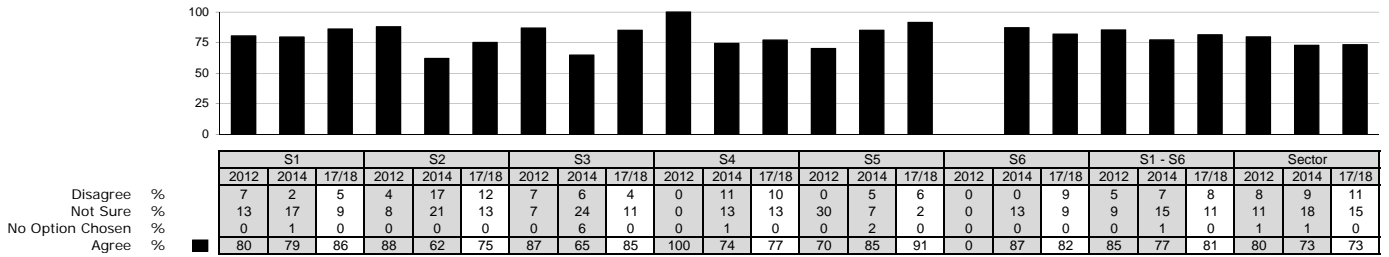
Q 14. I think I am making good progress in my learning.



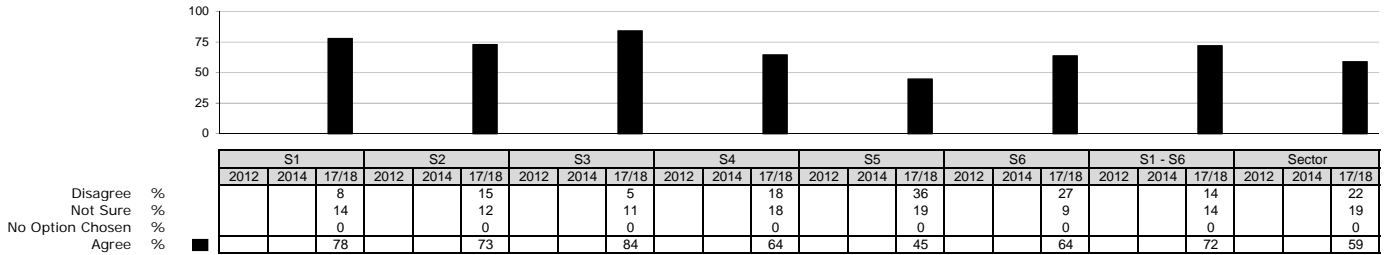
Pupilwise Survey 2017/18

Kirkcaldy High School

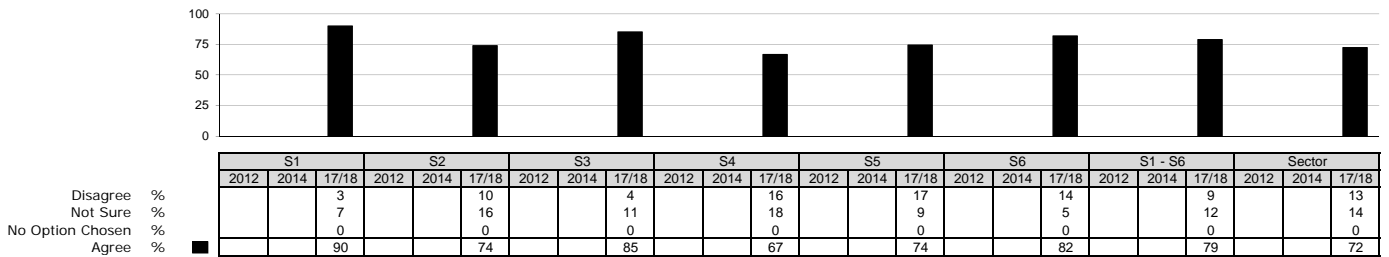
Q 15. People in school help me with my learning when I need it.



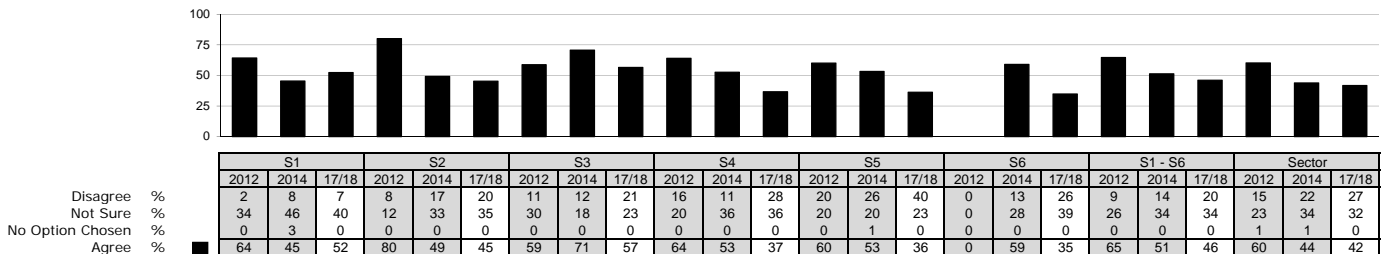
Q 16. My school has helped me know what skills I might need for a range of different careers.



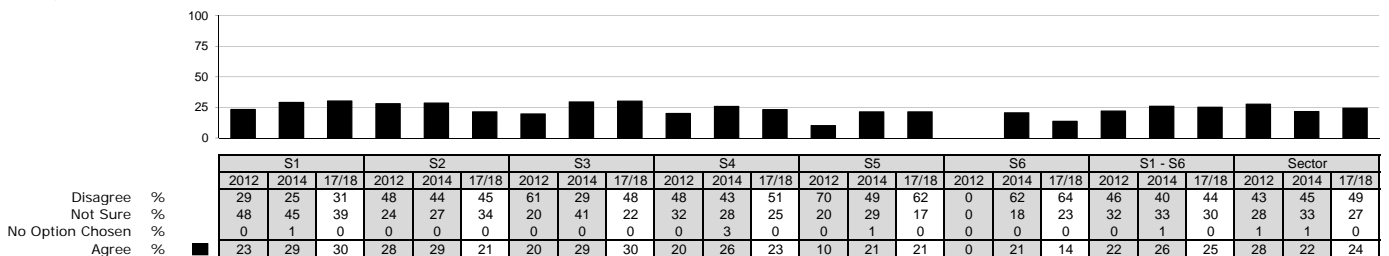
Q 17. I have a range of opportunities to use digital technology to help me with my learning.



Q 18. My school knows about the things I am good at.



Q 19. My school knows what I like doing when I am not at school.

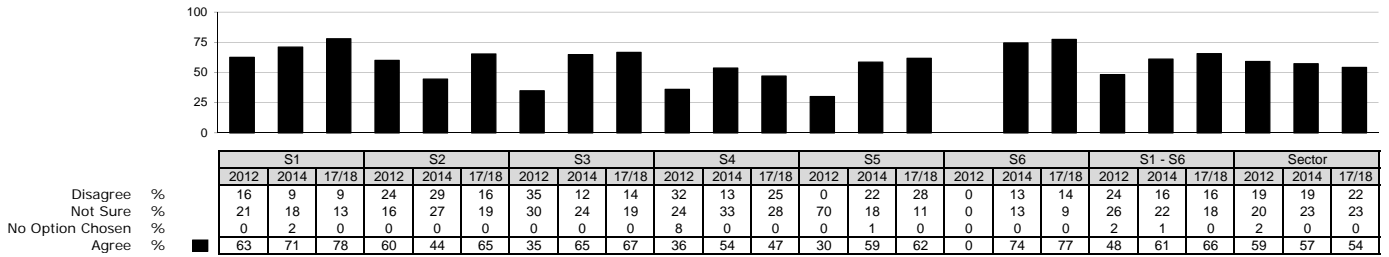


Note: Numbers have been rounded and may not add up to 100.

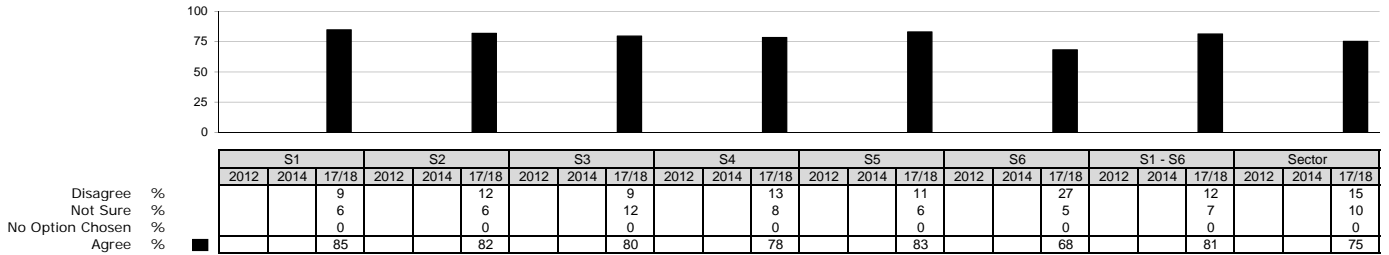
Pupilwise Survey 2017/18

Kirkcaldy High School

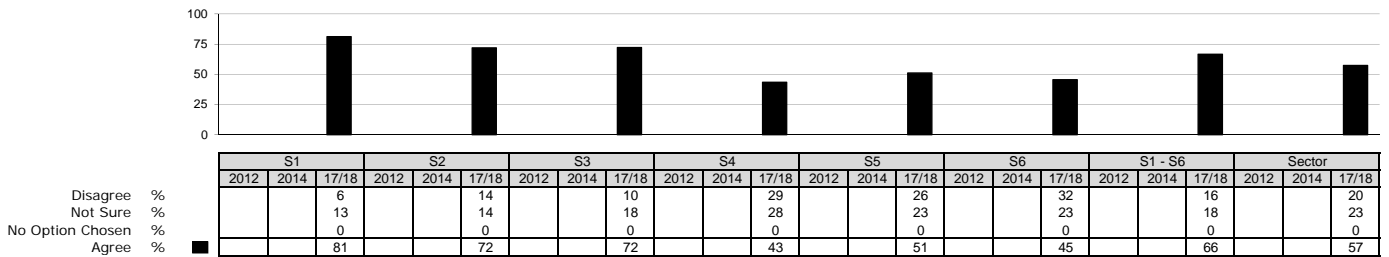
Q 20. I enjoy learning at school.



Q 21. My parents/carers talk with me about my learning at home.

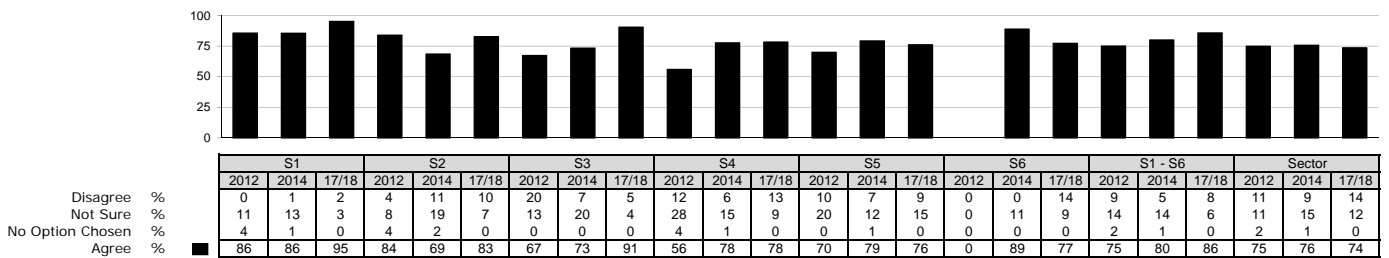


Q 22. I feel my school and my parents/carers work together to support me.

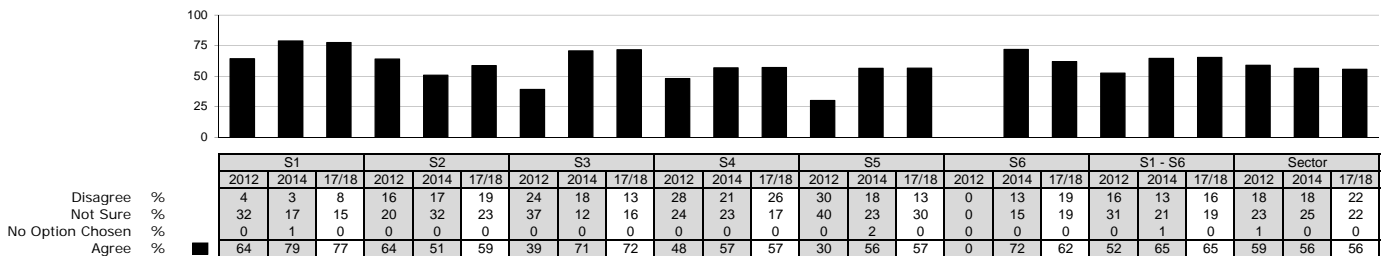


RESPECTED & INCLUDED

Q 23. My school makes sure I know about my rights and responsibilities.



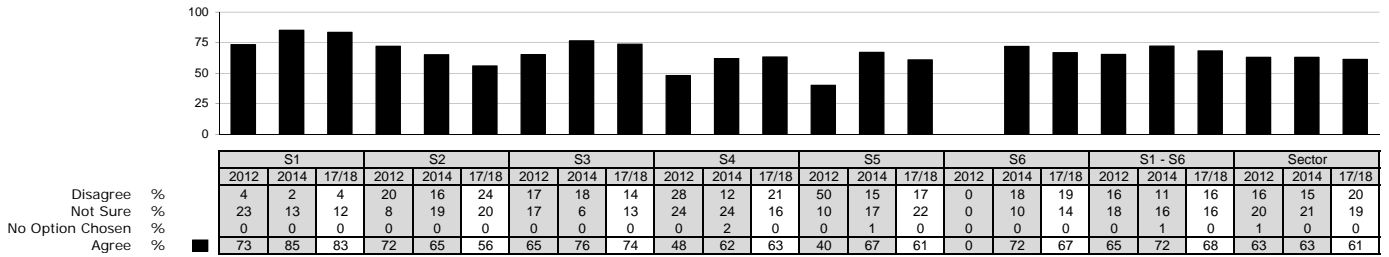
Q 24. Staff listen to me and pay attention to what I say.



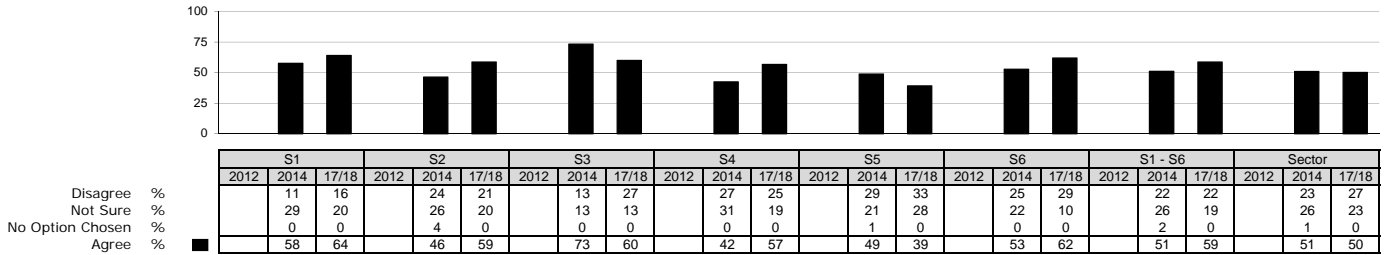
Pupilwise Survey 2017/18

Kirkcaldy High School

Q 25. I am treated fairly by staff in school.

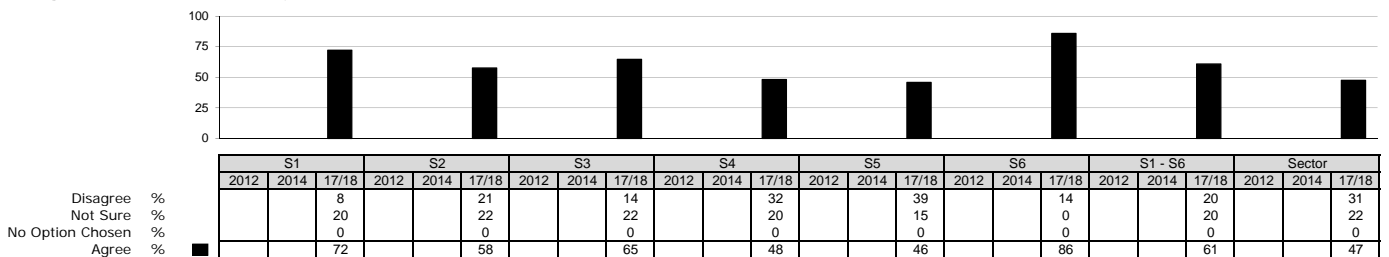


Q 26. I am treated with respect by other pupils in school.

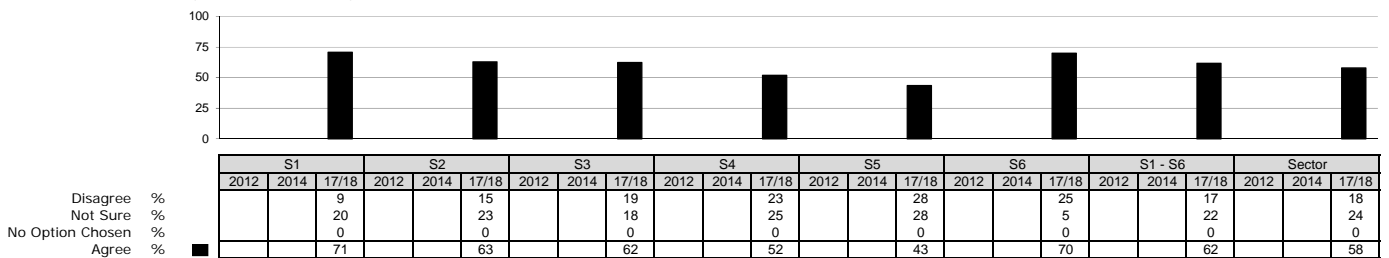


Q 27. N/A

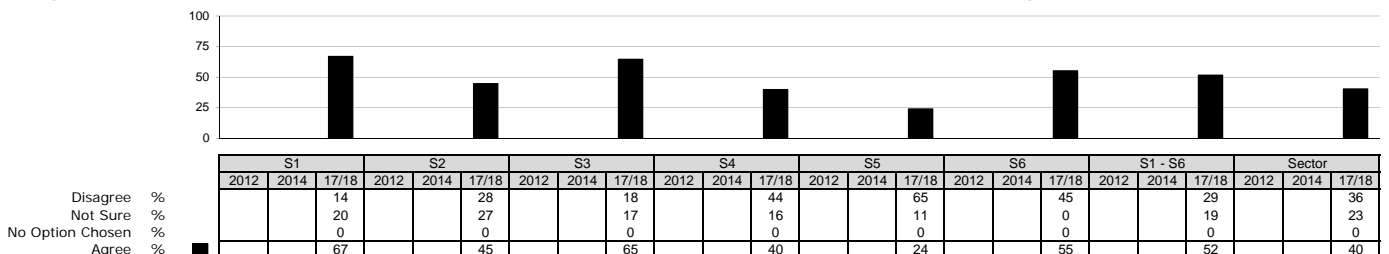
Q 28. I get the chance to share my ideas about what I like most and least about school and how to make school better.



Q 29. I feel respected by the people in my local area.



Q 30. I get the chance to share my ideas about what I like most and least about my local area and how to make things better.



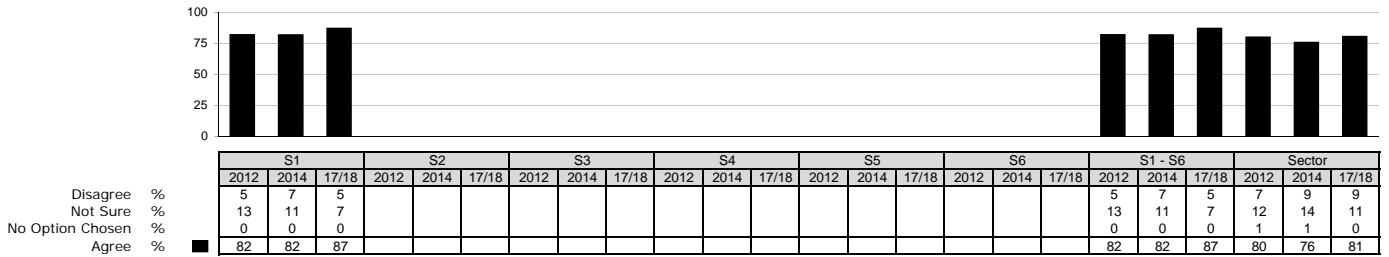
Pupilwise Survey 2017/18

Kirkcaldy High School

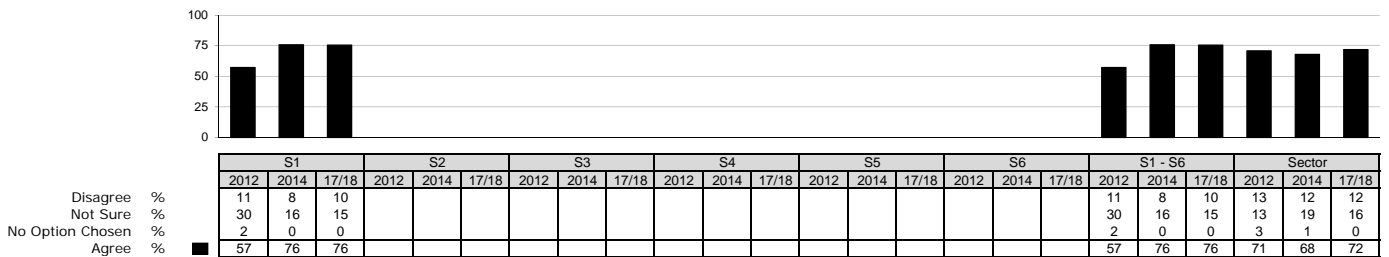
Additional Questions

Moving from Primary to Secondary School - (S1 Only)

Q 31. I was given help by school to feel prepared for my move from primary to secondary school.

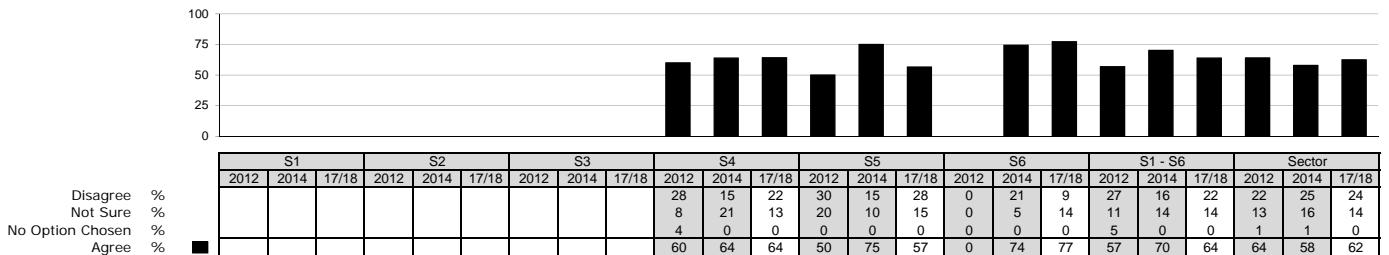


Q 32. Overall, when I started secondary school, I felt that my learning was at the right level for me.

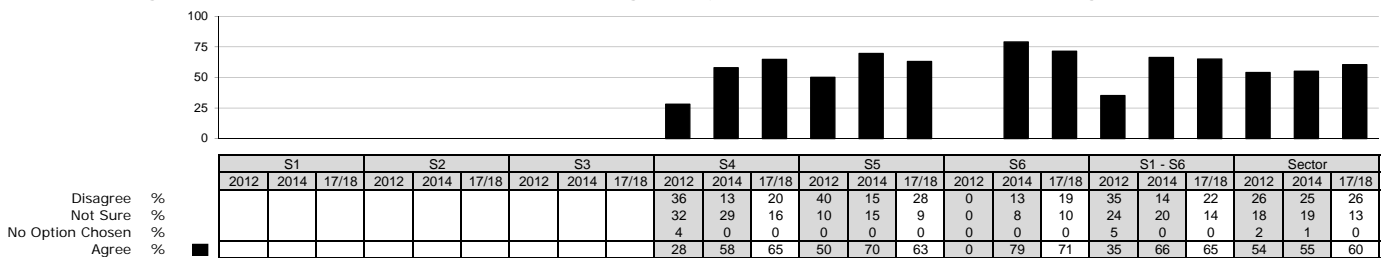


Preparation for Leaving School - (S4 - S6 Only)

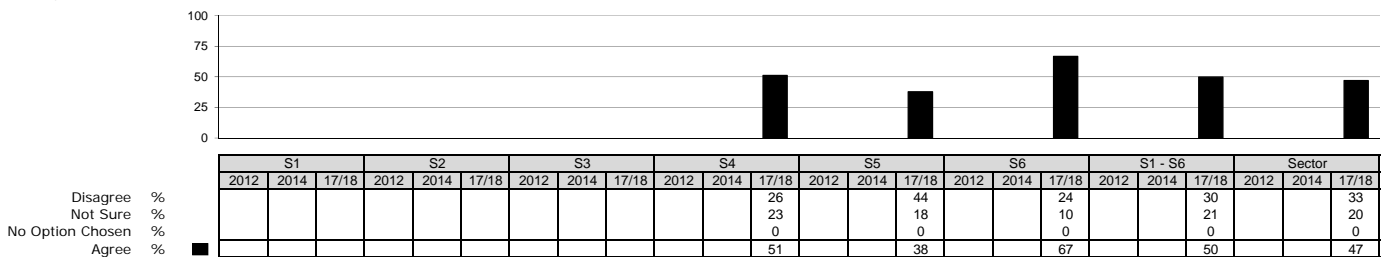
Q 33. I have been given support to think about what I want to do when I leave school.



Q 34. I have been given help to find out about further education, training and/or job opportunities in preparation for leaving school.



Q 35. My school has helped prepare me for the world of work.



Note: Numbers have been rounded and may not add up to 100.

Kirkcaldy High School LGBT+



COSLA

Excellence Awards 2018

*Tackling Inequalities &
Improving Health*

Introductions

Background

What We Do

Local Impact

Wider Impact

Your Questions?

RESPECT

FOR SELF

FOR ★ OTHERS

FOR LEARNING

Scotland's Suicide Prevention Action Plan



Every Life Matters



The School Report 2012 asked young people about the impact of homophobic bullying and found that:

- **Nearly one in four** (23 per cent) lesbian, gay and bisexual young people have tried to take their own life at some point. Girls are more likely to attempt this than boys (29 per cent compared to 16 per cent)
- Gay young people who experience homophobic bullying are much more likely to attempt to take their own life than gay young people who aren't bullied; **28 per cent** have attempted to take their own life compared to **17 per cent**



Mental Health

Stop

'The bullying went on for the whole five years of secondary school. From when I started to when I finished. I tried to fight back. I was depressed, I cut, and I was on the verge of suicide. For one year, I came home everyday crying into my mum's arms, saying I wanted to leave the school.'

Rabi (15)

Shewall

- **Formed in 2015**
- **Around 20 active members**
- **Safe Space/Support Group**
- **Training and Campaigning**
- **... at community and national level**

....

- **Reducing prejudice, HBT bullying and feelings of despair**
- **Promoting equality and rights**



KHS LGBT+
@KHS.LGBT · Follow you

Official twitter of the @kirkcaldyhigh LGBT+ group and committee! Find out more about LGBT+ at KHS here! Nominated for a British Excellence Award in 2018!

Tweets 1,367 · Following 326 · Followers 336 · Likes 643

Tweets Tweets & replies Media

Pin Tweet
KHS LGBT+ @KHS.LGBT · Mar 22
Welcome to our Twitter. Check out our article by @mptanya in the @

Kirkcaldy school leads the way in LGBT+ equality
As recently as ten years ago being gay, bisexual or transgender was a taboo subject and certainly not something to be discussed in the school classroom.
@khs.lgbt.co.uk



Local Impact

Fife Council “Pupilwise” Survey 2018

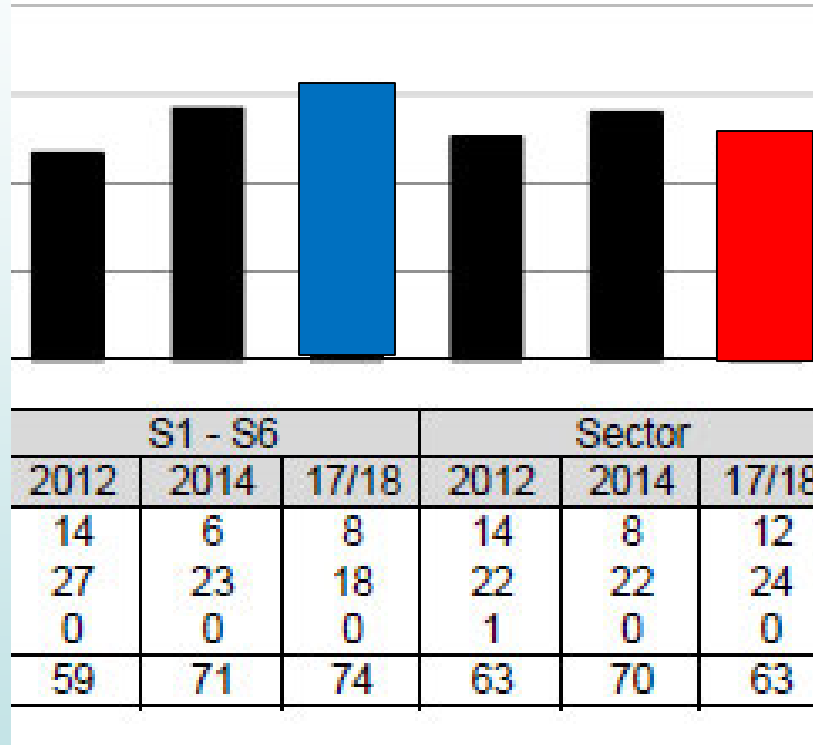


**8,238 pupil responses
across Fife**

**686 KHS young people
responded**

SAFE & NURTURED

Q 1. I feel safe and cared for in school.



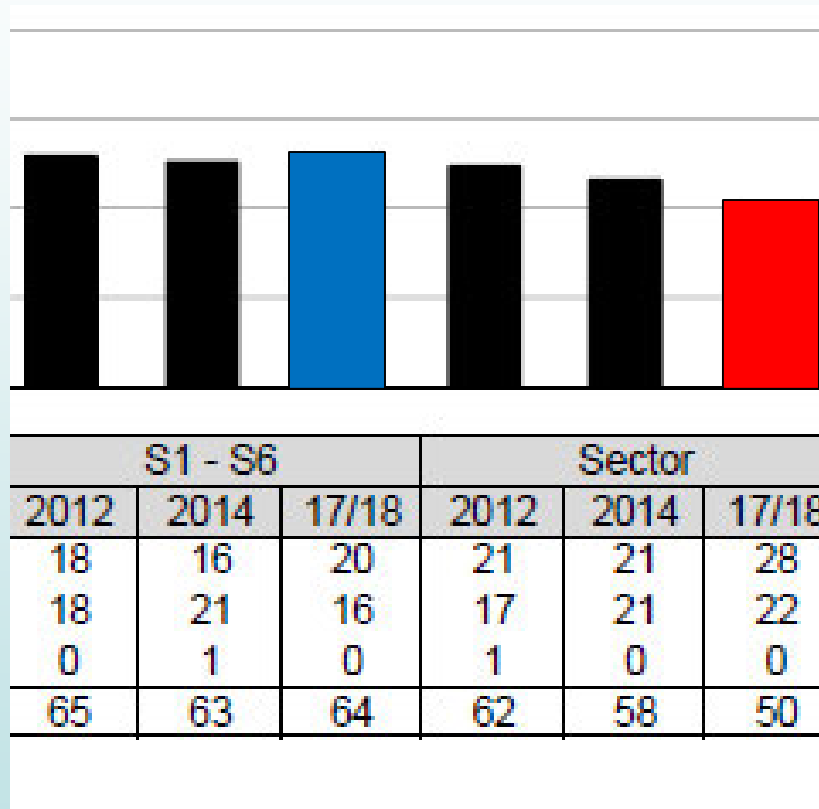
+11%

KHS

Fife

SAFE & NURTURED

Q 10. My school is helping me to become more confident.



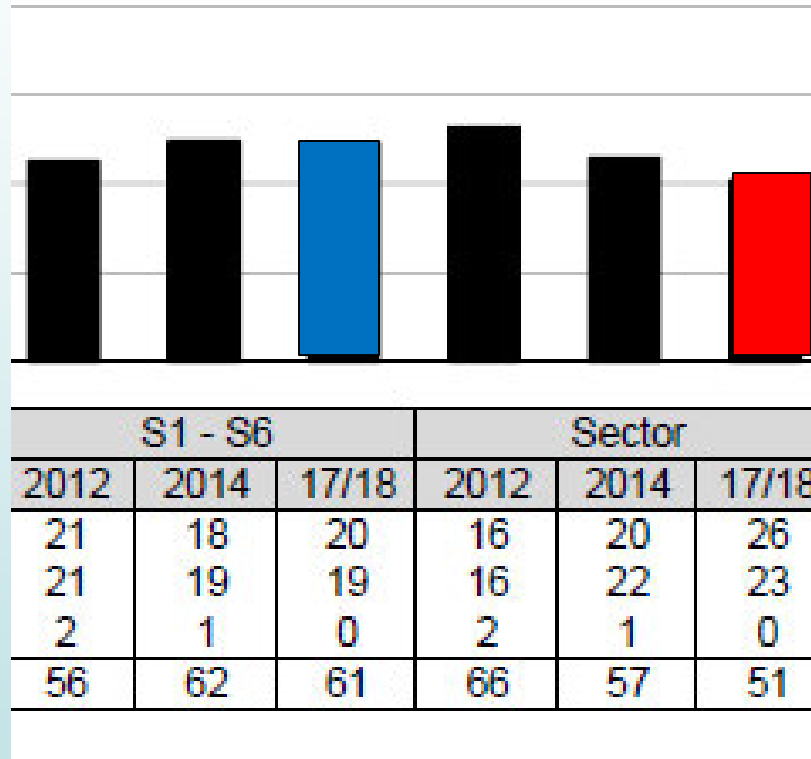
+14%

KHS

Fife

SAFE & NURTURED

Q 12. I am happy at school.



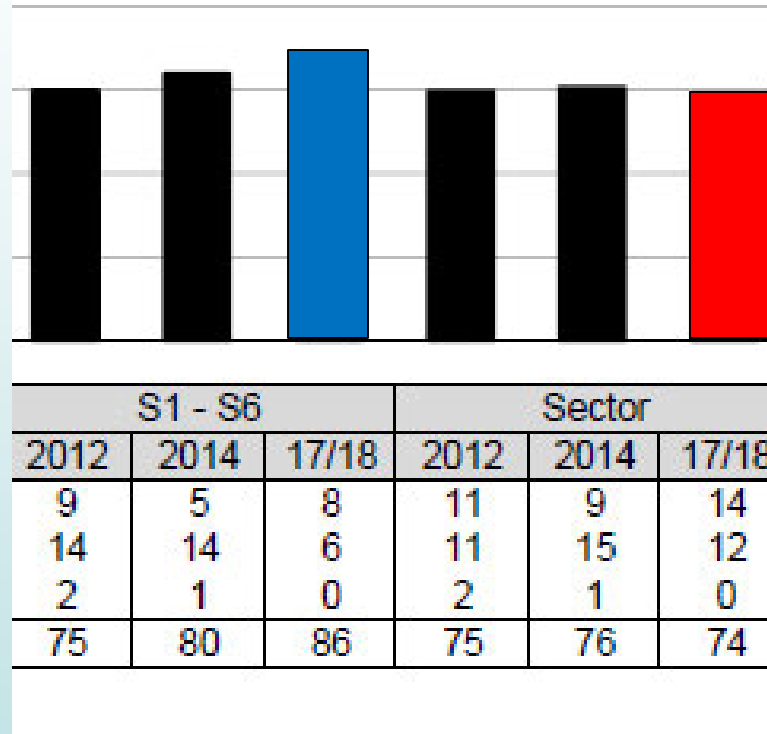
+10%

KHS

Fife

RESPECTED & INCLUDED

Q 23. My school makes sure I know about my rights and responsibilities.



+12%

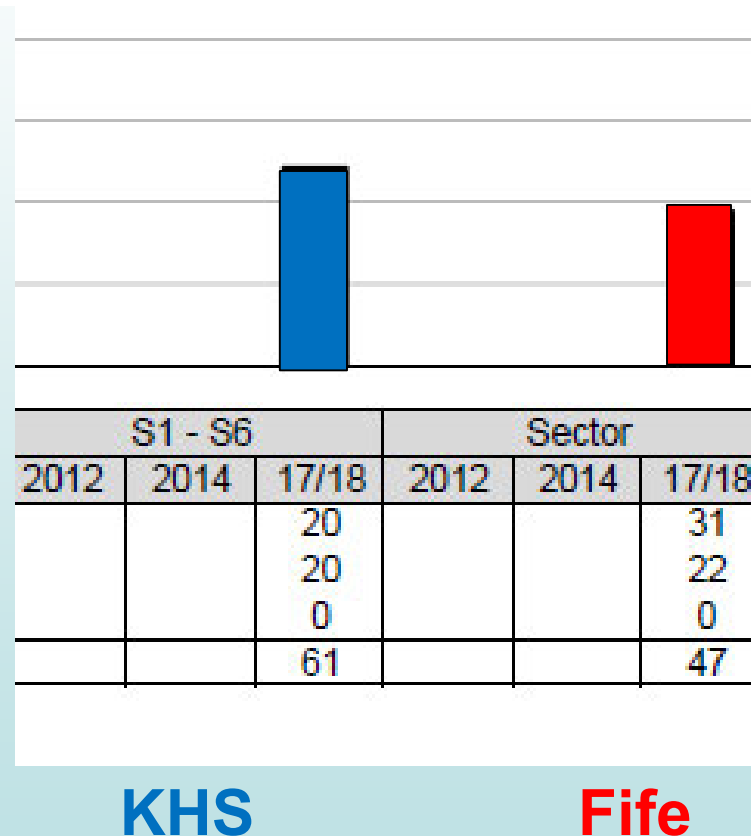
KHS

Fife



RESPECTED & INCLUDED

Q 28. I get the chance to share my ideas about what I like most and least about school and how to make school better.

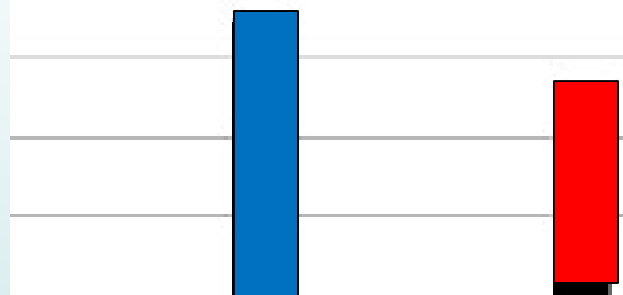


+14%

From "Parentwise" 2018



Q 12. My school is helping my child become more resilient and able to cope with challenges.



+21%

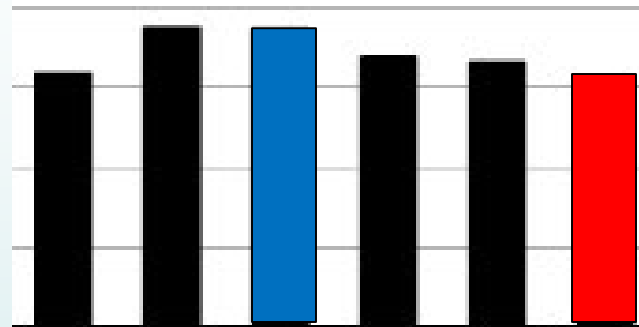
Total			Sector		
2012	2014	17/18	2012	2014	17/18
		0			2
		3			8
		10			24
		0			0
		57			49
		30			17
		86			65

KHS

Fife

RESPECTED & INCLUDED

Q 15. My child is learning how to be more confident, independent and responsible



Total			Sector		
2012	2014	17/18	2012	2014	17/18
3	1	1	2	2	2
8	2	1	6	8	6
10	3	5	6	7	14
0	0	0	0	0	0
46	55	58	55	59	57
33	38	35	29	24	20
79	93	93	84	83	77

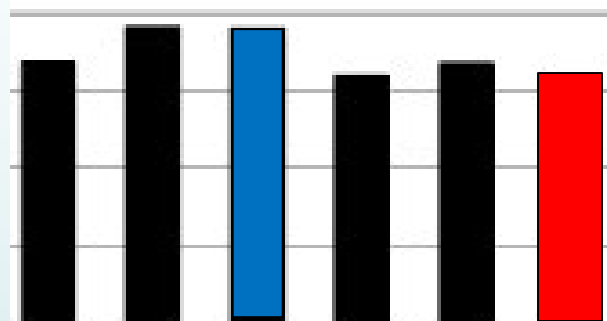
+16%

KHS

Fife

RESPECTED & INCLUDED

Q 22. Overall, I am happy with the school.



Total			Sector		
2012	2014	17/18	2012	2014	17/18
3	1	1	4	3	3
8	1	2	9	6	7
5	1	2	7	6	12
0	1	0	1	1	0
48	45	50	50	52	53
38	51	45	30	32	25
84	98	95	80	84	79

KHS

Fife

+16%

Wider Impact



KHS LGBT+ @KHS_LGBT · Jun 20

We had a lovely time delivering our LGBT+ training for @nhsife. Thanks for having us and thanks to @fakethom for coming in with the "insider" perspective! #legendsofsgbt





★ Pinned Tweet



KHS LGBT+ @KHS_LGBT · 5 Dec 2017

A lovely photo of KHS_LGBT and friends at the @HIVScotland reception last week!
#zerostigma



KHS LGBT+ · Jun 16

BBC REPORTING SCOTLAND



Fife Free Press

Thursday, November 18, 2010 www.fifetoday.co.uk 47P

WIN £1000 TO SPEND
Let The Press pay for Christmas P22

2 FOR 1 AT PIZZA HUT
Try 'The Press' pizza! P20

Kirkcaldy school leads the way in LGBT+ equality



'That's for Kirkcaldy!' Sir Ian McKellen wears Kirkcaldy High School tie on The Graham Norton Show after promising kids on surprise visit



Daily Record



Equalities and Human Rights Committee - Scottish Parliament: 15 June 2017



The Scottish Parliament
Pàrlamaid na h-Alba



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ADVERTISEMENT

'That's for Kirkcaldy!' Sir Ian McKellen wears Kirkcaldy High School tie on The Graham Norton Show after promising kids on surprise visit

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The legendary actor kept his promise to the school's pupils after paying them a surprise visit

SHARE



By **Nina Glencross**

14:17, 25 FEB 2017 | **UPDATED** 16:19, 25 FEB 2017

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IAN MCKELLEN TALKS TO GRAHAM NORTON ABOUT KIRKCALDY VISIT

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Sir Ian McKellen has delighted pupils at Kirkcaldy High School after he wore their tie during his appearance on The Graham Norton Show last night.

The actor, 77, promised he would wear it on the show during a surprise visit to the school earlier this week.

ADVERTISING

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Ads by Teads

Sir Ian appeared on the show to promote the new X-Men film Logan in which he stars alongside Sir Patrick Stewart and Hugh Jackman.

But as well as chatting about his role in the film as Magneto, the legendary actor was keen to explain his rather unique choice of clothing.

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Sitting on the sofa with Sir Patrick and Hugh, he explained: "I've got more to tell you about my clothes.

"I was at Kirkcaldy High School telling them to be nice to each other, I go around schools doing that.

"They gave me their tie and I said: 'Well I'm going on The Graham Norton Show and I'll wear the tie.'" So I had to wear it!"

The star visited the Fife school on Wednesday February 22 in his role as a Stonewall ambassador to deliver a talk on LGBT rights to mark Lesbian and Gay History Month.



[READ MORE](#)

▶ [Pet rescue relief as dog is found after spending nine days trapped underground in rabbit holes](#)

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 **Sir Ian McKellen wore the school's tie on the show alongside Hugh Jackman and Sir Patrick Stewart** (Image: PA)

Speaking to an audience of over 300 pupils, Sir Ian talked about his life and campaign work - and also squeezed in some exam advice from Gandalf.

In the words of the Lord of the Rings character, Sir Ian told students they should work hard and study, or they “shall not pass”.

After being gifted the tie, he went on to sign the school's 'No Bystanders' anti-bullying pledge.

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Sheree Samson, who was at the talk, said: “He was amazing. I feel honoured to have been there to watch this talk.

“A very inspirational man.”



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 **He visited the school earlier this week to talk about LGBT rights** (Image: PA)

 READ MORE

▶ Deacon Blue star Ricky Ross on eye-opening visit to Zambia aid project

And Iain Mackinnon said: "As an ex pupil of Kirkcaldy High School, it is great to see the old place is still going strong."

He added: "The new tie is not a patch on the original navy and gold one.

"I still have mine even after 42 years."

 READ MORE

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Top News Stories Today

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Dog has eye ripped out in attack

Johnson's in £5m indy charm offensive

Morelos in racism claim

Privacy

Paul Murray

From: [REDACTED]
Sent: 21 February 2019 09:13
To: [REDACTED]
Cc: [REDACTED]
Subject: RE: Purple Friday

[REDACTED]

Is it just evidence for this year that you are looking for or can it be in previous years?

As you are aware Drama lends itself quite well to explore LGBT issues, mainly through the students devised work where they will often explore themes and ideas around identity and LGBT.

[REDACTED] S4 did a devised piece this year exploring sexuality and I know my Higher's have in the past. I've also had groups in the past who when exploring the theme of 'Runaways' decided that the reason for this was because parents kicked them out due to them being gay. We we've also taken acting pieces from plays such as 'Brothers of Thunder' and you'll remember a few years back we staged 'Three' as part of the Connections Festival which feature two girls exploring the feelings they had for each other.

I don't know if this is the kind of info you are looking for?

[REDACTED]

From: [REDACTED]
Sent: 18 February 2019 11:04
To: Derek Allan; KHSAllStaff
Subject: RE: Purple Friday

As part of the charter mark we'll need to provide evidence for LGBT+ inclusion across the school. A couple of folk have sent me stuff (for which many thanks!). If you haven't and you know there's specific things you do/mentions you make then please let me know and I'll add that in to our evidence portfolio. I'm very aware that a huge aspect is simply the open and inclusive conversations that we all have with the kids and I'll be making sure to emphasise that when we submit – it's difficult to produce hard evidence though!

LGBT Youth Scotland have produced a document with mapping across the curriculum and it's a no-brainer that they'll be looking for evidence of that being used. You can find it at...

<https://www.lgbtyouth.org.uk/media/1585/lgbtys-curriculum-inclusion.pdf>

And your subject will be in it. If anyone would like a hard copy then let me know. And if you find yourself doing anything from it then again please let me know. There's also the TIE Campaign "Icons"....

https://docs.wixstatic.com/ugd/e904fd_bf0bf0e7e5b34498a9bca04cd284cb16.pdf

Which has folk who represent different areas of life and therefore the curriculum. Again, if you'd like a copy of any particular person (or people), just let me know.

Thanks again for all your support. We're hoping to be the first state school in Scotland to get "Gold" Chanter status. I think we can manage that. Any help I can be, just ask.

From: [REDACTED]
Sent: 18 February 2019 10:27
To: Derek Allan <Derek.Allan@fife.gov.uk>; KHSAllStaff <KHSAllStaff@fife.gov.uk>
Subject: RE: Purple Friday

Thanks all for your support. We've come a huge way in a short period of time and it couldn't have been done without everyone on board.

Have a lovely day!



From: Derek Allan <Derek.Allan@fife.gov.uk>
Sent: 18 February 2019 10:06
To: KHSAllStaff <KHSAllStaff@fife.gov.uk>
Subject: Purple Friday

Dear Colleagues

Best wishes for the week ahead.

You will have seen the bulletin item re "Purple Friday". Please accept my apologies re lack of notice. It was something I had intended to share earlier but missed the chance ... then it was the short week etc etc! Difficult call re the "hoodie" thing, but it is likely that most young people don't have many purple items of clothing and we wanted to make it as accessible as possible.

Please join in if you can ... rake out that purple blouse or tie! Our LGBT+ Group will publicise the idea at their assemblies this week. As I've said in the bulletin, it's about visibly identifying with the cause of equality and diversity, and is an official part of LGBT History Month.

You will be aware that we are pursuing "Charter Status" with LGBT Youth Scotland and will share further information about proposed all staff training (led by LGBTYS) in the coming weeks.

Many thanks again.

Derek

Derek Allan (Rector)
Kirkcaldy High School
01592 583405 (Switchboard)
www.fifedirect.org.uk/kirkcaldyhs
[@KirkcaldyHigh](https://twitter.com/KirkcaldyHigh)
COSLA "Excellence Award" 2018



Fife Council requests that you do not print unless necessary



Kirkcaldy High School

KIRKCALD Dunnikier Way, Kirkcaldy, KY1 3LR

Tel: 01592 583405 | [Contact Us Online](#)



Kirkcaldy High School is completely committed to promoting a positive and inclusive culture in which all people are valued and supported to fulfil their potential. This commitment is given regardless of:

- Age
- Disability
- Gender reassignment
- Whether a person is married or in a civil partnership
- Whether a person is pregnant or on maternity leave
- Race (including colour, nationality, ethnic or national origin)
- Religion or belief

- Sex
- Sexual orientation

We will never discriminate against anyone on the basis these "protected characteristics".

We recognise our obligations under the Equality Act (2010) and are committed to promoting the equality and diversity of all those we work with especially our employees, learners/young people and visitors. We commit to comply fully with the requirements of the Act and its subsequent provisions. KHS opposes all forms of unlawful and unfair discrimination, bullying and harassment and we actively promote a fair, equal and diverse culture.

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Kirkcaldy High School Equalities Statement

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Kirkcaldy High School Equalities Statement

We are committed to promoting a positive and diverse culture in which all people are valued and supported to fulfil their potential whatever their age, disability, race, religion or belief, gender-reassignment, sex, marriage and civil partnership, pregnancy and maternity or sexual orientation.

We recognise our obligations under the Equality Act 2010 and are committed to promoting the equality and diversity of all those we work with especially our employees, learners/young people and visitors.

We oppose all forms of unlawful and unfair discrimination, bullying and harassment and will make every effort to comply with the requirements of the Act and its subsequent provisions.

**Preventing and Addressing Bullying
Anti-Bullying Week 2017 Practice Exchange
Monday 13 November
Scottish Youth Theatre**

Agenda

- 9.30 – 10.00 **Registration and refreshments**
- 10.00 – 11.00 **Introduction and welcome**
Scottish Youth Parliament Rights Campaign & bullying
Katie Rafferty, Director of *respectme*
Donna Bell, Deputy Director Strategy and Performance,
Learning Directorate, Scottish Government
St John Ogilvie High School: rights leaders and #respectmeans
video
- 11.00am – 12.00 **Your first workshop:**
- Bullying: what children need from adults (Children's Parliament)
 - Challenging Prejudice and addressing bullying (Kirkcaldy High School & LGBT Youth Scotland)
 - Taster session: anti-bullying activity plans (*respectme*)
- 12.00 – 12.45 **LUNCH**
- 12.45 – 1.45 **Your second workshop**
- Leadership comes in many forms and YOU can make a difference (Holy Cross High School)
 - Parental involvement: engaging with parents to prevent and address bullying (Calderside Academy)
 - Taster session: anti-bullying activity plans (*respectme*)
- 1.45 – 2.00 **Voting on illustrations**
- 2.00 - 2.30 **Summary of key themes, Q&A, evaluations**
- 2.30 **Close**



LGBT
CHARTER
GOLD



LGBT
CHARTER
GOLD



Kirkcaldy High School
Thursday 23rd March 2017





Stewart Struthers









1952 → Amsterdam
Declaration



Amsterdam Declaration

- 1. Humanism is ethical.** It affirms the worth, dignity and autonomy of the individual and the right of every human being to the greatest possible freedom compatible with the rights of others..
- 2. Humanism is rational.** It seeks to use science creatively, not destructively. Humanists believe that the solutions to the world's problems lie in human thought and action rather than divine intervention.
- 3. Humanism supports democracy and human rights.** Humanism aims at the fullest possible development of every human being. t.
- 4. Humanism insists that personal liberty must be combined with social responsibility.** Humanism ventures to build a world on the idea of the free person responsible to society, and recognises our dependence on and responsibility for the natural world.
- 5. Humanism is a response to the widespread demand for an alternative to dogmatic religion.** Humanism recognises that reliable knowledge of the world and ourselves arises through a continuing process of observation, evaluation and revision.
- 6. Humanism values artistic creativity and imagination** and recognises the transforming power of art.
- 7. Humanism is a life stance aiming at the maximum possible fulfilment** through the cultivation of ethical and creative living and offers an ethical and rational means of addressing the challenges of our times..





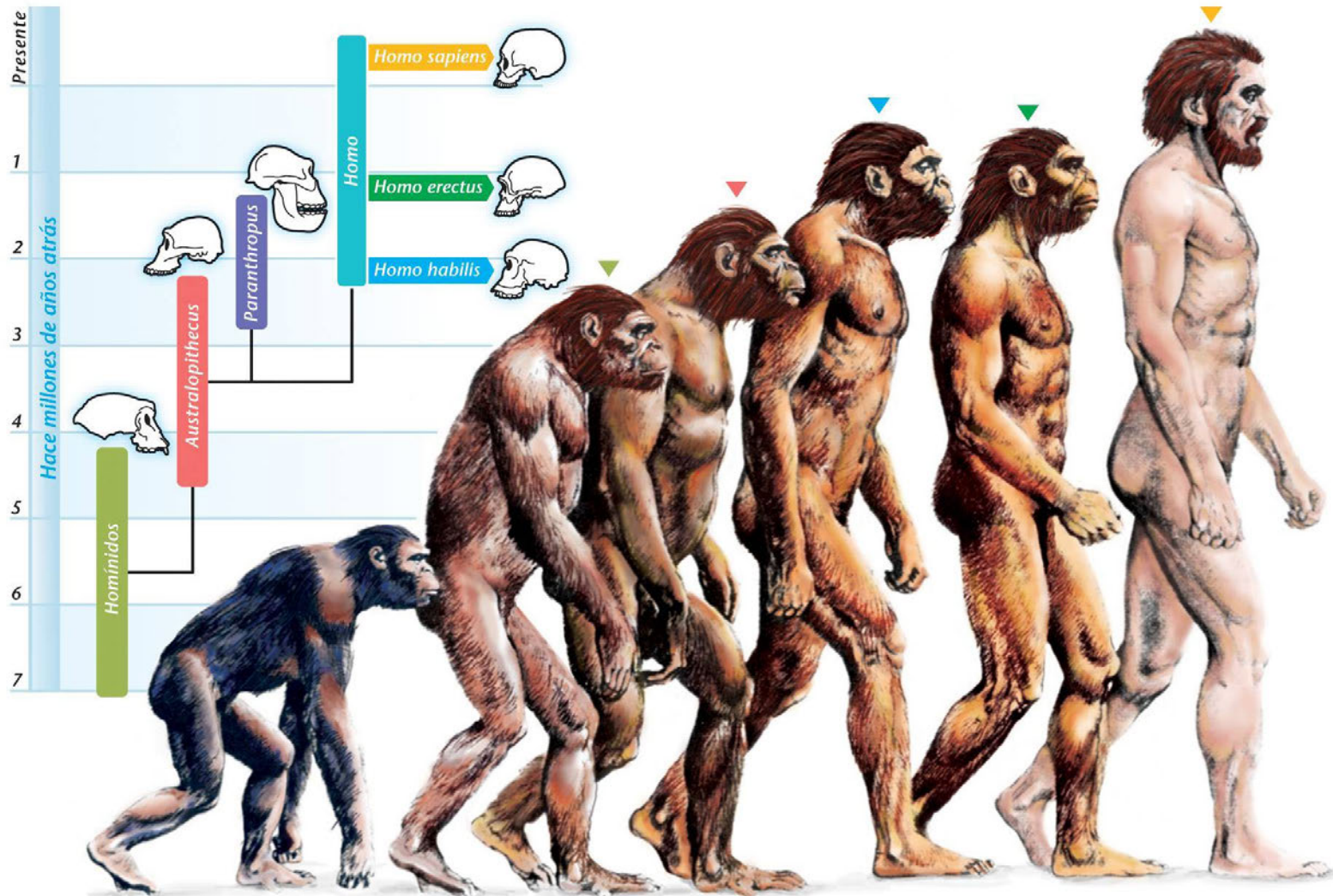
SUPERNATURAL



HUMANISM IS NOT ANTI-RELIGIOUS









Humanist Society Scotland



Getting to know us...

Charity

1989

15000

International

Social
Campaigns

Ceremonies



Ceremonies

3 main ceremony types

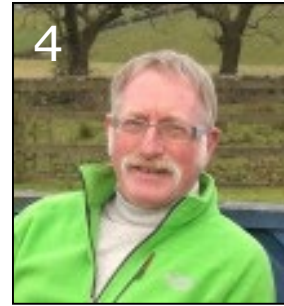
All over Scotland

7000 ceremonies each year

125 Celebrants



Celebrants



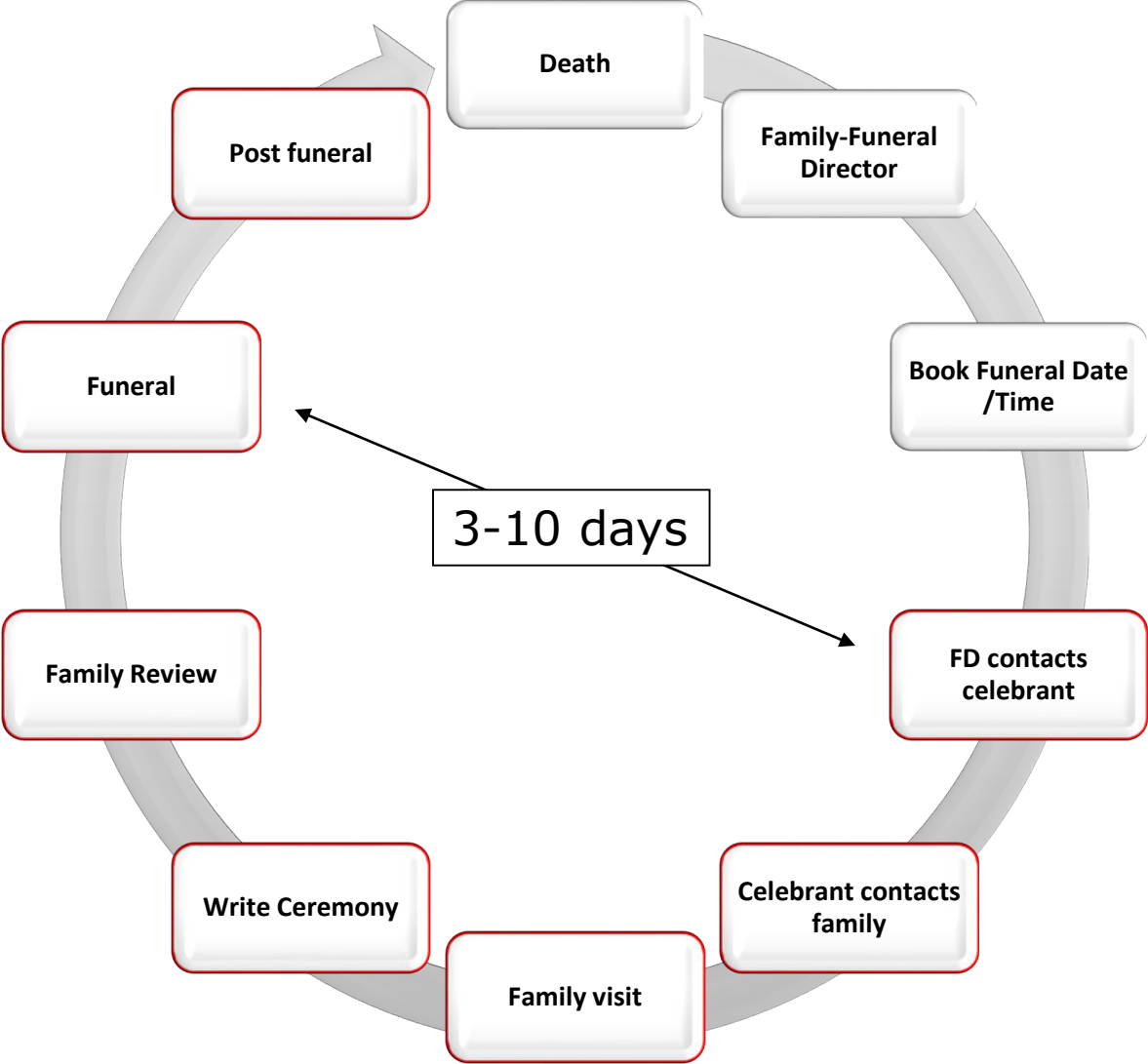
English Teacher
Accountant
Police Officer
Student
Lecturer
Medical Sales
Air hostess
Sales Trainer
Therapist
QC
Registrar
Doctor
Banking
Modelling



Humanist Funerals



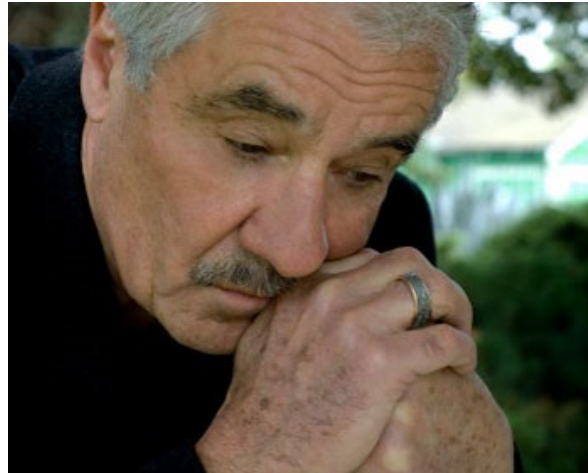
The funeral cycle?



All ages



- ◆ Shock
- ◆ Denial
- ◆ Anger
- ◆ Blaming
- ◆ Depression
- ◆ Acceptance
- ◆ Relief
- ◆ Confusion
- ◆ Anger at others



- ◆ Happy
- ◆ Philosophical
- ◆ Chatty
- ◆ Quiet
- ◆ Not focussed
- ◆ Busy
- ◆ Silent
- ◆ Triggers..



- Natural causes
- Suicide - Various
- Illness
- Still born
- Unknown causes
- Murder
- Accident
- Self abuse – alcohol, drugs, food
- Natural disaster..



Tribute

Death
Childhood
School
Personality
Friends
Pastimes
Career
Relationships
Family
Holidays
Events
End of life
What they meant

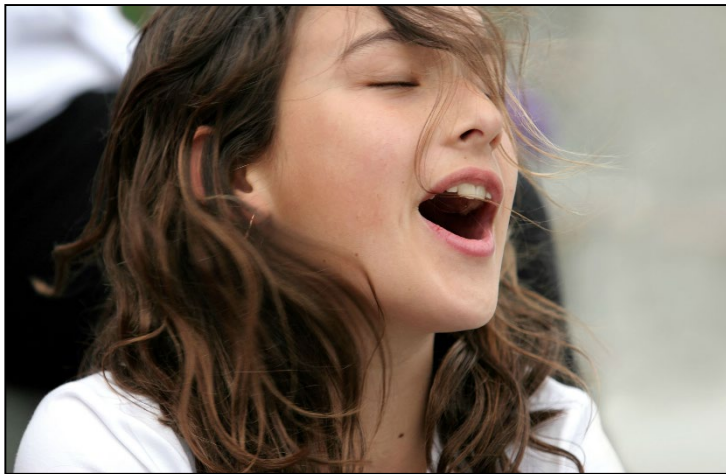


Tribute

Not about religion
No prayers-reflection
No hymns - Music
About the person
Celebration of their life



Music / Readings / Poetry

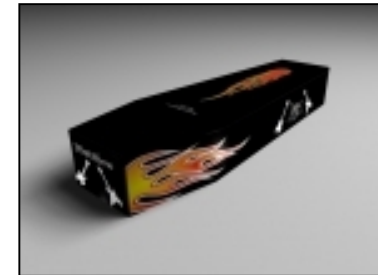
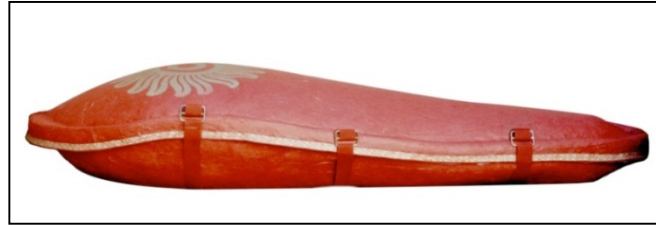


Where ?Kirkcaldy-Crematorium





Coffins



Woodlands Burial



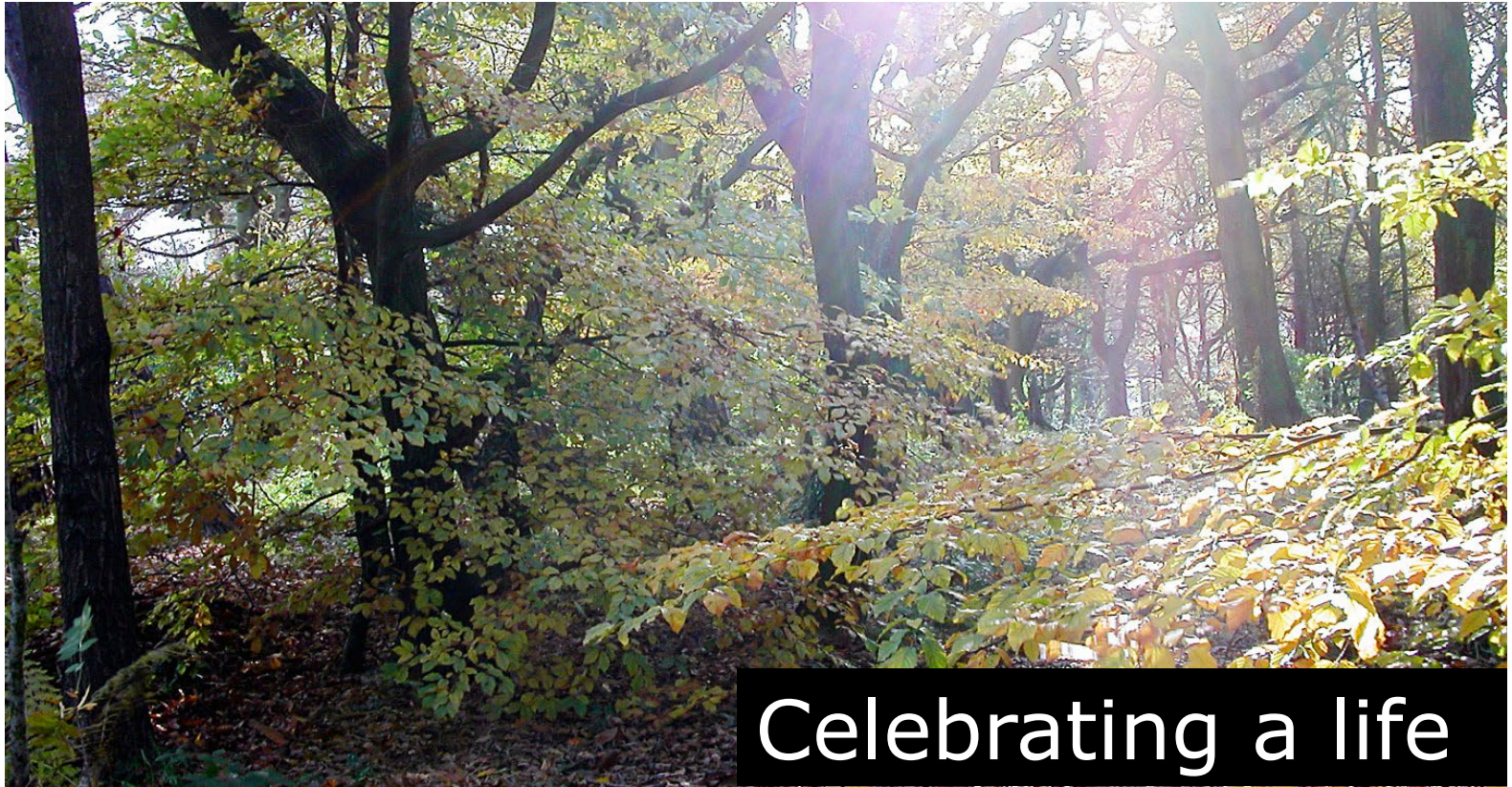
Interment of Ashes



Sad







Celebrating a life



Naming Ceremonies



What's wrong with this picture?



“Naming Ceremonies are a meaningful way to celebrate the arrival of a child with family and friends”



CHRISTENING

RELIGIOUS
PRAYERS
HYMNS
GOD PARENTS
VOWS
WELCOME INTO CHURCH
FORMAL

NAMING

NOT RELIGIOUS
HOPES AND WISHES
MUSIC
GUIDE PARENTS
VOWS / COMMITMENTS
WELCOME INTO THE WORLD
MORE IN-FORMAL



Who are they for ?



Who are they for ?



When do they take place?



38




Where?





Music
Guests
Thoughts on becoming a parent
The pregnancy
Poetry
The birth and impact on everyone
Significance of the name
Baby's personality
Guide parents commitment
Parental commitment
Formal Naming
Naming certificate
Symbolic gestures
Closing words
Music






The Naming Ceremony of
Campbell Stuart Davie
on Sunday 16th August 2015, 1.30pm
at Saints Club, Perth

*Campbell, we welcome you into this world with all its riches
and we welcome you into our lives and especially
into your own life and whatever riches it might hold.
We wish you happiness, health and fulfilment.*

Saman Davie _____ *Sara Davie* _____ *Stewart Strachan* _____
Tynelle Graham _____ *Colin Clark* _____
Lugh Davie _____ *Alan Davie* _____

humanist
society
scotland 



Ceremony Content



what's so special about a Humanist Wedding ?



It's all about the couple







2005

4000



31st December

2014



Where ?



When ?





Walking down the aisle





Tell their story





Contributions from others





It can be emotional









Vows





Symbolic gestures







Legal declarations





Solemnisation









Closing the ceremony





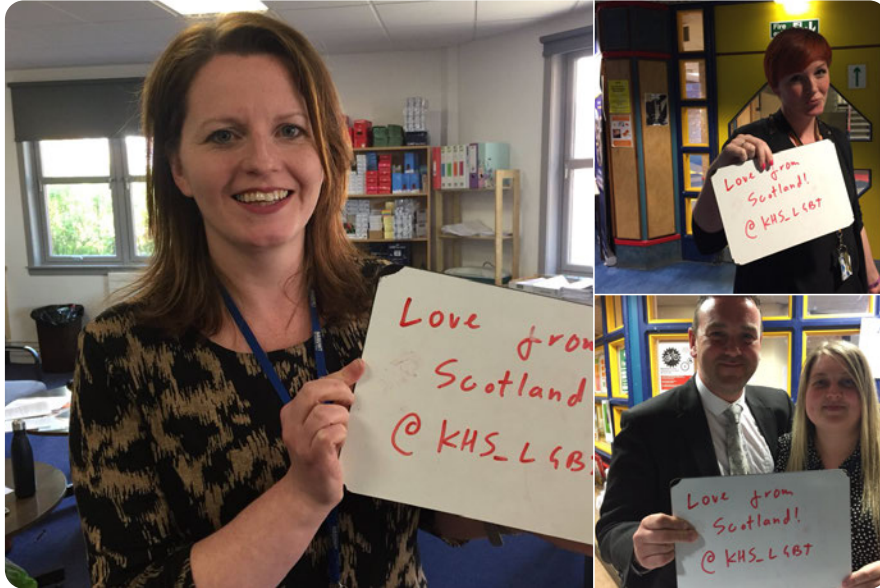




KHS LGBT+
@KHS_LGBT

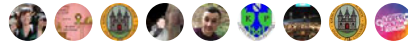


Some more #IDAHoBiT photos of the lovely KHS staff. Mrs. Gannon, Mrs. Rae, Mr. Young and Miss. Jack! @LGBTYS



2:34 pm - 17 May 2018

2 Retweets 9 Likes



↻ 2

9



Add another Tweet



KHS LGBT+
@KHS_LGBT



Logan and Freya off to sell laces! #stars
#IDAHoBiT @LGBTYS



1:14 pm - 17 May 2018 From [Scotland, United Kingdom](#)

4 Retweets 15 Likes



1 4 15 ||



Add another Tweet



xd blueBERR1ES @LaffachinoP · 17 May 2018



Replying to @KHS_LGBT @LGBTYS

HEY!! THAT'S ME, LOOK MUM I MADE IT

1 4 15 ||



Following

LGBT Youth Scotland ✓
@LGBTYS Follows you

LGBT Youth Scotland is the largest youth and community-based organisation for lesbian, gay, bisexual and transgender (LGBT) people in Scotland.

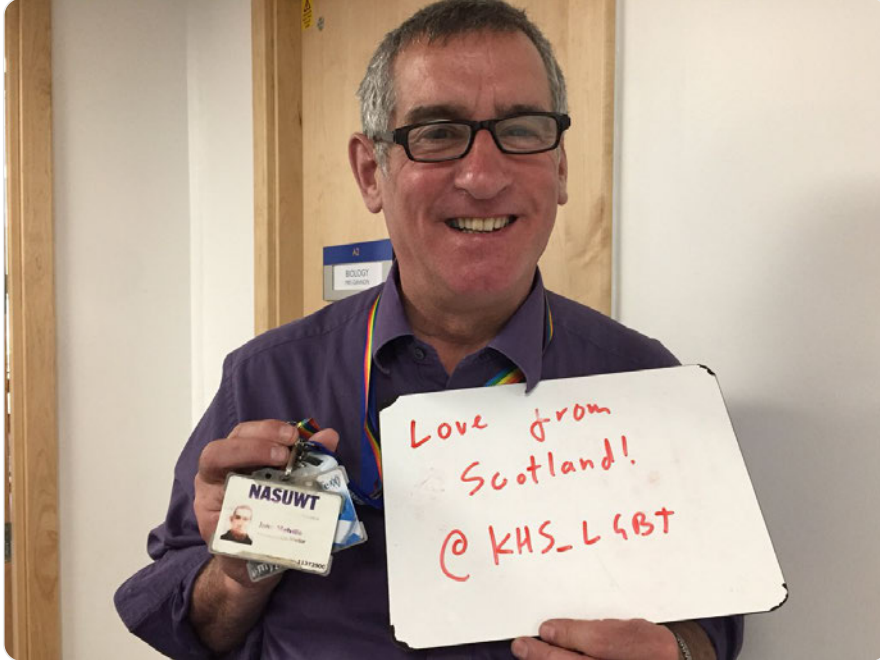
Tweets	Following	Followers
12.3K	1,439	17.4K



KHS LGBT+
@KHS_LGBT



The KHS legend that is Mr. Melville!
[#bestfriendbestfriend](#) [#IDAHoBiT](#) [@LGBTYS](#)



3:37 pm - 17 May 2018

2 Likes



2



Add another Tweet



NEWS
FROM P2

RETRO
FROM P26

OPINION
FROM P33

MAGAZINE
FROM P37

SPORT
FROM P56

The pioneering pupils from KHS who made a huge difference in 2018

Choosing our '40 Fifers of The Year' the work of one group simply stood out – that's why the LGBT+ group at KHS is our top choice this year

#40FIFERS

BY TANYA SCOON
t.scoon@jpimedia.co.uk
Twitter: @ffptanya

1 When Kirkcaldy High School pupils decided to set up a safe space for youngsters suffering from homophobic and other types of bullying three years ago, little did they expect that it would lead to them becoming pioneers for the LGBT+ community, not just within the school and the town, but throughout Fife and Scotland.

It was the start of the school's LGBT+ group, guided by science teacher Dr Paul Murray and led by the pupils.

Today it is attended by over 20 pupils from all year groups and comprising LGBT+

40 FIFERS OF THE YEAR

pupils and allies who identify with what they are trying to achieve.

Its aim is to increase and promote knowledge of the LGBT community within the school and to inform and educate others to help reduce bullying.

Diversity is a strength in any community and our group has worked tirelessly to promote that

From that simple premise it has gone on to help inform and educate staff, pupils from other schools, council officers and health professionals in Fife, and gone to the Scottish Parliament's human rights committee to talk about the work it is doing.

It has been visited by acting

legend Sir Ian McKellen, one of the founders of the Stonewall charity, and taken part in the Respect Me conference in Glasgow, as well as taking a prominent role in many Pride festivals around Scotland.

It has worked with HIV Scotland and participated in an information sharing event for NHS Fife nurses, as well as helping other schools to set up their own groups.

In October all of these successes culminated in the KHS LGBT+ group receiving the prestigious Convention of Scottish Local Authorities top honour, the President's Award.

Derek Allan, rector, said: "I am exceptionally proud of the way our school has come together to agree and to celebrate the idea that it's perfectly okay to be you ... whether you are gay, straight or whatever your identity.

"Diversity is a strength in any community and our group has worked tirelessly to promote that. It has also given the



Left: Derek Allan and Dr Paul Murray (back right) with members of the KHS LGBT+ group at their equality pillar. Below: Pupils attending Fife Pride, and receiving their COSLA award.



Being recognised by the FFP is great news for LGBT kids across Fife

Derek Allan

Rector, Kirkcaldy High School

whole school a sense that activism and pushing for change is not only possible, but the right thing to do when there are wrongs to be addressed.

"Some people succeed and find happiness in life despite what happened to them in school. We're trying to achieve that because of what happens in school.

"Being recognised by the Fife Free Press like this is great news for LGBT kids across Fife. It might just make their lives a little better, knowing that equality, fairness and the right to be yourself are increasingly regarded as core values in modern Scotland."

Cameron Bowie, the group's chairman, added: "Over the years the school has improved the general ethos and promoted the ideal of respecting everyone, and we are proud of what we have achieved."

Dr Murray said: "It's been an amazing year. We've had a great time at so many events, met some fabulous people and helped to increase equality and celebrate diversity across the Kingdom. We'd like to thank everyone who's supported and congratulated us. We are very proud of the work we do and we're looking forward to more in 2019."

The pioneering pupils from KHS who made a huge difference in 2018

Choosing our '40 Fifiers of The Year' the work of one group simply stood out – that's why the LGBT+ group at KHS is our top choice this year

#40FIFIERS

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 t.scoon@fifmedia.co.uk
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Editorial

We must break down the barriers to LGBTI-inclusive education

The note was left on Paul Murray's seat in maths. "To Paul, we hate you. Puff." It was far from being anonymous; it was, in fact, signed. The perpetrators clearly expected

there would be no consequences, explains Murray, who is now a teacher himself.

But then Murray was at school in the 1990s and the incident, therefore, predated the repeal of Section 28 of the Local Government Act 1988. This forbade schools from promoting "the acceptability of homosexuality as a pretended family relationship".

Now Dr Murray – a science and chemistry teacher at Kirkcaldy High in Fife who also runs the school's LGBT+ group – uses that note in training sessions that members of the LGBT+ group run with teachers. It is one of a number of scenarios used, but the big reveal at the end is that this one involved the colleague standing in front of them.

We might comfort ourselves with the thought that this occurred decades ago, but Dr Murray is clear – in our feature about the move by the Scottish government to ensure that LGBTI-inclusive education is explicitly taught across the curriculum (pages 12-17) – that homosexuality remains "the last bastion of acceptable prejudice".

Section 28 was repealed in 2000, but this kind of thinking still lives on in the heads of some teachers.

This, of course, will be a barrier to implementing the new government guidance. So how will the message that homosexuality is no longer a taboo subject be fed down to all classroom teachers, and what support will they be offered to deliver on this new expectation?

If organisations such as the Time for Inclusive Education (TIE) campaign, which fought so hard for these changes, are to have a role, they are going to need funding.

Jordan Daly, co-founder of TIE, says that since education secretary John Swinney announced that it was his intention that the curriculum in school should be "as diverse as the young people", the organisation's inbox has begun to strain under the weight of emails from schools looking for help to make that a reality.

This is undoubtedly a good sign, and one of the recommendations of the government's LGBTI working group is that a basic new LGBTI inclusion training course should be funded for teachers and made available nationally by 2020.

That recommendation, along with 30-plus others, has been accepted by the SNP.

But it will be school senior managers who give staff the time and space to take part. The pupils at Kirkcaldy High are clear that there would be no LGBT+ group if it were not for the vocal and visible support of the school's leaders, including the headteacher, Derek Allan. It was this willingness to embrace diversity from the top that made Murray feel able to be open with pupils about his bisexuality.

However, even in a school like this – where the LGBT+ group is relatively well established, having been formed back in 2015 – there is no other openly gay teacher. Should that bother us? I think it probably should, even though Murray makes the point that many teachers – irrespective of their sexuality – will choose to keep their private lives out of the classroom.

It should bother us because you can see how liberating it is for the pupils to have a role model like Murray. And it's not just about sexuality. It's about learning to be comfortable in your own skin and to embrace the things that make you "quirky" or "weird".

At present, however, it still feels as though coming out in school, be it by pupil or teacher, is a brave and unusual thing to do. Perhaps we will know that the government's LGBTI-inclusive education policy has succeeded when it is just par for the course.

Happy new year. ●
@Emma_Seith

