
Report To:	Education & Communities Committee	Date:	18 March 2025
Report By:	Ruth Binks Corporate Director Education, Communities & Organisational Development	Report No:	EDUCOM/27/25/MR
Contact Officer:	Morna Rae Head of Organisational Development, Policy and Communications	Contact No:	
Subject:	Education Authority Equality Mainstreaming Report 2025, Progress on Equality Outcomes 2021/25, the Equal Pay Statement 2025 and the Proposed Equality Outcomes 2025/29		

1.0 PURPOSE AND SUMMARY

- 1.1 ☒ For Decision ☐ For Information/Noting
- 1.2 The purpose of this report is to present for approval the Education Authority Equality Mainstreaming Report 2025, progress on delivery of the Equality Outcomes 2024/25, the Equal Pay Statement 2025, and the proposed Equality Outcomes for the period 2025/29. More information is provided in the Appendices.

2.0 RECOMMENDATIONS

- 2.1 It is recommended that the Committee:
- Notes the contents of this report, and
 - Approves the proposed Equality Outcomes 2025/29.

**Ruth Binks
Corporate Director
Education, Communities & Organisational Development**

3.0 BACKGROUND

- 3.1 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.
- 3.2 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.
- 3.3 Due regard means that, during decision making, conscious consideration is given to the three aims of the General Duty.
- 3.4 The Specific Duties require the Council to:
- set specific, measurable Equality Objectives and publish information about our performance on equality;
 - 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.
- 3.5 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. 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.
- 3.6 The Equality Act 2021 requires the Council to publish Equality Outcomes every 4 years. The last set were agreed in 2021, and there is therefore a requirement to agree outcomes for delivery in 2025 onwards. Legislation also requires a Mainstreaming Report to be published every 2 years. This was last undertaken in 2023 and so an updated report is now provided for 2025. The statutory requirements are listed against Inverclyde Council, Inverclyde Education Authority and Inverclyde Licensing Board. For reporting purposes, the licensing information is incorporated within the Council report. The Education Authority related reports are provided to the Education and Communities Committee.

EQUALITY OUTCOMES 2021/25 – PROGRESS

- 3.7 The Council adopted a suite of Equality Outcomes in 2021 to cover the period 2021/25. Attached at Appendix 1 are details of progress made with delivery of the Equality Outcomes 2021/25.

- 3.8 Appendix 2 contains a breakdown of the employee profile of the Education Authority in relation to the Protected Characteristics of Gender; Age; Disability; Ethnicity; Sexual Orientation; Religion or Belief; and Marriage and Civil Partnership Status. It should be noted that, where data in the tables in the Appendix 2 is the equivalent of five or less, the information has been suppressed to protect the identity of the respective employees and potential employees. Additionally, in terms of those data sets, it is not possible to provide any meaningful commentaries on variations in figures.
- 3.9 Areas to highlight in relation to the employee data include:
- During the two reporting years, the male/female split of employees was almost identical. Our Education Services' workforce comprised around 16% male employees, with females making up 84% of our staff.
 - In terms of the age profile of employees this is concentrated in the 40-49 and 30-39 age groups.
 - Around 70% of Education employees are White Scottish.
 - Over the two reporting years the greatest concentration of leavers was in the 20-29 age range

PROPOSED EQUALITY OUTCOMES 2025/29

- 3.10 The Education Authority is required to devise a set of Equality Outcomes for the four year period from 2025. A consultation on the Education Equality Outcomes 2025/29 took place from 29 January - 12 February 2025. A number of stakeholder groups were invited to participate in the process including Inverclyde residents, Council employees, trade union members, Health and Social Care Partnership service users as well as groups linked to the Community Learning and Development Team.
- 3.11 74 individuals responded to the consultation. Respondents were asked to indicate the extent of their support for the following proposed outcomes.

Answer Choices	Strongly agree	Agree	Neither/nor	Disagree	Strongly Disagree
Outcome 1: Improve the educational attainment of black and minority ethnic pupils	26%	16%	35%	8%	15%
Outcome 2: Reduce identity-based bullying and harassment in our educational establishments	42%	26%	15%	9%	8%
Outcome 3: Reduce the attainment gap for pupils with additional support needs	46%	28%	19%	5%	1%

They were then asked to indicate any other Education equality issues which should be considered. There were 23 responses. These were across a wide range of themes such as parental engagement, home education, addressing the attainment gap for all pupils, and dealing with disruptive behaviour in schools. No single additional theme was identifiable from this wider feedback.

In discussion with schools and members of the Corporate Equalities Group, it is thought that Outcome 1 should cover more than educational attainment and refer to how welcome and included black and ethnic minority pupils feel in school and how the wider curriculum meets their needs. This has been much of the focus of the work to date. Therefore it is proposed to widen the scope of Outcome 1.

Based on this the following are proposed as Equality Outcomes 2025/29:

Outcome 1: Improve the achievements 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

3.12 A related action plan will be developed, with oversight from the Corporate Equalities Group.

4.0 PROPOSALS

4.1 is recommended that the Committee:

- Notes the contents of this report, and
- Approves the proposed Equality Outcomes 2025/29.

5.0 IMPLICATIONS

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

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

5.2 Finance

One off Costs

Cost Centre	Budget Heading	Budget Years	Proposed Spend this Report	Virement From	Other Comments

Annually Recurring Costs/ (Savings)

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

5.3 Legal/Risk

The devising and publication of this report contributes to the fulfilment of the Council's obligations under The Equality Act 2010.

5.4 Human Resources

There are no direct human resources implications arising from this report.

5.5 Strategic

This report supports delivery of the Council Plan outcome *High quality and innovative services are provided, giving value for money.*

6.0 CONSULTATION

6.1 The consultation approach is detailed above.

7.0 BACKGROUND PAPERS

7.1 None

Education Equality Outcomes 2021/25

Development Area	Description	Update	Status
Outcome 1: Improve the educational attainment of black and minority ethnic pupils			
1.1 Respond to the Scottish Government Working Group outcomes	Education and awareness-raising - Respond to the Scottish Government (SG) Working Group outcomes in relation to anti-racist education and race equality	Complete and there is a continued focus in the Service Improvement Plan	Complete
1.2 Support schools to review the curriculum	Curriculum review - Support schools to review the curriculum content to ensure it meets the needs of black and minority ethnic pupils	Schools have been supported to review the curriculum content to ensure it meets the needs of black and minority ethnic pupils. They have mapped across their existing curriculum where there is a focus on equalities and protected characteristics to ensure this is in place or identify where there are gaps	Complete
1.3 Provide training and awareness-raising	Training and awareness-raising - Provide training and awareness-raising for all establishment leaders regarding race equality and equalities legislation	An inclusive curriculum conference was held for all school leaders in Sept 2022. The key focus was on strategies to build racial literacy.	Complete
1.4 Engage with the Council's Historic Links to Slavery Working Group	Decolonisation of the curriculum - Engage with the Council's Historic Links to Slavery Working Group in order to decolonise the curriculum and support race equality through ensuring that the history and culture of the minority ethnic community is represented	The transatlantic slave trade topic was written and delivered and will continue to be revised as required for future delivery.	Complete
Outcome 2: Reduce identity-based bullying and harassment in our educational establishments			
2.1 Promote the General Teaching Council for Scotland (GTCS) Equality and Diversity Hub	Professional development opportunities for teachers - Promote the General Teaching Council for Scotland (GTCS) Equality and Diversity Hub which consists of a range of resources to support	This has been fulfilled via our weekly briefings to all establishments and will be shared again at Heads of Establishment meetings on an ongoing basis.	Complete

Development Area	Description	Update	Status
	professional learning on the issue, including a professional guide for teachers, information on two professional learning modules created in collaboration with the University of Dundee, and a number of case studies and resources based on the protected characteristics		
2.2 Support the roll out of the revised Inverclyde Anti-Bullying Policy	Policy implementation - Support establishments with the roll out of the revised Inverclyde Anti-Bullying Policy which includes an explicit commitment by the Council to tackle prejudice-based bullying	The Anti-Bullying Policy is now in active use in our education establishments.	Complete
2.3 Review and agree a clear policy and protocol on the monitoring of identity-based incidents	Racist incident monitoring - Review and agree a clear policy and protocol on the monitoring of identity-based incidents	The updated national guidance in relation to the recording of incidents is not yet available. Therefore the Service will continue to record as is our current practice, using SEEMIS.	In Progress
2.4 Support schools to prepare for the incorporation of the UNCRC	Compliance with the Council's obligations in respect of the UNCRC - Support schools to prepare for the incorporation of the UNCRC from October 2021, as outlined in the Council's UNCRC Action Plan	We continue to support schools in numerous ways to ensure that they are responding to the UNCRC incorporation.	Complete
Outcome 3: Reduce the attainment gap for pupils with additional support needs			
3.1 Devise a strategy for the delivery of the Scottish Attainment Challenge 2	Implementation of the Attainment Challenge 2 - In line with emerging Scottish Government guidance, devise a strategy and plan for the local delivery of the Scottish Attainment Challenge 2	A new plan for the SAC refresh was completed, submitted to the Scottish Government and implemented.	Complete
3.2 Continue to develop vocational programmes and pathways	Development of vocational programmes and pathways - Continue to develop vocational programmes and pathways, in order to sustain and further improve the higher positive destination outcomes for	This is ongoing and continues to be an area of focus.	In Progress

Development Area	Description	Update	Status
	pupils with ASN who leave Inverclyde schools		
3.3 Develop capacity to support families of pupils with ASN	Improved pupil attendance - Continue to support schools to develop capacity to support families to improve the attendance of pupils with ASN, with a focus on early years and secondary pupils with ASN.	This is ongoing and we have supported the establishment of the ASN Parents Group. We have good links with them and will continue to support and engage with their work.	In Progress
3.4 Improve pathways across the senior phase for pupils with complex ASN	Improved pathways for senior phase pupils with complex ASN - Work with partners and stakeholders to improve pathways across the senior phase for pupils with complex ASN to ensure improved positive and sustained destinations	This work is ongoing and will form part of the Education Service Improvement plan in 24/25	In Progress

Education Authority Equality Mainstreaming Report 2025

1. Strategic Fit

Inverclyde Council believes in, and is committed to, the principle of equality of opportunity. The Council recognises its responsibilities as a community leader, service provider and employer to encourage the fair treatment of all individuals and to tackle social exclusion and inequality. It also recognises the benefits this brings to the community, the Council and its employees.

The vision for the Inverclyde area is *Getting it right for every child, citizen and community*. This means that the Council and its partners will work together to create a confident, inclusive Inverclyde with safe and sustainable, healthy, nurtured communities, and a thriving, prosperous economy, with active citizens who are resilient, respected and responsible and able to make a positive contribution to the area.

2. Governance

The Corporate Equalities Group (CEG) is chaired by the Corporate Director - Education, Communities and Organisational Development, and its Terms of Reference are to progress and reinforce the Council's commitment to equalities across all Council Services and, in doing so, ensure the Council meets its legislative requirements, as outlined in The Equality Act 2010.

The role of the CEG is to:

- establish a robust performance and planning framework for equalities;
- devise, monitor and report progress on the Council's Corporate Equality Outcomes and the Education Equality Outcomes;
- facilitate support for staff directly involved in delivering the Equality Outcomes;
- offer the relevant Council Services an opportunity to showcase improvement actions that relate directly to one or more of the Protected Characteristics;
- engage with stakeholders on equalities issues;
- share information with the Council's Staff Disability Forum; and
- provide corporate governance and scrutiny on relevant Council improvement plans.

3. Employee Profile

For the purposes of this report, the head count represents each unique individual who works for the Education Authority. Some employees may have more than one job at the Authority, therefore, the head count figures used here, and for the breakdown of Protected Characteristics, may be less than other figures which express the number of jobs. Additionally, it should be noted that, where data in the tables is the equivalent of five or less, the information has been suppressed to protect the identity of current and historical employees.

The Council wide report provides additional information in relation to all Council employees, including gender, disability and ethnicity pay gaps.

3.1 Employee Profile - Sex

	2022/23		2023/24	
	No.	%	No.	%
Male	233	15.72	261	15.82
Female	1,249	84.28	1,389	84.18
Prefer not to say	0	0.00	0	0.00

What the data tells us: During the two reporting years, the male/female split of employees was almost identical. Our Education Services workforce comprised around 16% male employees, with females making up 84% of our staff. It is pleasing to note that no employees opted for the prefer not to say response when asked about their Sex.

3.2 Employee Profile – Age

	2022/23		2023/24	
	No.	%	No.	%
Age in years				
16-19	17	1.15	10	0.61
20-29	292	19.70	319	19.33
30-39	402	27.13	446	27.03
40-49	425	28.68	476	28.85
50-59	305	20.58	325	19.70
60-65	38	2.56	68	4.12
> 65	≤5	0.20	6	0.36

What the data tells us: Between 2022/23 and 2023/24, there were not significant changes in percentage terms of the age bands of employees.

3.3 Employee Profile – Disability

	2022/23		2023/24	
	No	%	No	%
Disability	50	3.37	55	3.33
No disability	1094	73.82	1244	75.39
Prefer not to answer	25	1.69	26	1.58
Null/Blank	313	21.12	325	19.70

What the data tells us: Between 2022/23 and 2023/24, there was a small increase in the percentage of staff with no disability employed by the Education Authority.

3.4 Employee Profile – Ethnicity

	2022/23		2023/24	
	No.	%	No.	%
White				
Scottish	1053	71.05	1194	72.36
Irish	23	1.55	24	1.45
English	0	0.00	0	0.00
Welsh	0	0.00	0	0.00
Northern Irish	0	0.00	0	0.00
Eastern European	≤5	-	9	0.55
Gypsy/Traveller	0	0.00	0	0.00
Other white ethnic group	17	1.15	22	1.33
British	31	2.09	32	1.94
Mixed or Multiple Ethnic Groups				
Any mixed or multiple ethnic group	≤5	-	≤5	-
Asian, Asian Scottish or Asian British				
Pakistani, Pakistani Scottish or Pakistani British	≤5	-	≤5	-
Asian - Indian Scot/British	≤5	-	≤5	-
Asian-Chinese Scot/British	0	0.00	≤5	-
African				
African inc Scot/British	≤5	-	≤5	-
Caribbean or Black				
Caribbean Black Scot/British	≤5	-	≤5	-
African Other	≤5	-	≤5	-
Caribbean (Scot/British)	≤5	-	0	0.00
Other Ethnic Group				
Arab	0	0.00	0	0.00
Other Ethnic Group	6	0.40	≤5	-
Prefer not to answer	12	0.81	13	0.79
Null/Blank	329	22.20	342	20.73

What the data tells us: White Scottish people comprised the majority of staff in both reporting years.

3.5 Employee Profile – Sexual Orientation

All staff	2022/23		2023/24	
	No.	%	No.	%
Lesbian, Gay or Bisexual	23	1.55	26	1.58
Heterosexual/Straight	1008	68.02	1149	69.64
Prefer not to answer	29	1.96	33	2.00
Null/Blank	422	28.48	442	26.79
Other	0	0.00	0	0.00

What the data tells us: Between 2022/23 and 2023/24, there was a small decrease in percentage terms of employees who chose to provide no information at all (i.e. by choosing the Null/Blank response) when asked about their Sexual Orientation.

3.6 Employee Profile – Religion or Belief

All staff	2022/23		2023/24	
	No.	%	No.	%
Buddhist	≤5	-	≤5	-
Church of Scotland	210	14.17	247	14.97
Hindu	≤5	-	≤5	-
Humanist	0	0.00	0	0.00
Jewish	0	0.00	0	0.00
Muslim	≤5	-	≤5	-
None	257	17.34	297	18.00
Other Christian	52	3.51	63	3.82
Other Religion	≤5	-	≤5	-
Pagan	0	0.00	0	0.00
Prefer not to answer	35	2.36	40	2.42
Roman Catholic	463	31.24	520	31.52
Sikh	0	0.00	0	0.00
Null/Blank	456	30.77	473	28.67

What the data tells us: When staff were asked about their Religion or Belief, the most popular responses were Roman Catholic, Church of Scotland and None.

3.7 Employee Profile – Marriage and Civil Partnership Status

All staff	2022/23		2023/24	
	No.	%	No.	%
Divorced/Separated	52	3.51	57	3.45
Living with Partner	82	5.53	87	5.27
Married/Civil Partnership	627	42.31	702	42.55
Single	478	32.25	556	33.70
Widowed	5	0.34	6	0.36
Prefer not to answer	46	3.10	45	2.73
Null/Blank	192	12.96	197	11.94

What the data tells us: Between the two reporting years, when they were asked about their Marriage and Civil Partnership Status, there were minimal percentage changes.

4. Leavers

4.1 Leavers – Sex

	2022/23		2023/24	
	No.	%	No.	%
Male	24	18.90	23	23.71
Female	103	81.10	74	76.29

What the data tells us: Between the two reporting years, there was a small percentage increase in the amount of males leaving.

4.2 Leavers - Age

Age group in years	2022/23		2023/24	
	No.	%	No.	%
Under 20	0	0.00	≤5	1.03
20-29	20	31.07	27	27.84
30-39	23	21.36	23	23.71
40-49	13	8.74	14	14.43
50-59	25	15.53	18	18.56
60-65	37	15.53	12	12.37
Over 65	9	7.77	≤5	-

What the data tells us: Over the two reporting years the greatest concentration of leavers was in the 20-29 age range.

4.3 Leavers – Disability

	2022/23		2023/24	
	No.	%	No.	%
Disability	≤5	-	≤5	-
No disability	86	73.79	75	77.32
Prefer not to answer	≤5	-	0	0.00
Blanks	34	17.48	19	19.59

What the data tells us: Over the reporting years a significant majority of leavers had no disability.

4.4 Leavers – Ethnicity

	2022/23		2023/24	
	No.	%	No.	%
White Scottish	76	73.79	72	74.23
White Irish	≤5	-	≤5	-
White Other	≤5	-	≤5	-
White - other British	≤5	-	≤5	-
Asian-Pakistani Scot/Bri	≤5	-	0	0.00
Other Ethnic Group	≤5	-	≤5	-
Prefer Not to Answer	0	0.00	≤5	-
Null/Blank	17	16.5	17	17.53

What does the data tell us: Over the two years 74% of leavers were White Scottish.

4.5 Leavers – Sexual Orientation

	2022/23		2023/24	
	No.	%	No.	%
Lesbian, Gay or Bisexual	≤5	-	≤5	-
Heterosexual/Straight	73	70.87	65	67.01
Prefer not to answer	≤5	-	≤5	-
Null/Blank	50	20.39	23	23.71

What the data tells us: Most leavers over the two reporting years were heterosexual/straight.

4.6 Leavers - Religion or Belief

	2022/23		2023/24	
	No.	%	No.	%
Buddhist	≤5	-	0	0.00
Church of Scotland	27	8.74	13	13.40
Hindu	0	0.00		0.00
None	14	26.21	19	19.59
Other Christian	≤5	-	≤5	-
Roman Catholic	33	31.07	34	35.05
Prefer not to answer	≤5	-	≤5	-
Null/Blank	47	22.33	23	23.71

What the data tells us: The highest percentage of leavers in relation to religion or belief is Roman Catholic over the reporting period. This correlates with section 3.6 with Romans Catholic being the highest ranked response for employee Religion/Belief.

4.7 Leavers - Marriage and Civil Partnership Status

	2022/23		2023/24	
	No.	%	No.	%
Divorced/Separated	9	2.91	≤5	-
Living with Partner	8	7.77	≤5	-
Married/Civil Partnership	47	33.98	34	35.05
Single	28	36.89	41	42.27
Widowed	≤5	-	≤5	-
Prefer not to answer	≤5	-	≤5	-
Null/Blank	29	12.62	14	14.43

What the data tells us: Most leavers over the reporting period were single.