



## Standards and Quality Report 2022-23

# Strathaven Academy



[National Improvement Framework Priorities & Drivers](#)  
[HGIOS?4 Quality Indicators](#)  
[South Lanarkshire Council Education Resources Plan](#)

## Vision and Values

### ***Why we are here:***

All young people who leave Strathaven Academy do so with a sense of confidence, purpose and optimism, and with qualifications and accreditation that reflect their achievements and attainment. They move on to positive destinations and participate in the world beyond school in a positive and meaningful way, demonstrating the attributes and capabilities of the four capacities encapsulating the purpose of the curriculum.

### ***What we do:***

In order to support that transition, young people's learning is structured, directed and validated, and their positive engagement with opportunities for attainment and achievement lead to success. Their development and growth are positively influenced and nurtured by the culture, ethos and opportunities that exist in the school community.

### ***How we do it:***

This is achieved by a skilled team working together to deliver experiences and activities, which support effective learning in the context of Curriculum for Excellence in a safe and caring environment, which fosters a culture of belonging and aspiration, where everyone's rights are respected.

### ***Our learning community values:***

- Responsible
- Respectful
- Resilient



***"Together We Thrive"***

## Message from the Head Teacher

I am delighted to provide you with this annual report on Standards & Quality at Strathaven Academy for session 2022-23.

We have not forgotten the challenges of the pandemic and the impact it had on our young people, families, staff, and the local community. We started the session with renewed optimism, and ready to place the focus back on learners and our core values of being 'Responsible, Respectful and Resilient'. We have strived to instil a sense of belonging in all stakeholders and to recognise that, as a community, we achieve collective success by working together.

Our pupil leadership opportunities have been greater than ever, and this year included organising the popular Games Club (supported by the Parent Council and local business 'Say it Gifts'), the Ukrainian Club, the Sign Language Club, the Culture Club, and the reestablishment of the House Council.

We pride ourselves on the importance of building positive relationships in the Strathaven

community. We have placed a greater focus on working closely with our PTA and Parent Council to ensure our school priorities for 2022-25 reflect what matters to our stakeholders. As a school, we have sought valuable opportunities and forged lasting bonds through community partnerships.

This has been a year full of successes, from academic accomplishments to sporting achievements and personal milestones for our young people.

To add to our impressive list, Strathaven Academy has achieved Reading Schools - Gold status, as well as being crowned winners of the UK Entrepreneurial School Awards 2023 and were presented with the UK Entrepreneurial Schools Award 2023 at the finals in Istanbul ([Gen-e 2023](#)).

This report highlights the key strengths we displayed throughout session 2023-23 and identifies key areas of development for session 2023-24.

Ms Waheeda Huq  
(Head Teacher)

#### **Context of the school**

##### **Our School**

Strathaven Academy is a non-denominational secondary school situated in the South Lanarkshire town of Strathaven. The school is part of the Strathaven Learning Community, comprising Strathaven Academy and six partner primaries: Wester Overton, Kirklandpark, Chapelton, Glassford, Sandford and Gilmourton.

The current building was opened in 2009 and occupies the same site as the original building.

The school has a current roll of 972 pupils, of whom approximately 7.1% receive free school meals. The staffing complement stands at 73 FTE teaching staff, including the Head Teacher, 4 FTE Deputy Head Teachers, 8 FTE Faculty Heads and 5 Principal Teachers of Pastoral Support, 1 Principal Teacher of Support for Learning and 2 Acting Principal Teachers of Equity.

In June, Strathaven Academy was crowned the winner of the UK Entrepreneurial School Award 2023.

#### **School Improvement Plan Priorities 2022-25**

Strategic Priority 1: Learning, Teaching & Assessment

Strategic Priority 2: Health & Wellbeing

Strategic Priority 3: Raising Attainment

Strategic Priority 4: Curriculum

Strategic Priority 5: Equalities

## Strategic Priority 1: Learning, Teaching & Assessment

<p><u>NIF Priority (select from drop down menus)</u> Closing the attainment gap between the most and least disadvantaged children and young people <u>NIF Driver</u> Teacher and practitioner professionalism Performance information</p>	<p><u>SLC Priority (select from drop down menus)</u> <u>Raise standards in literacy and numeracy and close the poverty related attainment gap</u></p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 2.3 Learning, teaching and assessment 1.1 Self-evaluation for self-improvement 1.3 Leadership of change</p>
<p><b><u>Standards &amp; Quality statement – 2022-23</u></b></p> <p><b>Key Actions</b></p> <ul style="list-style-type: none"> <li>• Develop high-quality learning experiences for all pupils through professional learning for all staff to ensure learning is motivating and meaningful.</li> <li>• Deliver professional learning for all staff on differentiation.</li> <li>• Create opportunities for staff to participate in individual and collective professional learning with improved outcomes for learners.</li> <li>• Support staff in engaging regularly in professional dialogue to develop a shared understanding of standards, pedagogy, assessment and strategies for raising attainment.</li> <li>• Work with the local authority on collaborative improvement and implement our own faculty Validated Self-Evaluations (VSE) programme and Learning Walks to evaluate learning and teaching.</li> <li>• Develop a new Learning and Teaching policy (including the 'Strathaven Academy Lesson').</li> <li>• Review BGE assessment approaches to ensure assessment is integral to our planning of learning and teaching with a variety of assessment approaches.</li> <li>• Achieve a Digital Schools Award and review our digital learning strategy.</li> <li>• Work collaboratively with our digital learning leaders and Technology Ambassadors.</li> </ul>		

**Progress**

- Senior Leadership Team completed Learning Walks in November 2022 with 52 (74%) of teaching staff.
- Seven members of staff involved in Learning Walks focused on differentiation in S2 with 25 observations completed.
- Report shared with all staff to share good practice and identify action points.
- Pilot Validated Self-Evaluation (VSE) programme completed in May 2023 with Technologies Faculty (including eight lesson observations).
- All staff involved in Improvement Collaboratives: Learning, Teaching & Assessment; Equalities; HWB; Raising Attainment & Curriculum.
- Through a process of consultation, a new school improvement calendar has been developed and implemented.
- All staff have access to Career-Long Professional Learning (CLPL) resources to support learning, teaching and assessment.
- All subjects involved in the East Kilbride/Strathaven Learning, Teaching & Assessment collaborative.
- All subject staff across the four secondary schools work collaboratively on moderation in BGE and share good practice.

**Impact**

- Robust data to support and inform improvement planning.
- VSE has provided support and challenge for faculties to improve the quality of provision and outcomes for learners.
- Building capacity in faculty staff to evaluate their own performance, promote and develop good practice across the school.
- Creating a learning culture and ethos based on trust, honesty and challenge; one which supports and promotes the growth of professional capital through professional learning.
- Staff provided with time and support for meaningful engagement in sustained professional learning with colleagues to complete whole-school improvement work, thus giving them a sense of ownership whilst reducing bureaucracy.
- Monitoring and planned review processes are used to ensure that the school improvement agenda leads to better outcomes for learners.
- Staff have a shared understanding of approaches used to meet the needs of all learners and increased confidence in standards and expectations when designing assessments for BGE.

**Next steps**

- Learning Walks for session 2023-24 with a focus on differentiation and learners leading learning.
- VSE to be completed with a further two faculties in session 2023-24.
- Ongoing use of Pedagogy Palette and West Partnership resources to support Professional Review and Development process.
- Continue to develop a shared understanding of great learning and teaching among all stakeholders and ensure consistency across the school through implementation of new LTA guidelines and peer observation programme.
- Continue to forge strong links with the East Kilbride/Strathaven Learning, Teaching & Assessment Collaborative, with a roadmap for progression.

- Develop digital learning strategy and work towards Digital Schools Award.

## Strategic Priority 2: Health & Wellbeing

<u>NIF Priority (select from drop down menus)</u> Improvement in children and young people's health and wellbeing <u>NIF Driver</u> Parent/carer involvement and engagement Assessment of children's progress	<u>SLC Priority (select from drop down menus)</u> <u>Improve health and wellbeing to enable children and families to flourish</u>	<u>HGIOS?4 QIs (select from drop down menus)</u> 3.1 Ensuring wellbeing, equality and inclusion
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### Standards & Quality statement – 2022-23

#### **Key Actions**

- There is a clear understanding of our approach to wellbeing in order to improve outcomes for young people.
- Tracking and assessment tools are used to identify needs of pupils.
- Universal and targeted approaches are used to promote and support wellbeing of pupils and staff.
- Transition arrangements support young people's wellbeing and attainment.
- A system to assess, track and monitor HWB is developed.
- A 'Whole-School Approach Framework' is used to audit and review approaches to mental and physical health, and create a HWB policy.
- Opportunities are provided to promote and support the HWB of young people and staff.
- Transition arrangements support wellbeing and raise attainment, with a key focus on P7 to S1.
- The PSE curriculum is reviewed and updated in line with Healthy Schools Framework and work with the EK/Strathaven collaborative.
- Staged intervention processes are modified, including Joint Assessment Team (JAT) and liaison with external agencies.
- There is a clear focus on protected characteristics and ensuring wellbeing entitlements for all, and supporting all learners in maximising their success and achievements.

- Promote positive behaviour and relationships through the launch of a new values-based practice and policy.
- Strategies to support staff through CLPL provided to ensure greater equity for young people facing challenges.
- Departments from across the school are involved in the P7 to S1 transition programme.

### **Progress**

- Promoting Positive Behaviour procedures implemented and a focus on values for each term shared with pupils, staff and parents/carers.
- Merit data shared with staff and actioned each term.
- Update on Promoting Positive Behaviour policy shared with Parent Council.
- Piloted use of Glasgow Motivation and Wellbeing Profile (GMWP).
- JAT procedures reviewed and updated. Begin to plan internal staged intervention process and procedures.
- Collaborative team established and initial audit on current practice completed (mental health, physical wellbeing, healthy eating).
- Meeting with Educational Psychologist to begin to review eight principles of whole-school approach. Identified strengths are MESP curriculum and targeted interventions.
- Kooth was promoted to all year groups at assemblies.
- S6 elective promoted Mental Health Week through activities at registration and school communication platforms.
- All pupils and staff participated in Healthy Eating Week. There was also a HWB day for staff (February Inset).
- P7 pupils participated in a range of sporting activities throughout the year facilitated by S6 Sports Leaders, including after school clubs, football, netball, and rugby festivals.
- Enhanced transition programme run by SfL department to target identified pupils. This involved additional visits, parental meetings, and links with partner agencies.
- Maths and Science teachers visited all our associated primary schools to deliver lessons. S6 STEM ambassadors led interactive activities. All pupils participated in a racial literacy programme.
- Pastoral visits were carried out by Pupil Support team and ensure appropriate transfer of information.
- Universal approaches to HWB included: PSE curriculum, input from external agencies via assemblies, Kooth, extracurricular clubs, school trips, Healthy Eating Week.
- Targeted approaches to HWB included: Blues Programme, DBI, Thrive, S1 wellbeing groups, Platform Programme (YFCL).
- Self-referral process introduced for School Counselling Service via QR code.
- PPB procedures implemented with a planned review stage.



- Feedback from all stakeholders gathered in term 3. Changes will include: monthly PPB tracking data will be issued to colleagues; letters home for five or more merits/demerits; information to parents/carers at the start of the year detailing PPB policy and trips for the year.

### **Impact**

- Promoting Positive Behaviour policy applied and implemented by staff with a shared understanding of behaviour expectations with all stakeholders.
- The number of demerits decreased providing a positive indicator that interventions were successful.
- Increased parental awareness of Promoting Positive Behaviour policy procedures and our learning community values.
- Pupils and staff had some opportunities to engage in activities to promote HWB. These will be further developed next session.
- Increased in number of transition events gave P7 pupils more opportunities to engage with secondary staff across a range of departments and participate in a variety of activities to prepare them for moving to Strathaven Academy.
- A range of effective universal and targeted interventions is being used to support pupils.
- More consistent approach from all staff when awarding merits/demerits. The number of demerits decreased for pupils in session 2022-23, indicating interventions were successful.
- Increased parental awareness of PPB policy procedures and consequences.

### **Next steps**

- Ensure that our ethos, vision and values promote positive relationships.
- Develop knowledge and understanding of and the skills needed to implement attachment-informed practice.
- Support young people and staff to explore the importance of emotional regulation and use of language.
- Promoting Positive Behaviour policy will be reviewed prior to session 2023-24.
- Ensure monthly tracking data is shared and next steps are implemented.
- Continue to monitor and evaluate systems to ensure consistency across the school, and promote a shared understanding of our vision and values with all stakeholders.
- Provide opportunities to promote and support the HWB of young people and staff.
- Develop links with third sector agencies to provide opportunities for peer support training and parent workshops.
- Use 'Whole-School Approach Framework' to audit and review approaches to mental and physical health, and create a HWB policy.
- Ensure transition arrangements support wellbeing and raise attainment.

- Further development of HWB assessment, monitoring and tracking system required.
- Develop and pilot new attendance and late-coming policy and procedures. Improve pupil attendance and timekeeping.
- Launch staged intervention procedures, including revised format for JAT and new internal meetings (STIT).
- Equity team to lead staff across the school in planning and delivering targeted approaches (in class and outwith) to provide greater equity and reduce barriers to learning.
- Enhanced support to improve outcomes for young people who are care-experienced.
- Review Cost of the School Day policy and ensure best use of SEF monies, including consulting stakeholders through the Participatory Budgeting process.

### Strategic Priority 3: Raising Attainment

<p><u>NIF Priority (select from drop down menus)</u> Improvement in attainment, particularly in literacy and numeracy. <u>NIF Driver</u> Teacher and practitioner professionalism Performance information</p>	<p><u>SLC Priority (select from drop down menus)</u> <u>Raise standards in literacy and numeracy and close the poverty related attainment gap</u></p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 3.2 Raising attainment and achievement 2.5 Family learning 1.2 Leadership of learning</p>
<p><b><u>Standards &amp; Quality statement – 2022-23</u></b></p> <p><b>Key Actions</b></p> <ul style="list-style-type: none"> <li>• Improve tracking and monitoring systems to provide robust attainment data.</li> <li>• Establish a programme of early interventions and targeted support, with learners, staff and parents/carers, through collaboration.</li> <li>• Improve the use of data (Tracking &amp; Monitoring systems and INSIGHT) to help understand strengths and next steps, ensuring early identification and interventions can be implemented.</li> <li>• Review of BGE assessments in Learning, Teaching and Assessment collaborative.</li> <li>• Improve communication with home, including the introduction of/increase in opportunities for family learning.</li> <li>• Create bespoke programmes for learning for those who find accessing the curriculum challenging (including non-attenders).</li> <li>• Ensure all staff take responsibility for numeracy and all leavers exit Strathaven Academy with a National Qualification in numeracy.</li> <li>• Develop a whole-school approach to target learners not on track to achieve numeracy.</li> <li>• Ensure all staff take responsibility for literacy across the curriculum with a continued focus on reading, including reestablishing the Literacy Improvement Team.</li> <li>• Work towards Reading Schools - Gold status.</li> </ul>		

**Progress**

- Over 90% (100 pupils) of those invited attended Senior Phase Target Setting evening in November 2022.
- New Senior Phase Monitoring & Tracking tool has been introduced.
- Collaborative group developing school Tracking and Monitoring systems to ensure consistency across the school, sharing of good practice and a better understanding of data to support improvement.
- All faculty annual review meetings focused on Tracking & Monitoring and evidence-gathering through their BGE assessments.
- Team of staff working closely with senior team to develop our school communications strategy to improve partnership working with parents/carers.
- School App has to date become the main communication channel.
- All staff have access to digital resources shared via Google Classroom to support literacy.
- Range of activities this session for Reading Schools including: Starbooks Café for parental engagement; two reading weeks with activities across the school; link with Strathaven Echoes; S2 reader leaders; Reading for Pleasure (RfP) pupil survey; Manga club and focus on young adult books to improve staff and pupil knowledge.

**Impact**

- Targeted event focused on early identification and support enabling focused conversations.
- Introduction of a new tool for analysing INSIGHT and a more in-depth understanding of the analytical data set, particularly supporting preparation for the second Secondary Schools Review meeting (SSR2).
- Early identification of non-attenders and winter leavers allowing qualifications to be banked, including numeracy and literacy.
- Staff are aware of their responsibility in developing pupil literacy, have access to materials and training and are empowered to develop disciplinary literacy.
- Staff are aware of the many benefits of RfP, share their reading habits with young people and with one another, and encourage reading for pleasure.
- Reading Schools - Gold status achieved.
- All staff aware of the benefits of incorporating numeracy into their own pedagogy, building capacity in using approaches for teaching numeracy concepts and associated skills.
- Numeracy tracking sheet has been created with reliable data to enable SLT, Maths FH and PTPS to create targeted groups.
- Non-attenders and winter leavers identified earlier and supported to attain a numeracy qualification.

**Next steps**

- Host Senior Phase Tracking Evening in February 2024, following the winter assessment diet to ensure high-quality, evidence-based conversations.
- Established group will continue into session 2023-24, with four planned meetings to ensure consistency across faculties.
- The introduction of Parent Portal and Satchel One as communication tools.
- Establishing a clear focus on increasing the opportunity for family learning within the school. Host family learning events to upskill parents/carers and improve relationship between school and home.
- Create/improve bespoke programmes for those who face challenges accessing the curriculum (including non-attenders).
- Continue to promote Reading Schools standards.

## Strategic Priority 4: Curriculum

<p><u>NIF Priority (select from drop down menus)</u> Closing the attainment gap between the most and least disadvantaged children and young people <u>NIF Driver</u> Teacher and practitioner professionalism Assessment of children's progress</p>	<p><u>SLC Priority (select from drop down menus)</u> <u>Support children and young people to develop their skills for learning, life and work</u></p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u> 2.2 Curriculum</p>
<p><b><u>Standards &amp; Quality statement – 2022-23</u></b></p> <p><b>Key Actions</b></p> <ul style="list-style-type: none"> <li>• The curriculum is reviewed and refreshed to meet the needs and aspirations of learners.</li> <li>• Ensure the curriculum delivers the four capacities, knowledge, understanding and skill development.</li> <li>• Familiarisation and implementation of SLC Skills Framework across school community.</li> <li>• Support faculties in further reviewing the BGE curriculum to ensure delivery of work-related learning experiences and development of work-related skills in all courses.</li> <li>• Support staff in delivering high-quality, work-related learning experiences in all faculties.</li> <li>• Ensure all young people are provided with opportunities to develop work-related skills and engage in wider achievement programmes.</li> <li>• Collaborate with partners to plan a careers programme that reflects the Career Education Standards (CES) outcomes and support all young people in achieving a sustained and positive post-school destination.</li> <li>• Ensure all members of the school community are aware of our curriculum vision and rationale.</li> </ul>		

## **Progress**

- SSR2 identified area of focus is attainment within the highest 20% of learners and a curriculum to support with this, as well as providing learners with additional qualifications within their existing subject choice.
- Consultation exercise carried out with pupils and parents and findings will be considered during curriculum refresh for next session.
- A broader range of courses available in the Senior Phase for session 2023-24, targeting further opportunity for the delivery of Level 6 / 7 courses e.g. AH Mechanics, Science Baccalaureate, Fuel Change, two Level 6 qualifications within Sports Leadership, Level 6 Laboratory Skills.
- All schools from the learning community have agreed on a skills framework appropriate to the needs of our pupils and in line with our learning community context.
- All young people at the exit point from school have a positive destination.
- Increased number of pupils engaging with opportunities posted on Google Classrooms.
- Pupils and parents better informed of supports that can be offered by the school and SDS to achieve and remain in a positive destination.
- 14 Business Mentors matched with pupils. All 14 mentors held a minimum of two meetings with their mentees. 71% of mentors will be continuing with the programme. All mentors felt the programme had been beneficial to pupils. The majority of pupils found the programme beneficial; those who did not felt supported by school and home and did not require additional input.

## **Impact**

- Parents and the wider community work collaboratively with the school to develop and foster the curriculum.
- Courses offered are efficient and deliver high-quality attainment in Senior Phase.
- Additional qualifications gained through National/Level 5 courses in S5/6.
- S3/4 curriculum offer addresses needs and interests of all learners.
- Pupils are more aware of the skills required for life and work and are able to identify strengths and areas for improvement.
- Pupils are able to write about skills and competences in profiles, applications, CVs and personal statements.
- Pupils are able to talk about their skill level and how they will continue to develop.
- Explicit links made to skills through S3 elective programme will highlight to pupils skills in a workforce context.
- Most courses emphasise links to careers and the world of work.
- Increased use of Founders for Schools, e-Sgoil DYW Live and My World of Work by staff and pupils.
- Pupils are more aware of subject pathways leading to careers.

**Next steps**

- Curriculum rationale documents are still undergoing updates due to ongoing and emerging practice shared from other establishments and information and practices shared through SLC and other staff learning opportunities.
- Update and share our curriculum vision and rationale with full consultation with stakeholders.
- Review and refresh the formal curriculum S3-S6 to ensure high-quality pathways, maximising qualifications for all learners.
- Ensure practice within the school is based on updated curriculum rationale.
- Consistent implementation of the SLC Skills Framework across the learning community, which will lead to all pupils developing a greater knowledge and understanding of the skills they gain through learning.
- Implement the SLC Skills Framework leading to pupils articulating and profiling their qualifications and skills.
- Mentoring will continue for targeted group in S6, which will provide young people with an additional support mechanism in the Senior Phase as well as building positive relationships with local business partners who can support the school community.
- Improve Positive Destination statistics to 100%.



## Strategic Priority 5: Equalities

<p><u>NIF Priority (select from drop down menus)</u>  Placing the human rights and needs of every child and young person at the centre of education  Improvement in children and young people's health and wellbeing</p> <p><u>NIF Driver</u>  Teacher and practitioner professionalism  School leadership</p>	<p><u>SLC Priority (select from drop down menus)</u>  <u>Ensure inclusion and equality are at the heart of what we do</u></p>	<p><u>HGIOS?4 QIs (select from drop down menus)</u>  3.1 Ensuring wellbeing, equality and inclusion</p>
<p><b><u>Standards &amp; Quality statement – 2022-23</u></b></p> <p><b>Key Actions:</b></p> <ul style="list-style-type: none"> <li>• Establish a school improvement collaborative to develop a clear focus on wellbeing entitlements and protected characteristics to support all learners in maximising their success and achievements.</li> <li>• Conduct a whole-school audit with stakeholders to establish how well our curriculum promotes equality and diversity to eliminate discrimination.</li> <li>• Introduce IDL opportunities in the curriculum and via whole-school events to explore and celebrate diversity.</li> <li>• Promote and develop equality and anti-racist education within the Strathaven Learning Community through the P7 into S1 transition programme in conjunction with Scottish Government and funding from Scottish Library and Information Council (SLIC).</li> <li>• Ensuring staff are trained on Building Racial Literacy (BRL).</li> <li>• Establish staff and pupils working group to work towards a LGBTQ+ Charter.</li> </ul>		

### **Progress**

- School Improvement Collaborative firmly embedded, with staff representation across the school.
- Representation on SLC equalities working group to develop authority-wide approaches.
- Whole-staff workshop on 'Building an anti-racist curriculum', facilitated by H Din (Education Consultant).
- Successful P7 – S1 transition project on the novel 'Planet Omar: Accidental Trouble Magnet' by Zanib Mian. Phase 1 of the project is complete with 100% positive feedback. Scottish Government and Scottish Library & Information Council (SLIC) representatives recognised the project as good practice which will be shared widely through Education Scotland.
- Pupils were invited to speak at the Equalities Committee Meeting at SLC in June 2023 on our good practice.
- One staff member fully trained on Building Racial Literacy.
- Ukrainian Club, Culture Club, British Sign Language Club, Games Club and LGBTQ+ group firmly established.
- Pupils recognised for leading learning through the SLC Awards Ceremony on 31<sup>st</sup> May 2023.

### Identity - Advanced Higher Art Project

### Diversity & Equality

### **Impact**

- School Improvement Collaborative has enabled distributed leadership across the sub-group to develop the key strategic priorities.
- Wider SLC involvement has enabled staff to be better informed of the local, national and international documentation and guidance in context of a diverse Scotland.
- Opportunities created by Senior Leadership Team to enable all staff to undertake regular professional learning and ensure they are fully up-to-date on equalities legislation.
- Staff able to reflect on their curricular area and develop an increased knowledge of how to advance an anti-racist ethos in our school, department and classrooms.
- Whole-school approach in developing and progressing with an anti-racist curriculum in our learning and teaching.
- Challenging our thinking in relation to our current policies in line with the latest Coalition for Racial Equality and Rights (CRER) findings. This has encouraged Strathaven Academy staff to revisit our anti-bullying policy and ensure racism is not subsumed in the wider policy.
- Ensuring thorough investigation and accurate recording of incidents on SEEMiS, which has enabled all in our community to feel safe and

respected.

- Creating a culture where young people show consideration of others and demonstrate positive relationships.
- Creating opportunities for learners to lead learning in the wider context of Strathaven Academy.
- Pupils and staff are beginning to develop a wider understanding of the many cultures which make up a global Scotland.
- Forging strong relationships with associated primaries and P7 pupils through transition.
- Pupils are leading learning across the school, raising awareness of protected characteristics and creating a sense of shared identity across the school community.

### **Next steps**

- Working closely with primary head teachers and P7 teachers on Phase 2 of the P7-S1 transitions project.
- Continue to work with S1 cohort 2023-24 to develop the work completed during their P7 transition.
- Continue to work with the local authority to develop a joint approach to ensure equality and tackling bullying.
- Continue to work with the local authority and the Scottish Government to develop an anti-racist curriculum for our local context.
- Review current anti-bullying policy to ensure racism is not subsumed in the wider policy.
- Achieve LGBTQ+ Gold status.
- Continue to create opportunities for pupil leadership through clubs and events.
- Work with Principal Teachers of Pupil Support to ensure the PSHE programme is updated to reflect our context, and that pupil voice is at the heart of our establishment.
- Engage proactively with parents/carers to ensure there is an ethos and culture of mutual respect and positive relationships across the local community.