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<b>Report To:</b>	<b>Education and Communities Committee</b>	<b>Date:</b>	<b>9 March 2021</b>
<b>Report By:</b>	<b>Steven McNab, Head of Organisational Development, Policy and Communications</b>	<b>Report No:</b>	<b>EDUCOM/13/21/KB</b>
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<b>Subject:</b>	<b>Education Authority Equality Mainstreaming Report 2021, Progress on Education Equality Outcomes 2017/21 and the Proposed Education Equality Outcomes 2021/25</b>		

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## **1.0 PURPOSE**

- 1.1 The purpose of this report is to present for approval the Education Authority Equality Mainstreaming Report 2021, progress on delivery of the Education Equality Outcomes 2017/21 and the proposed Education Equality Outcomes for the period 2021/25. More information is provided in the Appendices.

Appendices  
1 and 2

## **2.0 SUMMARY**

- 2.1 The Equality Act 2010 requires the Council, as a public body, to publish Equality Outcomes every four years and report on their progress via a Mainstreaming Report every two years. Additionally, Councils, as Education Authorities, are required to publish details specific to Education Outcomes and mainstreaming activity on the same two and four year cycle. Reports are required to be published by 30 April in the relevant year.
- 2.2 This report covers progress made with the delivery of the Education Equality Outcomes 2017/21 since 2019 and details the proposed Education Equality Outcomes for the period 2021/25.

## **3.0 RECOMMENDATIONS**

- 3.1 It is recommended that the Committee:
- notes the contents of this report; and
  - approves the proposed Education Equality Outcomes 2021/25.

**Steven McNab**  
**Head of Organisational Development, Policy and Communications**

## 4.0 BACKGROUND

- 4.1 The Equality Act 2010 includes the Public Sector Equality Duty which covers the Protected Characteristics of Age; Disability; Gender Reassignment; Marriage and Civil Partnership; Pregnancy and Maternity; Race; Religion or Belief; Sex; and Sexual Orientation.
- 4.2 The Equality Duty comprises a General Duty and Specific Duties. The General Duty requires the Council to have *due regard* to the need to:
- eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by The Equality Act 2010;
  - advance equality of opportunity between people from different groups; and
  - foster good relations between people from different groups.
- 4.3 *Due regard* means that, during decision making, conscious consideration is given to the three aims of the General Duty.
- 4.4 The Specific Duties require the Council to:
- set specific, measurable Equality Objectives and publish information about our performance on equality (in an easily accessible format);
  - publish sufficient information to show we have considered the three aims of the General Duty across our functions;
  - publish evidence of equality analysis undertaken to establish whether our policies and practices would further, or have furthered, the three aims of the General Duty;
  - gather, use and publish employment information;
  - publish Gender Pay Gap information;
  - publish an Equal Pay Statement; and
  - consider award criteria and conditions in public procurement.
- 4.5 The United Nations Convention on the Rights of the Child (UNCRC) is an international human rights treaty that grants all children and young people (aged 17 and under) a comprehensive set of rights. The UNCRC is the most widely supported human rights agreement in the world. It sets out a series of Articles, in one internationally recognised document, which outline the human rights that children (under the age of 18) should be entitled to. For example, Article 2 - non-discrimination, states that *Rights apply to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.* The Council is committed to promoting and upholding the rights of children and young people and aims to translate to a local level the UNCRC and the work of the Scottish Commissioner for Children and Young People.
- 4.6 The Covid-19 pandemic has had a huge impact on the work of the Council's Education Service, examples of which include the closing and re-opening of educational establishments; the provision of places for childcare or in-school learning for the children of key workers and vulnerable pupils; the adaptation of arrangements for transport and school lunches; the facilitation of digital access for pupils and remote learning; and changes to the results methodology for SQA qualifications. More details of the Council's response to the pandemic in terms of Inverclyde's children and young people are available from the reports submitted to the Policy and Resources Executive Sub-Committee during the initial lockdown period: [Policy and Resources Executive Sub-Committee](#) and thereafter to the Education and Communities Committee: [Education and Communities Committee](#).

- 4.7 The Council's last Equality Mainstreaming Report was approved by the Policy and Resources Committee at its meeting on 26 March 2019: Equality Mainstreaming Report 2019 (agenda item 10). Min Ref  
P&R Cttee,  
26.3.19,  
Para 236
- 4.8 In terms of the Specific Duties, the Council, in its capacity as an Education Authority, is required to publish its Education Mainstreaming Report by 30 April in the relevant year. The last Education Authority Equality Mainstreaming Report was approved at the meeting of the Education and Communities on 12 March 2019: Education Authority Mainstreaming Report 2019 (agenda item 17). Min Ref  
E&C Cttee,  
12.3.19,  
Para 205

## 5.0 EDUCATION EQUALITY OUTCOMES 2017/21 – PROGRESS

- 5.1 Attached at Appendix 1 are details of progress made with delivery of the Education Equality Outcomes 2017/21 since 2019. Key achievements include the following: Appendix 1
- we updated our Anti-Bullying Policy which includes an explicit commitment by the Council to tackle prejudiced-based bullying;
  - we devised Multi-Agency Guidelines to Support Children and Young People at Risk of Suicide and Self-Harm - as LGBTQ+ groups are over-represented in young people who self-harm, one of the aims of the Guidelines will be to support young people earlier and improve well-being;
  - we offered pupils the opportunity to share their views on the delivery of Personal, Social and Health Education programmes through the #ClydeConversations survey;
  - we purchased internet-enabled laptops for care-experienced children and young people to use during the Covid-19 pandemic;
  - we drafted a policy to support education establishments to meet the needs more fully of children and young people who have English as an additional language;
  - we purchased 1,200 devices for secondary pupils to facilitate digital access during the Covid-19 pandemic; and
  - all schools and early years establishments are now signed up and participating in the UNICEF's Rights Respecting Schools Award and Early Years Award at varying levels.
- 5.2 The following Case Studies are included in Appendix 1 with the aim of highlighting specific progress made with delivery of the Education Equality Outcomes 2017/21:
- Anti-Bullying Policy; and
  - Rights Respecting Schools.
- 5.3 Attached at Appendix 2 are details of the Protected Characteristic workforce profile for the Council's Education Service, covering the position as at 31 March in the financial years 2018/19 and 2019/20. As Members will recall, a management restructure in 2019 resulted in changes to service within the Education and Communities Services. Structures and remits were amended as a result of the restructure, impacting on the employee breakdown in the service areas. The restructure resulted in a difference in the overall size of the cohort between the two reporting years and therefore it is not possible to provide any meaningful commentaries on variations in figures. Appendix 2  
  
Min Ref  
P&R Cttee,  
5.2.19,  
Para 93
- 5.4 It should be noted that, where data in the tables in Appendix 2 is the equivalent of five or less, the information has been suppressed to protect the identity of the respective employees or potential employees.

## 6.0 PROPOSED EDUCATION EQUALITY OUTCOMES 2021/25

- 6.1 The Council is required to devise a new set of Education Equality Outcomes for the four year period from 2021.
- 6.2 A consultation on the Corporate Equality Outcomes 2021/25 and the Education Equality Outcomes 2021/25 took place 2-14 February 2021. A total of 104 people provided their views which is very encouraging for a consultation of this type.
- 6.3 A number of stakeholder groups were invited to participate in the process including Inverclyde residents, Council employees, the teacher trade union, Garvel Deaf Centre, the Council's Citizens' Panel, as well as groups supported by the Community Learning and Development Team.
- 6.4 In light of the restrictions imposed by the Covid-19 pandemic, the main method by which people were invited to make their views heard was via an online survey. A digital focus group was also arranged to look at particular topics or other issues raised in response to the consultation.
- 6.5 A draft set of Education Equality Outcomes 2021/25 was devised in the first instance by an Education Working Group, chaired by the Head of Education, membership of which comprised Officers from the Educational Psychology Service, Education Services, the Corporate Policy Team and the teacher trade union.
- 6.6 We introduced the relevant part of the survey by explaining that, as well as the Corporate Equality Outcomes 2021/25, the Council, in its capacity as an Education Authority, needs to develop a new set of education-focused Equality Outcomes 2021/25.
- 6.7 Respondents were asked to indicate the extent to which they agreed that the proposed topics/themes are the right things the Council should be looking at in 2021/25. The vast majority of respondents - 93% and 92% respectively - agreed that there should be a focus on reducing identity-based bullying and harassment in our educational establishments, as well as reducing the attainment gap for pupils with additional support needs. However, there was considerably less support for the topic of improving the educational attainment of black and minority ethnic pupils, with less than three quarters (72%) agreeing that this is an area the Council should focus on during the next four years.

In light of these results and, with a view to taking into account responses to other parts of the consultation, the proposed Education Equality Outcomes 2021/25 are:

Outcome 1:	Ensure the curriculum meets the needs of black and minority ethnic pupils
Outcome 2:	Reduce identity-based bullying and harassment in our educational establishments
Outcome 3:	Reduce the attainment gap for pupils with additional support needs.

- 6.8 So that we can best respond to the needs of different local residents, a set of profile questions was incorporated into the Equalities Outcomes 2021/25 consultation, the responses to which will help the Council to ensure it treats everyone fairly and equitably. When reviewing the results of the consultation, it is important to take into consideration the profile details of respondents. Of the people who answered the profile questions, the majority of respondents are in employment and of working age.

## 6.9 Gender

	%
Female	44
Male	54
Prefer not to answer	2.

## 6.10 Age

	%
< 18 years	0
18-24 years	1
25-34 years	11
35-44 years	19
45-54 years	28
55-64 years	29
65-74 years	9
75+ years	3
Prefer not to answer	1.

## 6.11 Ethnicity; Disability

Ninety-two per cent of respondents told us the ethnic group they come in to is *White* while just under three quarters (72%) said that they do not have a disability.

## 6.12 Employment status

	%
Full-time employment	52
Part-time employment	16
Government training scheme	0
Looking after home or family	0
No work due to long-term illness	4
Retired	17
Self-employed	1
Student	3
Unemployed	2
Prefer not to answer	2
Other	3.

## 7.0 **IMPLICATIONS**

### 7.1 **Finance**

Financial implications:

One off costs

Cost centre	Budget heading	Budget year	Proposed spend this report	Virement from	Other comments
n/a	n/a	n/a	n/a	n/a	n/a

Annually recurring costs/(savings):

Cost centre	Budget heading	With effect from	Annual net impact	Virement from	Other comments
n/a	n/a	n/a	n/a	n/a	n/a

7.2 **Legal:** This report complies with the legislative requirements for the Education Authority in terms of The Equalities Act 2010.

7.3 **Human Resources:** There are no direct human resources implications arising from this report.

7.4 **Equalities**

(a) Has an Equalities Impact Assessment been carried out?

	Yes.
X	No. This report does not introduce a new policy, function or strategy or recommend a substantive change to an existing policy, function or strategy. Therefore, no Equalities Impact Assessment is required. However, the report aims to progress the Council's commitment to equalities and, in doing so, comply with the associated legislative requirements for the Education Authority.

(b) Fairer Scotland Duty

If this report affects or proposes any major strategic direction:-

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

	Yes.
X	No.

7.5 **Repopulation**

Provision of Council Services which are subject to close scrutiny with the aim of delivering continuous improvement for current and potential citizens of Inverclyde support the Council's aims of retaining and enhancing the area's population.

8.0 **CONSULTATION**

8.1 The Corporate Equalities Group, together with the Head of Education, were consulted on the contents of this report and their input has been included, as appropriate. Additionally, the results of the public consultation exercise are outlined at section 6.

## **9.0 CONCLUSION**

9.1 The Committee is asked to note the contents of this report and to approve the proposed Education Equality Outcomes 2021/25.

## **10.0 BACKGROUND PAPERS**

10.1 There are no background papers regarding this report.

**Education Authority Equality Mainstreaming Report 2021 and Progress on Education Equality Outcomes 2017/21**

**Outcome 1: All children and young people have the support that they need in relevant areas**

	<b>How will we get there?</b>	<b>How will we know?</b>	<b>Commentary – March 2021</b>	<b>Protected Characteristics</b>
a.	Continue training for appropriate staff on GIRFEC well-being assessments and the GIRFEC pathways model (ongoing training on amendments to SEEMIS applications [the education management information system])	<ul style="list-style-type: none"> <li>Support is provided through the Inverclyde GIRFEC Pathways Model</li> <li>Inverclyde has implemented Named Person service provision, when appropriate</li> </ul>	<p>The legislation surround the Named Person approach is no longer being progressed.</p> <p>Additional Support Needs (ASN) Leaders have received updated training on Well-being Assessments and Co-ordinated Support Plans.</p> <p>The recommendations of the Additional Support for Learning Review (2020) have been mapped against the current context in Inverclyde.</p>	Gender reassignment Pregnancy and maternity Race Religion or belief Sex Sexual orientation
b.	Continue to work with the national guidance from the Scottish Government in order to implement the Named Person Scheme	<ul style="list-style-type: none"> <li>Staff report that they have increased confidence to meet the diverse needs of learners in their schools</li> </ul>	<p>The multi-agency Children's Services Plan is being updated and is complemented by a Strategic Needs Assessment which includes data around health, education and social work. The Plan is also developed on an annual basis.</p>	
c.	Continue to provide appropriate training and support for staff who are working with pupils who have a disability	<ul style="list-style-type: none"> <li>Areas for development identified through the collation and analysis of data inform improvement planning for Education Services and schools</li> </ul>	<p>The Anti-Bullying Policy has been updated and is pending launch. It incorporates Protected Characteristics. The PRP Policy has been updated to incorporate the Scottish Government's guidance document entitled <i>Included, engaged and involved Part 2: preventing and managing school exclusions</i> which refreshed the national policy on school exclusions.</p>	
d.	Inverclyde's Positive Relationships, Positive Behaviour (PRPB) Policy continues to be updated to take account of recent national recommendations on		<p>We have created Multi-Agency Guidelines to Support Children and Young People at Risk of Suicide and Self-Harm. As LGBTQ+ groups are over-represented in young</p>	



	How will we get there?	How will we know?	Commentary – March 2021	Protected Characteristics
	anti-bullying and exclusions from schools		people who self-harm, one of the aims of the Guidelines will be to support young people earlier and improve well-being.	
e.	Collate and analyse anti-bullying returns for schools, identifying any trends or training needs		<p>Guidelines on LGBTQ+ have been refreshed.</p> <p>The English as an Additional Language Policy has been created and is pending launch.</p> <p>A detailed training plan for ASN Co-ordinators is currently being delivered to all sectors.</p>	

**Outcome 2: Outcomes for all pupils are improved regardless of gender, ethnicity or any barriers to learning**

	How will we get there?	How will we know?	Commentary – March 2021	Protected Characteristics
a.	<p>All schools continue to use Quality Indicator 3.1: Ensuring well-being, equality and inclusion from <i>How good is our school 4?</i> as part of their self-evaluation process</p> <p>Education Services and establishments will look to consider recommendations from research and published reports, for example, the Children’s Commissioner, to inform future planning</p>	<ul style="list-style-type: none"> <li>Schools report that they are effectively ensuring well-being and equality through their Annual Standards and Quality Reports</li> <li>School reviews show that teaching approaches are improved to meet the diverse needs of all pupils</li> </ul>	<p>All schools continue to report annually to the Corporate Director – Education, Communities and Organisational Development on the relevant Quality Indicators.</p> <p>Quality Indicator 3.1 continues to be a focus in the process of school reviews and the Annual Attainment meetings. Education Officers and education leaders take a deeper look at this Quality Indicator, as required, to support Head Teachers with their evaluations.</p> <p>The Attainment Challenge Coaching and Modelling Officers offer training to all teachers on differentiation to ensure that approaches to learning and teaching meet the needs of all learners.</p>	<p>Disability</p> <p>Gender reassignment</p> <p>Pregnancy and maternity</p> <p>Race</p> <p>Religion or belief</p> <p>Sex</p> <p>Sexual orientation</p>

	How will we get there?	How will we know?	Commentary – March 2021	Protected Characteristics
b.	Provide opportunities for continuing professional development for staff through a Coaching and Modelling approach to ensure that differentiated approaches to learning, teaching and assessment are used in the classroom to meet the needs of all learners		<p>Our Professional Learning Programme continues to focus on health and well-being, literacy and numeracy, and the development of pedagogy.</p> <p>A Mental Health Focus Group, with representation from all sectors and Partners, has been established to support learners and staff in establishments.</p> <p>The establishment of the Inverclyde Young People's Well-being Service, through Action for Children, has a focus through the curriculum on approaches to support well-being and mental health, as well as a targeted counselling service. Along with this, the Service offers training for leaders and staff in supporting their own health and well-being, including the provision of mental health first aid.</p>	

**Outcome 3: All school communities recognise and respect people of diverse age, race, faith, gender, sexual orientation, disability and ethnic culture**

	How will we get there?	How will we know?	Commentary – March 2021	Protected Characteristics
a.	Continue to deliver national and local initiatives that promote diversity	<ul style="list-style-type: none"> <li>This will be evidence through an increased participation in initiatives such as RRS etc</li> <li>All schools are confident in the</li> </ul>	<p>We have produced a Health and Well-being Framework that supports progression from early years through to the fourth level and identifies the key resources to ensure consistency of delivery across all establishments. The Framework includes the new national Relationships, Sexual Health and Parenthood Resource and the NHSGGC Substance Misuse Toolkit. Staff training has also been offered on these aspects of health and well-</p>	<p>Race Religion or belief Sexual orientation</p>
b.	Continue to review and update the Health and Well-Being and Personal, Social and Health Education (PSHE)			

	How will we get there?	How will we know?	Commentary – March 2021	Protected Characteristics
	<p>curriculum delivered to children and young people in schools. This includes the implementation and evaluation of the revised Sexual Health and Relationship Strategy.</p>	<p>delivery of equalities aspects of the Health and Well-Being and PSE Curriculum</p>	<p>being.</p> <p>Secondary pupils have completed a Health and Well-being Survey, the findings of which will be discussed with a range of Partners and the pupils themselves to map out a plan to address findings.</p> <p>Our Secondary Nurture Coaching and Modelling Officer is working across the West Partnership with colleagues on the development of the PSE curriculum.</p> <p>Pupils have been given the opportunity to share their views on the delivery of PSE programmes through #ClydeConversations. Their views have been taken into account and shared with Partners.</p> <p>One of our secondary schools is re-engaging with the Mentors in Violence Prevention programme.</p>	
c.	<p>Locality ASN</p>	<p>The former Inverclyde ASN Forum structure was replaced with three Locality Forums comprising the school clusters working collaboratively, namely:</p> <ul style="list-style-type: none"> <li>• St Stephen's High School (HS) and Port Glasgow HS;</li> <li>• Notre Dame HS and Inverclyde Academy; and</li> <li>• St Columba's HS and</li> </ul>	<p>Feedback from the pilot of the locality ASN Forum, which ran in Port Glasgow, highlighted the strength of a centralised ASN Forum structure over the locality model. The locality model has therefore ceased.</p>	<p>Disability Gender reassignment Pregnancy and maternity Race Religion or belief Sex Sexual orientation</p>

	<b>How will we get there?</b>	<b>How will we know?</b>	<b>Commentary – March 2021</b>	<b>Protected Characteristics</b>
		Clydeview Academy		

## Case studies

### Case study 1: Anti-Bullying Policy

In 2020, the Education and Communities Committee endorsed our updated Anti-Bullying Policy (ABP) which includes an explicit commitment by the Council to tackle prejudiced-based bullying.

During 2019, we consulted extensively on the devising of the new ABP based on renewed guidance from Education Scotland, the Scottish Government and *respectme* (Scotland's Anti-Bullying Service). The development of the Policy was informed by the voices of a variety of stakeholders including young people, parents and staff members of the Scottish Youth Parliament, our educational establishment staff, the Educational Institute of Scotland, Parent Councils and Parent Council Chairs.

A key outcome of the consultation was an acknowledgement of the positive contribution our Positive Relationships Policy makes towards supporting a climate in our educational establishments that helps prevent bullying behaviour through the creation of a positive culture and ethos. The ABP provides pupils, staff and parents with a clear set of guidelines and expectations regarding their roles and responsibilities. It is encouraging to note that the Policy has been cited by *respectme* as an example of good practice.

Future plans include the launch of the document, with support from *respectme*. Additionally, the Policy will be complemented by the implementation of a training plan which aims to ensure that it is fully embedded in Inverclyde's education establishments. At a later date, we plan to conduct a Children's Rights and Wellbeing Impact Assessment on the document.

The Policy is available to view here: [Anti-Bullying Policy](#) (agenda item 13).

### Case study 2: Rights Respecting Schools

The Rights Respecting Schools Award (RRSA) programme aims to put children's rights at the heart of schools. UNICEF - a charity that drives change for children - works with schools to create safe and inspiring places to learn, where pupils are respected, their talents are nurtured and they are able to thrive. The RRSA embeds these values into daily school life and aims to give children the best chance to lead happy, healthy lives and to be responsible, active citizens.

Inverclyde schools have been participating in the programme since 2009. St Columba's High School was the first school in Scotland to achieve the Gold Award which is granted to an establishment that has fully embedded children's rights into its policies, practice and ethos.

Many other achievements followed St Columba's early success, including nine early years' establishments achieving the Award, either alongside their respective schools or in their capacity as a standalone establishment. In 2019, local children and young people celebrated the fact that all of the area's 27 schools are now UNICEF Rights Respecting Schools

Every Inverclyde Council school is now participating in the scheme at a variety of levels. Just under a third (30%) of our schools have achieved the Gold Award, while a further three schools are ready to be assessed at the same level. More than half (52%) of schools have attained Silver, while just under a fifth (18%) have been successful in achieving the Bronze Award. Schools and participating establishments are supported by our Children's Rights Officer who is the local strategic lead for the programme.

In 2019, local children and young people celebrated the fact that all of the area's 27 schools are now UNICEF Rights Respecting Schools: [Party time for Rights Respecting Schools and UNCRC](#).

Finally, it is encouraging to note that our three local residential children's homes have the distinction of being the first in the world to participate in programme and successfully achieve an Award.