

Policy and Sustainability Committee

10.00am, Thursday, 23 July 2020

Response to Motion – Black Lives Matter

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 In response to the Black Lives Motion approved on 11 June 2020, committee notes the content of the report in response to the following:
 - 1.1.1 the action plan to introduce best practice in the council's recruitment and employment practices
 - 1.1.2 the action plan to enhance diversity and inclusion in Edinburgh's schools
 - 1.1.3 the plan to review any features within the council boundary which commemorate those with close links to slavery and colonialism
- 1.2 That committee considers the approach underway across the Council and notes that further imbedding equalities will be a key aspect of adaptation and renewal with the aspiration for an ambitious approach to equalities and rights, and that this work will be overseen by the Equalities Working Group.
- 1.3 Agrees to delegate to the Group Leaders the appointment of a Chair of an Independent Review Group to consider and make recommendations on features within the Council boundary which commemorate those with close links to slavery.

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Report

Response to Motion – Black Lives Matter

2. Executive Summary

- 2.1 This report responds to the motion at Policy and Sustainability Committee on 25 June 2020 on Black Lives Matters. As requested in the motion, action plans on recruitment and employment practices, enhancing diversity and inclusion in Edinburgh's schools and a review of features which commemorate those with links to slavery and colonialism are outlined below.
- 2.2 This report describes the approach being taken to strengthen the Council's approach to equalities and its impact and the commitment to develop a policy on Equalities, Diversity and Human Rights for consideration at a future committee.
- 2.3 The Black Lives Matter movement has brought further welcome attention to the structural exclusions that may be faced by people in all areas of life, including planning and decision-making in relation to vital services they receive from local government. The Council is committed to investigating, with communities and partners, where any such exclusions might exist in Edinburgh and will bring a meaningful proposal to committee in autumn 2020.

3. Background

- 3.1 Policy and Sustainability Committee approved a motion on 11 June 2020 to reaffirm Edinburgh Council's commitment to leadership of Scotland's capital city anchored in equality, inclusion, fairness, tolerance and diversity; to reaffirm there was no place for racism, prejudice, discrimination, intolerance and hate in Edinburgh; and that there should be no place for it anywhere against anyone and to reaffirm the commitment to ensure the Council treats all people equally and with fairness.
- 3.2 The intensity of focus on equalities and rights is evident from the Scottish Parliament's hearing on equalities impact of COVID-19 and the Scottish Government's proposals to implement human right into legislation, which would go well beyond current legal duties. There is also heightened general political and citizen awareness of institutionalised discrimination, the impact of everyday discrimination on people's wellbeing and opportunities and the impact of inequality on life chances and indeed life expectancy.

4. Main report

- 4.1 This report responds to calls for reports in response to the motion on Black Lives Matters at Policy and Sustainability Committee on 25 June 2020 on:
 - 4.1.1 Staff training provision around equality and unconscious bias and an action plan to introduce best practice in the council's recruitment and employment practices
 - 4.1.2 An action plan to enhance diversity and inclusion in Edinburgh's schools
 - 4.1.3 A review of features within Edinburgh commemorating those with links to slavery and colonialism
- 4.2 It also sets out the Council's ambition as part of its adaptation and renewal programme to drive significant progress on equalities and rights, with the aim of making tangible improvements to people's experiences and life chances, describing the work already underway and proposals for further strengthening the approach.
- 4.3 The actions described below are underpinned by a collaborative approach, involving people with lived experience among staff and wider citizens.

Recruitment and employment practices

- 4.4 Aligned to the Council's three strategic pillars of wellbeing, poverty and sustainability, the Council's Diversity and Inclusion Strategy sets out the Council's commitment to develop a truly inclusive culture and workplace which recognises values the contribution that a diverse workforce makes. A continuous learning approach is used to inform ongoing development of the strategy, for example, through evidence from focus groups and benchmarking. The Diversity and Inclusion Strategy will form part of the next People Strategy for 2020-2023.
- 4.5 The Diversity and Inclusion Strategy is underpinned by three building blocks, which are set out below along with key activities in each:
 - 4.5.1 **Developing our understanding:** there are two strands in train, the first to encourage staff to disclose their diversity information, starting in September 2020, which will enable benchmarking with other organisations; the second to introduce a way for colleagues to report any prejudice-based incidents, which will be centrally recorded and monitored.
 - 4.5.2 **Building an inclusive culture:** through the introduction of the annual Diversity and Inclusion calendar which highlights events such as Ramadan, Eid, Carers week, LGBT History and Pride months to colleagues across the organisation; and colleague networks, of which there are currently five (BAME, carers, disability, LGBT+ and women) with others being encouraged for armed forces and faith and belief.
 - 4.5.3 This culture-building strand is supported through a suite of training and learning resources, including a new unconscious bias e-learning module, launched in March 2020 and already accessed over 500 times. Finally, as a learning organisation, the Council is taking part in observing and learning from local authorities participating in the Equally Safe at Work employer-

accreditation pilot programme run by Close the Gap, to further inform thinking in relation to gender equality.

4.5.4 **Attracting and retaining a diverse workforce:** the recruitment and selection process approved by Committee in October 2019 included the explicit aim that no person experiences discrimination as part of our recruitment process. Managers were supported during the implementation of the policy with new guidance and e-learning and the ongoing requirement for all recruiting managers to 'pass' the e-learning module before any involvement in the recruitment process.

4.5.5 Recruitment materials, including content on MyJobScotland and job profiles, have had content revised so that it is more inclusive and will encourage a more diverse range of applicants. A virtual recruitment / awareness raising event is planned in partnership with the Council for Ethnic Minority and Voluntary Organisations (CEVCO) to promote 60 early years posts which are being recruited to in August / September 2020. Longer term action includes collaboration with Education Scotland, Moray House, Skills Development Scotland and Police Scotland to develop a longer-term pipeline of talent in critical roles.

4.6 Further details are available in Appendix 1.

Enhancing Diversity and Inclusion in Edinburgh's Schools

4.7 Communities and Families' Equality, Diversity and Inclusion Action Plan sets out ongoing and future work to ensure that the City of Edinburgh Council fulfils its obligation of equity and excellence for all learners, with particular reference to protected characteristics under the Equality Act 2010. It includes actions for specific protected characteristics including race equality. It has been reviewed and revised in the context of the Black Lives Matter movement and in response to allegations of racist conduct in a number of schools, which are being investigated. A detailed report, including the full action plan, is attached as appendix 2.

4.8 The Equality, Diversity and Inclusion Action Plan is structured around seven themes, four of which are particularly relevant to the motion on Black Lives Matter, and are summarised below (details on all seven are shown in the appendix).

4.9 **Representation, recruitment and retention:** a baseline analysis of employment data supports an action plan designed to increase the proportion of teaching staff from BAME backgrounds to the national target of 4%. Actions include raising senior leaders' awareness of bias and inequality in recruitment, retention and staff promotion; revised and strengthened and guidance for key staff on legal requirements for race equality, diversity and rights; actions to support existing BAME staff by raising awareness of existing network and through engagement and consultation; and, working with third sector organisations, to provide BAME role models for young people.

4.10 **Teaching and learning:** the database of resources to support delivery of an inclusive curriculum includes sections on black history and migration, and materials which share black voices, promote black stories and promote the principles of the

Black Lives Matter movement. Enhancement of resources will be informed by a formal audit of Black History and Culture across S1-3 and the senior phase. Professional learning will be made available on decolonising the curriculum (secondary schools) and creating an inclusive curriculum (primary).

- 4.11 **Health and Wellbeing:** anti-bullying and tackling racism will be a priority for schools in session 2020-21. Support to schools and establishments is ongoing to implement the revised procedure for 'Preventing and Responding to Bullying and Prejudice amongst Children and Young People', launched in October 2019, and schools have been advised to develop and implement their own youth-led policies by December 2020. Additional training for school leaders in managing and reporting bullying, prejudice-based incidents and hate crime has been postponed to autumn 2020 because of COVID-19. It will now include a specific focus on dealing with racist incidents.
- 4.12 BAME youth workers will work with BAME young people to create youth-led communications about tackling racist incidents. From session 2020-21, Intercultural Youth Scotland (IYS) will implement their 'Anti-racist and Pro-black Education and Ambassadorship' programme in at least 3 secondary schools (Liberton HS, Portobello HS and The Royal High School). The programme provides input to young people and staff on anti-racist education as well as mentoring a school Anti-Racist Ambassador to support a whole-school approach to dealing with racist incidents. The BAME youth work short-life group has identified examples of good and effective practice, and these will be shared in events and communications.
- 4.13 **Professional learning:** all school staff (teaching and non-teaching) and Council youth work staff will be required to undertake online professional learning modules on unconscious bias and equality and diversity in session 2020-21. Before the COVID-19 pandemic, planning was underway for a joint event with SCORE Scotland and Passion4Fusion (BAME youth work organisations) to bring together BAME and universal youth work providers to explore issues raised through Youth Talk, the BAME youth work short-life working group and the Youth Work Equalities survey. Planning for this event will resume in August 2020. The Equalities Steering Group will consider the overview of training, including content, delivery and quality assurance.

Review of features commemorate those with close links to slavery and colonialism

- 4.14 Policy and Sustainability Committee agreed on 11th June to erect a new plaque on the Melville Monument to explain Henry Dundas, 1st Viscount, Lord Melville's impact on society and to acknowledge his role in delaying the abolition of the slave trade. The new plaque will be erected on the monument following planning permission and listed building consent. It is anticipated that permissions will take between 6 and 8 weeks. The plaques have been commissioned and will be cast in bronze by local firm, Powderhall Bronze.
- 4.15 As an interim measure, two temporary signs were erected in St Andrew's Square on 11th July explaining that a new brass plaque is to be erected on the monument dedicated to the memory of more than half a million Africans whose enslavement was the consequence of Henry Dundas' actions.

- 4.16 Committee also agreed to establish an independent review group to consider any features within the council boundary which commemorate those with close links to slavery and to make recommendations to rectify the glorification of slavery and colonialism which these commemorations represent to many people and consider all options, including removal of statues.
- 4.17 Detailed discussions continue with the University of Edinburgh regarding the potential membership of the Review Group, but it is proposed it should be led by a member of the BAME community and will comprise, community leaders, cultural and arts as well as academics. Whilst we would delegate the chair to agree the membership of their group there would be an expected emphasis on having a very strong BAME representation.
- 4.18 It is proposed that the first step would be to appoint a Chair of the Review Group who then, following similar processes with the Poverty and Sustainability Commission, would appoint wider membership to the Group. It is recommended that officers would have initial conversations with potential chairs with a recommendation made to the Group Leaders to agree.
- 4.19 The Review Group will consult with the wider BAME community and be supported by an advisory group, which will gather relevant information on monuments, street signs and other structures and address matters such as governance, planning, conservation, and community consultation.
- 4.20 Following agreement, the first meeting of the review group, which is planned to take place in September, will consider the brief in detail, any resource requirements that may be necessary to carry out appropriate research and agree a meeting schedule and timetable to report back to Committee. Meanwhile, discussions are underway with the University of Edinburgh to ensure alignment with the work that the University is currently undertaking to interrogate its own role in slavery and colonialism.

Strengthening the Council's approach to equalities

- 4.21 The Council has reaffirmed its commitment to leadership of Scotland's capital city anchored in equality, inclusion, fairness, tolerance and diversity; to reaffirm there was no place for racism, prejudice, discrimination, intolerance and hate in Edinburgh; and that there should be no place for it anywhere against anyone and to reaffirm the commitment to ensure the Council treats all people equally and with fairness.
- 4.22 Evidence from data and lived experience, including the Poverty Commission's interim report on the impact of Covid-19, have signalled the need for a significantly more impactful approach to addressing the stark differences in outcomes between groups in the population. Initial proposals for an approach are presented below and span the Adaptation and Renewal Programme, the Equality, Diversity and Rights Framework and will require significant investment to train and develop staff and to support and embed a fundamental culture change.
- 4.23 **Equality, Diversity and Rights Framework 2021-25:** by late 2019, scoping work was underway in the Council develop a sharper, more focused and impactful

approach to developing the framework. This includes splitting the organisational approach to workforce and to citizens and developing a shared set of outcomes with bodies including NHS Lothian, the Edinburgh Health and Social Care Partnership and Midlothian and West Lothian Councils.

- 4.24 **Adaptation and Renewal Programme:** the intention is to provide a practical and shared partnership approach to equalities that can support the development of NHS, IJB and Council renewal programmes following Covid-19 emergency response. An initial roundtable discussion has been held between NHS, IJB and CEC colleagues. The aspiration is to:
- 4.24.1 create a cultural shift in our thinking and planning that enables equality to be mainstreamed into every core part of the services that we redesign and deliver.
 - 4.24.2 Make a tangible, positive difference in our Lothian citizens' experience of accessing public sector services which will be noticed most by those citizens who have been identified as being more disadvantaged before and during the pandemic as a result of sharing particular protected characteristics
 - 4.24.3 Co-design of programmes, working with these citizens may enable the biggest impact of all
- 4.25 The Council's Integrated Impact Assessment (IIA) is a mechanism to meet duties including the Equality Act 2010, Public Sector Equality Duty, human and children's rights conventions. It is how the Council considers the potential impact of proposals and decisions, with the objective of identifying and mitigating any adverse effects, and building on positives, and so will form a core part of the work of the Adaptation and Renewal groups. The application of this process needs to be strengthened so that the impact on equalities, human rights and sustainability become embedded as part of everyone's thinking. This will require significant training and support in addition to existing work on staff training and support described above.
- 4.26 The Council is committed to the representation of residents with protected characteristics in its engagement, consultation and research activity. We ensure this representation through:
- 4.26.1 Purposive recruiting for focus groups and workshops – making sure that people with protected characteristics are involved in discussions;
 - 4.26.2 Monitoring responses, setting quotas and weighting responses in quantitative surveys to ensure appropriate and proportionate representation;
 - 4.26.3 Using the Scottish Government's harmonised and core demographic questions to ensure comparability between activities;
 - 4.26.4 Raising awareness of engagement and consultation activity through existing networks which advocate for and represent people with protected characteristics in Edinburgh;
 - 4.26.5 Providing market-rate remuneration for participation in focus groups to remove the economic barriers to participation which may exist for residents

of any background, but are more likely to be a factor in households with multiple protected characteristics; and

4.26.6 Providing financial support to the Equalities and Rights Network (EaRN) to enable better involvement of people with protected characteristics in the decision-making processes of the city of Edinburgh Council.

4.27 Further work is needed to develop and refine these proposals and to develop an overarching policy framework for equalities and rights. To ensure political engagement the development of this work will be overseen by the Equalities Working Group.

5. Next Steps

- 5.1 Progress work as outlined in the Communities and Families Equality, Diversity and Inclusion Action Plan, ensuing alignment with Children's Partnership members.
- 5.2 Further development of the Council's approach to equalities and rights, supporting the development of an Equality and Rights Policy.
- 5.3 Test the proposed equality, diversity and rights outcomes within the organisation, through the Equalities Working Group.
- 5.4 Using the Adaptation and Renewal Members working Group to further discuss how equalities can be further embedded within the Adaptation and Renewal principles.
- 5.5 Scoping work to determine capacity requirements to support the revised framework and policy

6. Financial impact

- 6.1 There is no financial impact at this stage. Capacity and funding requirements will be considered as part of the next phase of developing the equalities framework and policy.
- 6.2 The provision of third sector specialist advice for those who have suffered or experienced racist incidents in schools is being examined. There are no indicative costs at time of writing. Independent specialist advice for the racist conduct investigations are also being prepared, though not yet finalised.

7. Stakeholder/Community Impact

- 7.1 The Council is committed to the representation of residents with protected characteristics in its engagement, consultation and research activity (see 1.33 above).
- 7.2 Staff networks and trade unions are involved in the development of the Diversity and Inclusion Strategy.

- 7.3 The Communities and Families Equalities Steering Group has representation from schools and relevant partner agencies.

8. Background reading/external references

- 8.1 [Included, Engaged and Involved \(Education Scotland\) 2018](#)
- 8.2 City of Edinburgh Council: [Included, Engaged and Involved - policy](#)
- 8.3 City of Edinburgh Council: [Preventing and Responding to Bullying and Prejudice Amongst Children and Young People - procedure](#)
- 8.4 City of Edinburgh Council: [Edinburgh Learns Framework for Inclusion](#)
- 8.5 City of Edinburgh Council: [Edinburgh Learns Framework for Health and Wellbeing](#)

9. Appendices

- 9.1 Appendix 1 – Diversity and Inclusion Strategy Update
- 9.2 Appendix 2 – Communities and Families – Promoting Equity

Appendix 1. Diversity and Inclusion Strategy Update

1. Executive Summary

- 1.1 On 11 June 2020, Committee approved a motion on Black Lives Matter, this motion included a request for a number of updates to be brought back to Committee and this reports specifically deals with the following;
- That an action plan is brought forward by the Chief Executive within three cycles to introduce best practice in the council's recruitment and employment practices, including, but not limited to, ensuring that equality, diversity and anti-discrimination training is introduced as standard for all staff; and
 - Calls for a report within three cycles setting out current staff training provision around equality and unconscious bias and any proposals to strengthen such arrangements.
- 1.2 The report also provides an update on progress made with the Diversity and Inclusion Strategy and action plan approved by this Committee on 1 October 2019.

2. Background

- 2.1 A new Diversity and Inclusion strategy and action plan, with a progress update, was reported to Finance and Resources Committee on 23 May 2019. The Strategy, together with the action plan, was subsequently approved by this Committee on 1 October 2019.
- 2.2 The Strategy and action plan were developed in conjunction with a focus group with representation from Elected Members, Trade Unions and our Colleague Networks, including colleagues in our BAME Network.
- 2.3 The strategy and accompanying action plan was also reviewed by the Employers Network for Equalities and Inclusion (ENEI) and incorporated best practice advice and ideas from other external organisations such as Close the Gap, CoSLA and other local authorities.

3. Main report

- 3.1 Aligned to our 3 strategic pillars of Wellbeing, Poverty and Sustainability, our Diversity and Inclusion Strategy sets out our commitment as an organisation to develop a truly inclusive culture and workplace. One which values and recognises the contribution that a diverse workforce makes.
- 3.2 In addition to our Diversity & Inclusion Strategy, the opportunity has been taken to benchmark our current organisational status in relation to Diversity and Inclusion by the ENEI (Employers Network for Equality & Inclusion) against 8 areas: Your workforce, Strategy and Plan, Leadership and Accountability; Attraction and

Recruitment; Training and Development; Other Employment Practices; Communications and Engagement; and Procurement.

- 3.3 This will result in further commitments, which will be detailed in an action plan and, which will be presented to Committee as part of our annual update in October 2020.
- 3.4 The Diversity and Inclusion strategy will also be a key theme in the 2020-2023 People Strategy (our next People chapter following our 2017-2020 People Strategy).
- 3.5 It was recognised by the Diversity & Inclusion focus group that the Council is on a journey to realise the commitments made in full and agreed that three building blocks will underpin our Strategy and Plan:

| Strategic Themes | Developing our understanding | Building an inclusive culture | Attracting and retaining a diverse workforce |
|--|--|---|---|
| Building Blocks | Undertake external D&I benchmarking exercise | Use annual planner to increase visibility and highlight key dates | Review our policies and guidance to ensure best practice |
| | Campaign to raise awareness and increase rates of equalities data collection | Support and promote new and existing colleague networks | Consider ways to advertise and recruit that will increase workforce diversity |
| Ensure we meet our Equal Pay commitments | | | |

Developing our understanding

- 3.6 One of the key building blocks to achieving our ambitions of attracting and retaining a diverse workforce that reflects the city is to develop a greater understanding of colleagues currently employed in the Council. A campaign to raise the importance of colleagues disclosing their diversity information will commence in September 2020 (Appendix 1).
- 3.7 The information requested will mirror the 2021 Census data definitions approved by the Scottish Government in May 2020, and it is expected that all local authorities will use this data set moving forward.
- 3.8 The decision to wait until the 2021 Census data set was finalised does mean the Council will be able to benchmark locally and nationally against other local authorities in the future.
- 3.9 To build a truly inclusive culture, the Council must be willing to face into and address unacceptable behaviour between colleagues. However, currently there is no mechanism for colleagues to report, or for the Council to record, prejudice-based incidents (outwith our current policies) within our organisation.
- 3.10 Therefore, from August 2020, the Council will put in place a way for colleagues to report any prejudice-based incidents, which will be centrally recorded.

- 3.11 A Council wide campaign proactively supported by the Trade Unions will market this initiative and will adopt a thematic approach to campaigning focused on each protected characteristic.

Building and inclusive culture

- 3.12 Since the introduction of the annual D&I calendar events such as Ramadan, Eid, Carers week, LGBT History and Pride months have been highlighted to colleagues across the Council. This is a key step in building an inclusive culture and has only been possible because of the incredible support from colleague networks, the collaborative work with Trades Union colleagues and colleagues willing to write personal stories to increase awareness of their lived experiences.
- 3.13 Personal storytelling/lived experiences has generated a lot of positive feedback and discussion and is something we will continue to promote.
- 3.14 In the last year, five colleague networks have either started or continued meeting and the Council is proud to have colleague networks for BAME, Carers, Disability, LGBT+ and Women.
- 3.15 The Council will continue to embed the current colleague networks across the organisation whilst, at the same time encouraging the development of other networks such as an armed forces network and a faith and belief colleague network.
- 3.16 To support colleagues to gain a better understanding of equality issues, and to challenge unconscious biases, we are committed to providing up learning for all colleagues.
- 3.17 A new Unconscious Bias e-learning module was launched at the end of March 2020 and has been accessed over 500 times by colleagues in the first 3 months.
- 3.18 This new module complements a suite of other learning currently available including modules on Equality and diversity; What is equality and diversity; Equality law basics; Direct and Indirect discrimination; Bullying and harassment; and Achieving equality and diversity.
- 3.19 As learning organisation, the Council has for the past year been part of a 'shadow group' observing and learning from local authorities participating in the Equally Safe At Work employer accreditation pilot programme run by Close the Gap. This work will further inform our thinking in relation to gender equality.

Attracting and retaining a diverse workforce

- 3.20 Policy and Guidance Development. On 1 October 2019 Committee approved a new Recruitment and Selection policy which includes the explicit aim that no person experiences discrimination as part of our recruitment process.
- 3.21 To support the embedding of the Recruitment and Selection policy, new guidance and e-learning offerings for recruiting managers were created. In line with the previous policy it is mandatory for all recruiting managers to 'pass' the e-learning module before they undertake any element of the recruitment process

- 3.22 A review of the content on MyJobScotland has been undertaken and this has resulted in a more inclusive approach to the language used aimed at encouraging a more diverse range of applicants.
- 3.23 We are continually reviewing our job profiles to ensure inclusive language and are looking at ways of attracting more diverse applicants to posts which are traditionally 'segregated occupations' including Twitter, LinkedIn and targeted campaigns on social media.
- 3.24 In addition to one off recruitment activities, the Council is looking at developing a longer-term pipeline of talent in critical roles. This includes working in partnership with Education Scotland, Moray House, Skills Development Scotland and Police Scotland to look at how it increases diversity in the education and youthwork workforce. The work is in its early stages but will involve, for example, collaboration with higher education providers to promote education and youthwork as career options for undecided students, awareness raising campaigns and active targeted recruitment strategies.
- 3.25 There is a virtual recruitment / awareness raising event planned in partnership with the Council for Ethnic Minority and Voluntary Organisations (CEVCO) to promote 60 early years posts which are being recruited to in August / September 2020.
- 3.26 In collaboration with Trade Union Equality Representatives, guidance was launched for managers in March 2020 in order that they can better support colleagues who are experiencing symptoms associated with the menopause.
- 3.27 Draft guidance for supporting colleagues who are transitioning has also been drafted and will be issued later this year.

4. Next steps

- 4.1 The focus group comprising Elected Members, Trade Unions, Network Colleagues and officers will continue to meet to support the implementation of the Diversity and Inclusion strategy and action plan.
- 4.2 In August and September 2020 two significant campaigns will commence, the first will encourage colleagues to report and record prejudice-based incidents through their line manager, the second will encourage all colleagues to update their diversity information.
- 4.3 An updated action plan will be produced and brought back to Committee in October 2020 as part of the annual update.
- 4.4 An updated Gender Pay Gap report will be brought back to Committee in October 2020.

5. Financial impact

- 5.1 Any associated costs will be contained within current budgets.

6. Stakeholder/Community Impact

- 6.1 The Diversity and Inclusion strategy and action plan was developed in collaboration with Elected Members, Trade Unions, Colleague Networks and other Council Officers.
- 6.2 The Council also seeks input from external partners such as the ENEI, Close the Gap and COSLA as appropriate.

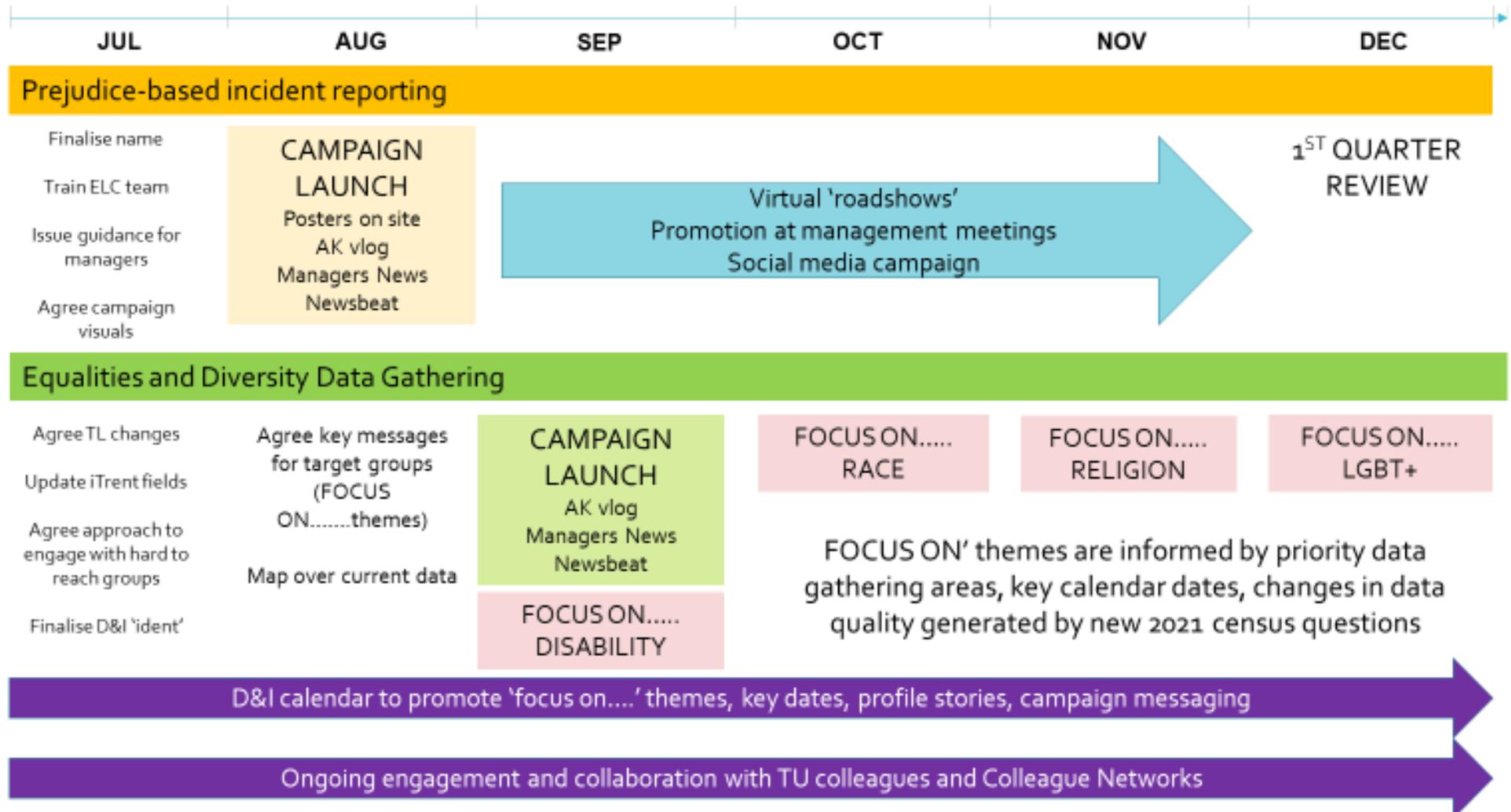
7. Background reading/external references

- 7.1 [Diversity and Inclusion Strategy and action plan – 1 October 2019](#)
- 7.2 [Recruitment and Selection Policy – 1 October 2019.](#)

8. Appendices

Appendix A – Diversity and Inclusion Action Plan Timeline (July – December 2020)

Diversity and Inclusion Action Plan – Timeline Update (Jul-Dec 2020)



Appendix 2. Promoting Equality

1. Executive Summary

- 1.1 All education establishments and services have a legal requirement under the Public Sector Equality Duty to:
 - 1.1.2 Eliminate unlawful discrimination, harassment and victimisation.
 - 1.1.3 Advance equality of opportunity between people who share a protected characteristic.
 - 1.1.4 Foster good relations between people who share a protected characteristic and those who do not.
- 1.2 We recognise that whilst there are examples of preventative, pro-active and responsive work relating to the above duty across our education establishments and services, there is a lack of awareness of discrimination and inequality, in particular the harmful and deep-rooted problem of interpersonal and systemic racism. We re-affirm our commitment to confronting and addressing racism and discrimination in all its forms.
- 1.3 The current report provides a summary of progress on the actions approved at the March 2020 Education Children and Families Committee and outlines an extended and necessarily ambitious set of actions to promote equality, diversity and inclusion, with a focus on tackling all forms of racism. This work will continue to involve primary, secondary and special schools, the ASL Service, Quality Improvement & Curriculum Service and Lifelong Learning (CLD).

2. Background

- 2.1 Previous reports on equalities and inclusion and measures to improve the opportunities, experiences and outcomes for children and young people have been presented to the Education, children and Families Committee, most recently the march 2020 report on Promoting Equality:
<https://democracy.edinburgh.gov.uk/documents/s14766/7.8%20Promoting%20Equality.pdf>
- 2.2 The COVID-19 pandemic necessarily saw a re-prioritisation of work across the Communities and Families department to meet the needs of the most vulnerable children, young people and families - many of whom have protected characteristics – during school closures. While this has temporarily affected the rate of progress on more strategic work, Equalities has remained at the centre of both our immediate response to COVID-19 and planning for Adaptation and Renewal. A core group of Council officers from the Communities and Families Equalities Steering Group has continued to meet during school closures, with a focus on the implications of COVID-19 for children and families with protected characteristics and other factors including poverty, and Black Lives Matter.
- 2.3 The Black Lives Matters movement which gathered momentum in the wake of the killing of George Floyd in the USA at the end of May 2020, has focused the attention of public sector organisations, including City of Edinburgh Council Communities and Families department, on the harmful and persistent issue of institutional racism. On 11th June, the Communities and Families Equalities Steering Group issued a statement outlining our position as Council staff (Appendix 1). It emphasises our recognition of the deep-rootedness of this problem, that we

have much more to do and our commitment to doing so; we know that what is required is action, not words.

- 2.4 We have received allegations of racist conduct in a number of schools. Following initial internal review it has been decided to appoint an independent advisor, with expertise in conducting such investigations and in relation to equalities legislation and practice. One report for each school will be prepared.
- 2.5 The investigations will be undertaken in accordance with the principles set down in stage 2 of the external complaints procedure, on the basis that appropriate support will be provided to complainants where evidence is ingathered. We are currently exploring an appropriate 3rd sector agency to provide support and act as intermediaries in the process.
- 2.6 As a second stage of independently and forensically considering all issues raised, a working group of senior Council officials and relevant stakeholders will consider the outcome of the investigations at each school, in order to identify the extent of institutional issues and to make appropriate recommendations.
- 2.7 The investigations will start as soon as possible and by no later than early August, with a view to finalising the first stage reports by mid-October. The second stage working group would then be convened in mid-October, with a view to reporting back by the end of this calendar year.
- 2.8 We have also received calls for the mural in Wardie Primary School which includes an image of a 'golliwog' to be removed. This will be considered as part of the wider review into Edinburgh's public statues, monuments, building and street names. We are aware of a petition to change the name of James Gillespie's High School. James Gillespie was an 18th century tobacco merchant in the city.
- 2.9 In the context outlined above, we have re-assessed priorities for our work on equality, diversity and inclusion in schools, services and youth work and written an extended plan of actions with a focus on tackling all forms of racism (Appendix 2). It should be noted that planning will give regard to balance and proportionate emphasis on discrete protected characteristics over a three-year planning period. This important work sits within the Council-wide Diversity and Inclusion Strategy and overlaps in some areas, e.g. Human Resources and cultural assets.

3. Main report

- 3.1 **Theme 1: Representation, recruitment and retention.** A detailed analysis of baseline employment data by position/role and ethnicity shows the current position and what is required to achieve the national target of 4% of teaching staff from BAME backgrounds by 2030 (Appendix 4). We have included in this analysis non-teaching school-based posts and other non-school-based posts which involve day-to-day contact with children and young people. The data shows that there is high representation of people from BAME backgrounds in PSA, Early Years Assistant and Development Officer roles, whilst there is low representation in all teaching roles except Probationers. It should be noted that there is a high level of non-disclosure of ethnicity and therefore it is likely that there is a higher representation of staff from minority ethnic backgrounds than the current data suggests. Improving equalities monitoring data is one of three strands in the Council-wide Diversity and Inclusion strategy.
- 3.2 Actions to address the under-representation of people of colour in all relevant roles are outlined in the plan. We consider that senior leaders have an essential role in providing strong leadership in this area. Planning is underway for an event aimed at raising senior leaders' (Schools and

Lifelong Learning) awareness of bias and inequity including in recruitment, retention and promotion of staff from diverse backgrounds. Guidance for probationer teachers and mentors on legal and statutory requirements for race equality, diversity and rights has been revised and strengthened. We will undertake an engagement and consultation process with staff from under-represented groups in autumn 2020. Further actions are to raise awareness of mentoring networks for under-represented groups and to identify ways to recognise and support aspiring minority ethnic teachers and youth workers. We recognise that increasing the number of BAME staff is a long-term objective and therefore working with BAME third sector organisations to increase representation and provide BAME role models for young people will be part of our interim strategy.

- 3.3 **Theme 2: Teaching and Learning.** We have developed a database of resources to support delivery of a curriculum which is inclusive and reflects and values the lived experiences of all children, young people and their families. It covers the protected characteristics of disability, gender, sexual orientation, gender re-assignment, race and religion and includes sections on black history and migration, as well as recommended books for children and young people which: promote positive images of disability; challenge gender stereotypes; teach about the fluidity of gender and the importance of acceptance; share black voices, promote black stories and promote the principles of the Black Lives Matter movement (see Appendix 5 for example pages).
- 3.4 In addition to promoting resources for teaching black history, language and culture across the curriculum, we will work with subject leaders to plan and carry out a formal audit of Black History and culture across S1-3 and the Senior Phase. In parallel, we will offer professional learning on decolonising the curriculum (secondary) and creating an inclusive curriculum (primary). As part of the national 1+2 Language Strategy, we are exploring options to support the teaching and learning of heritage languages. We will also promote the Language Ambassadors Programme and the Young Interpreters Scheme.
- 3.5 **Theme 3. Health and Wellbeing.** We have continued to support schools and establishments to implement the revised procedure for 'Preventing and Responding to Bullying and Prejudice amongst Children and Young People' which was launched in October 2019. Schools have been advised to draft and begin to implement their own youth-led policies by December 2020
- 3.6 Five out of the planned six anti-bullying training sessions for Equality Co-ordinators and Anti-bullying Champions were delivered by *respectme* prior to school closures. Additional training for school leaders in managing and reporting bullying, prejudice-based incidents and hate crime which was scheduled for May 2020 has been postponed to autumn 2020 due to COVID-19. It will now include a specific focus on dealing with racist incidents. Improved guidance for schools on setting up school Equalities Groups will be issued to schools for the start of session. The purpose of these groups is to ensure that learner participation drives policy and practice at school level. Anti-bullying and tackling racism will be a priority for schools in session 2020-21.
- We will strengthen the section on procedures for reporting, investigation and follow-up of bullying incidents. Specifically, we will work with BAME young people to critically examine the policy. Their feedback will be used to offer better support to schools as they devise their own youth-led policies. BAME youth workers will also work with BAME young people to create youth-led communications about tackling racist incidents. Our intention is that this would be made available to all young people in the city and it would cover points such as, for example, 'what you should do if this happens to you or you witness this happening to someone else. It will also provide an escalation process and will explain what young people can expect from the adults that they report the incident to.

- 3.7 From session 2020-21, Intercultural Youth Scotland (IYS) will implement their 'Anti-racist and Pro-black Education and Ambassadorship' programme in at least 3 secondary schools (Liberton HS, Portobello HS and The Royal High School). This programme includes: delivering anti-racist education to young people in S1-4; staff training on anti-racist education; mentoring a school Anti-Racist Ambassador; supporting a whole-school approach to dealing with racist incidents.
- 3.8 Key findings from an analysis of an equalities survey of Council and third sector youth work providers include: under-representation of BAME staff in universal youth work provision (see 4.2); a need for race equality training. The survey also identified practice which has been successful in increasing participation of young people with protected characteristics and barriers to their participation. (Appendix 5) Youth work staff will be included in mandatory Unconscious Bias and Equalities training (see 4.9) and we will deliver specific training for anti-racist youth work. We will carry our further analysis of the survey, share the results with relevant partners and identify further actions.
- 3.9 Good practice identified through the BAME youth work short-life working group includes: Passion4Fusion and Muirhouse Youth Development Group (MYDG) working with a diverse group of young people to explore what makes a community inclusive and what makes a group welcoming and accepting (<https://youtu.be/EoS3NO4nPjY>); Multi-Cultural Family Base (MCFB) working with a number of universal youth work providers to run short-term groups that act as a bridge to engage children and young people in mainstream youth work services; ELREC (Edinburgh and Lothians Regional Equality Council) TRUE Colours programme working with S6 students at Drummond Community High School to organise a whole-school event on racism (October 2019) and to lead S1 students in sessions on racism and cyber-bullying (February 2020), as part of an SQA Leadership qualification. This and other good practice will be shared through events (see 4.11) and communications (see 4.14).
- 3.10 **Theme 4: Professional Learning.** Training is a cross-cutting theme and has been covered in part at sections 4.2, 4.4, 4.5 and 4.6. All school staff (teaching and non-teaching) and Council youth work staff will be required to undertake online professional learning modules on Unconscious Bias and Equality and Diversity in session 2020-21. Time will be allocated and, for teachers, this has been agreed with the teaching unions as part of the annual Working Time Agreement. A preliminary scoping exercise for whole-school Equalities training for school staff was completed in March 2020 (Appendix 7). This work will be remitted to Learning and Development team.
- 3.11 Schools participating in the IYS Education and Ambassadorship programme (see 4.6) will receive focused race equality training.
- 3.12 Pre-COVID, planning was underway for a joint event with SCORE Scotland and Passion4Fusion (BAME youth work organisations) to bring together BAME and universal youth work providers to explore issues raised through Youth Talk, the BAME youth work short-life working group and the Youth Work Equalities survey. We will resume planning in August 2020.
- 3.13 The Equalities Steering Group will consider the overview of training, including content, delivery and quality assurance.
- 3.14 **Theme 5: Adaptation and Renewal.** Equalities is a core principle across all Adaptation and Renewal themes and plans for schools.
- 3.15 **Theme 6: Communication.** We will develop a communications strategy for equality, diversity and inclusion to raise awareness, promote conversations and action amongst young people, parents, school and youth work staff and senior leaders.

- 3.16 **Theme 7: Self-Evaluation.** We have made some progress in establishing baseline data, e.g. detailed employment data. We will create and implement a schedule for regular review of Equalities data to measure progress and inform planning. Self-evaluation will be an ongoing theme in our work to ensure that equalities becomes deeply and intrinsically embedded in all processes. It will also be explored in more detail in Phase 3 of the Equalities Investigation (Appendix 3)

4. Next Steps

- 4.1 Progress work as outlined in the Equality, Diversity and Inclusion Action Plan (Appendix 2)
- 4.2 Discuss and ensure alignment with Children's Partnership members.

5. Financial impact

- 6.1 The provision of third sector specialist advice for those who have suffered or experienced racist incidents is being examined. There are no indicative costs at time of writing.
- Legal advice for the racist conduct investigations are also being prepared, though not yet finalised.

6. Stakeholder/Community Impact

- 6.1 The Communities and Families Equalities Steering Group has representation from schools and relevant partner agencies. It will continue to engage with stakeholders in a range of ways, for example by inviting presentations and consulting reference groups. Engagement with parents has taken place through Locality Parent Council meetings. The Equalities Steering Group will consider inviting parents to join, with the view to becoming an Equalities Board. Engagement with pupils will take place principally through school Equalities Steering Groups.

7. Background Reading / External References

- 7.1 [Included, Engaged and Involved \(Education Scotland\) 2018](#)
- 7.2 City of Edinburgh Council: [Included, Engaged and Involved - policy](#)
- 7.3 City of Edinburgh Council: [Preventing and Responding to Bullying and Prejudice Amongst Children and Young People - procedure](#)
- 7.4 City of Edinburgh Council: [Edinburgh Learns Framework for Inclusion](#)
- 7.5 City of Edinburgh Council: [Edinburgh Learns Framework for Health and Wellbeing](#)

8. Appendices

- 9.1 Appendix 1 Equalities statement
- 9.2 Appendix 2 Communities and Families, Equality, Diversity and Inclusion Action Plan 2020-21
- 9.3 Appendix 3 Employment Data
- 9.4 Appendix 4 Inclusive Curriculum database – example pages
- 9.5 Appendix 5 Youth Work and Equalities Survey: BAME summary
- 9.6 Appendix 6 Scoping Document: whole-school Equalities training

APPENDIX 1. Equalities Statement

Black Lives Matter

Recent events in the US, in particular the shocking death of George Floyd, and the global response are shining a light again on the harmful and persistent issue of institutionalised racism. We fully recognise that it is no less an issue in the UK and Scotland. We have witnessed similar tragedies, and recently the disproportionate effect of COVID-19 on people from Black, Asian and minority ethnic backgrounds.

We are heartened by the concern and support expressed by pupils, parents and staff from across our learning communities in recent days. We are all rightly asking what more we can and should do to support our Black, Asian and minority ethnic pupils and colleagues.

We re-affirm and strengthen our commitment to confronting and addressing racism and discrimination in all its forms through strong anti-racist leadership, teaching and youth work. Our recent engagement with BAME young people and partner organisations has shown that there is much more that we can do and we will continue to listen and learn. We have started by implementing a revised anti-bullying procedure supported by training for senior leaders and pupil Equalities groups and we are working to ensure that Black history and its role in our city is a core part of a decolonised and inclusive curriculum. We will increase training for all school staff and have set up a working group as part of a national commitment to increasing diversity in the teaching workforce.

We believe that our schools have a vital role to play in tackling racism and creating a city where all are treated with dignity and respect. We want **all** our children and young people to thrive and lead in a diverse and complex world. We do not underestimate the challenge of this deep-rooted problem. We are fully committed to making a difference, harnessing the compassion, energy and creativity of our children, young people, families and staff to make Edinburgh a city where there is no place for discrimination or injustice.

On behalf of,
The City of Edinburgh Council Equalities Steering Group (Education)

The above statement has been prepared to clearly state our position as staff working within Children and Families. You may find it useful to share and discuss with relevant members of your school community.

Kind regards

Lorna Sweeney

(Chair) Equalities Steering Group (Education)

Annemarie Procter
C&F Equalities Lead

Communities and Families

Equality, Diversity and Inclusion Action Plan

This plan sets out ongoing and future work to ensure that the City of Edinburgh Council fulfils its obligation of equity and excellence for all learners, with particular reference to protected characteristics under the Equality Act 2010 and other factors such as children who are non-binary, care experienced or Young Carers, and children who have English as an Additional Language or are affected by poverty. It includes actions for specific protected characteristics, with a particular emphasis on race equality, in the context of Black Lives Matter. Planning will give regard to balance and proportionate emphasis on discrete protected characteristics over a three-year planning period.

| Theme | Tasks | Empowered System | Target date | Progress |
|--|--|--|--|---|
| 1. Representation, recruitment and retention Diversity in the teaching, PSA and youth work workforce | <ul style="list-style-type: none"> include guidance for probationer teachers and mentors re. legal and statutory requirements for race equality and diversity, and rights raise awareness of bias and inequity: Head Teachers, CLD managers – Creative Conversation: Educating for Race Equality (<i>Professional Learning</i>) consultation with staff from groups of interest – experience in the workplace (teacher/PSA/youth workers) raise awareness of mentoring networks for under-represented groups (teacher/PSA/youth workers) identify ways to recognise and support aspiring minority ethnic teachers and youth workers | Teachers & practitioners GTCS School leaders Teachers & practitioners, youth workers Teachers & practitioners School leaders, youth work leaders | August 2020 November 2020 December 2020 November 2020 January 2021 | <ul style="list-style-type: none"> completed (update in Probationer's handbook) planning underway (LLL) |
| 2. Teaching and Learning Inclusive curriculum BME / black history and culture included: | <ul style="list-style-type: none"> Deliver <i>Professional Learning</i>: <ul style="list-style-type: none"> Decolonising the Curriculum (secondary) Creating an inclusive curriculum (primary) | School leaders, Teachers, Partners | Oct. 20 & Jan. 21 Jan. 21 & Mar. 21 | |

| | | | | |
|---|---|--|---|--|
| <ul style="list-style-type: none"> • in all phases of secondary school education across all disciplines • BME / black history and culture across all curricular areas in primary school education • through youth work | <ul style="list-style-type: none"> • Create Inclusive Curriculum resource database • Carry out formal audit of Black History across BGE and Senior Phase • Identify ways to support the teaching and learning of Community/Heritage Languages as L3 (1+2 Language Strategy) • Language Ambassadors Programme and Young Interpreters Scheme: obtain baseline information and agree a target number of participating schools | <p>Teachers & practitioners</p> <p>Teachers & Practitioners</p> <p>Local Authority</p> <p>Local Authority</p> | <p>August 2020</p> <p>November 2020</p> <p>August 2020</p> <p>November 2020</p> | <ul style="list-style-type: none"> • On target • On target |
| <p>3. Health and Wellbeing Anti-bullying. Implementation of revised procedure.</p> | <ul style="list-style-type: none"> • Engagement with Parent Council Locality groups • Professional Learning: Respect for All training for Equality Co-ordinators • Strengthen section of procedure on reporting, investigation and follow-up of incidents, with particular ref. to prejudice-based bullying and racist incidents. • Professional Learning: Follow-up training on recording, prejudiced-based bullying, dealing with racist incidents, hate crime • All schools establish/re-constitute pupil-led Equalities Groups • 3 secondary schools pilot IYS Race Ambassadors programme • Respect for All training for Parents-Carers • Professional Learning: Respect for All training for PSAs • Analyse recorded bullying incidents data by protected characteristics | <p>Parents & Carers Partners</p> <p>Learners, Partners, Local Authority</p> <p>School leaders</p> <p>Learners</p> <p>Partners</p> <p>Parents & carers</p> <p>Support staff</p> | <p>February 2020</p> <p>March 2020</p> <p>August 2020</p> <p>December 2020</p> <p>December 2020</p> <p>Aug. 2020-June 2021</p> <p>December 2020</p> <p>June 2021</p> <p>Aug. 2020, Jan. & August 2021</p> | <ul style="list-style-type: none"> • Completed • 5 of 6 session delivered. 1 session to be rescheduled (COVID-19). • Planning underway • Guidance to support – due August 2020 • Initial participating schools: Liberton HS, Portobello HS, the Royal High School |

| | | | | |
|--|--|---|---|---|
| <p>Youth Work</p> <p>Support for transgender young people</p> | <ul style="list-style-type: none"> • Carry out and analyse equalities survey of Council and third sector youth providers to inform actions. • Deliver training for anti-racist youth work • Revise Edinburgh guidance on supporting transgender young people after publication of revised national guidance (<i>publication delayed</i>) | <p>Local Authority, School leaders</p> <p>Local Authority</p> <p>Youth workers, Partners Teachers & practitioners, Partners</p> | <p>March 2020</p> <p>March 2020</p> <p>August 2021 (<i>provisional</i>)</p> | <ul style="list-style-type: none"> • Completed |
| <p>4. Professional Learning See also Themes 1, 2 and 3.</p> | <ul style="list-style-type: none"> • core (required) Equalities training (online) for all school staff (leadership, teaching and non-teaching), CLD managers and youth workers • progress development of whole-school Equalities training (Learning & Development) • create database of recommended Equalities training (internal, third sector, other) | <p>Teachers & practitioners</p> <p>Teachers, practitioners</p> <p>Partners</p> | <p>June 2021</p> <p>June 2021</p> <p>January 2021</p> | <ul style="list-style-type: none"> • Included in Working Time Agreement for teachers 2020-21 |
| <p>5. Adaptation and Renewal Edinburgh Learns for Life</p> | <ul style="list-style-type: none"> • planning for all themes gives due regard to equality including socio-economic disadvantage, sustainability and human rights | <p>Local Authority School leaders</p> | <p>June 2020 and ongoing</p> | <ul style="list-style-type: none"> • In progress |
| <p>6. Communication</p> | <ul style="list-style-type: none"> • Develop communication strategy <ul style="list-style-type: none"> ➢ For young people, by young people ➢ Monthly Director Report via SWAY ➢ ELATE (Edinburgh Learns Magazine) | <p>Local Authority Learners</p> | | <ul style="list-style-type: none"> • |
| <p>7. Self-evaluation</p> | <ul style="list-style-type: none"> • Create and implement a schedule for review of data by Equalities Steering group (incl. ownership) (e.g. attainment, bullying incidents, exclusions, pupil survey, employment) | <p>Local Authority, School leaders, Partners</p> | <p>October 2020</p> | <ul style="list-style-type: none"> • In progress |

**APPENDIX 3:
Teaching Posts**

| Ethnicity | CL | DHT | HT | Probationer | PSL/SLL | PT | Teacher | Blank | Grand Total |
|---|------------|-------------|------------|---------------------|-----------------|------------|-----------------|--------------|--------------------|
| Asian | | | | 6 | | | 36 | | 42 |
| Black | | | | 2 | | | 3 | | 5 |
| Declined/no info. | 37 | 24 | 18 | 16 | 32 | 14 | 527 | | 668 |
| Mixed | 1 | 1 | | 1 | | | 16 | | 19 |
| Other | | | | | | | 4 | | 4 |
| White - other | 5 | 4 | 5 | 18 | 2 | 4 | 149 | | 187 |
| White – UK/Ire | 163 | 172 | 111 | 171 | 175 | 128 | 2376 | | 3296 |
| (Blank) | | | | | | | | | |
| Grand total | 206 | 201 | 134 | 214 | 209 | 146 | 3111 | | 4221 |
| Total BME | 1 | 1 | 0 | 9 | 0 | 0 | 59 | | 70 |
| | | | | | | | | | |
| Ethnicity by % | %CL | %DHT | %HT | %Probationer | %PSL/SLL | %PT | %Teacher | | % |
| Asian | 0 | 0 | 0 | 3 | 0 | 0 | 1 | | 1 |
| Black | 0 | 0 | 0 | 1 | 0 | 0 | 0 | | 0 |
| Declined / no info. | 18 | 12 | 13 | 7 | 15 | 10 | 17 | | 16 |
| Mixed | 0 | 0 | 0 | 0 | 0 | 0 | 1 | | 0 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| White – other | 2 | 2 | 4 | 8 | 1 | 3 | 5 | | 4 |
| White – UK / Ire | 79 | 86 | 83 | 80 | 84 | 88 | 76 | | 78 |
| (blank) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |
| Total % BME | 0 | 0 | 0 | 4 | 0 | 0 | 2 | | 2 |
| | | | | | | | | | |
| 4% target figure = x staff | 8 | 8 | 5 | 9 | 8 | 6 | 124 | | 169 |
| ADJUSTED Target (minus existing BME staff) | 7 | 7 | 5 | 0 | 8 | 6 | 65 | | 99 |

Non-teaching Posts

| Non-teaching population by ethnicity | | | | | | | | | | | | | | | | | | | |
|--|---------------|-----------------|-------------------|------------|----------------|----------|-----------|------------|------------|------------|--------------|-----------|-------------|-----------|------------|------------|--------------|----------|-------------|
| Count of Ethnicity - cleaned up | Column Labels | | | | | | | | | | | | | | | | | | |
| Row Labels | Adminstrator | AS Coordinators | Autism Dev Worker | BM | Breakfast Club | BSO | Dev Off | EYA | EYO | EYP | Group Worker | NN | PSA | Sc. Tech | Senior EYO | SSA | Youth Worker | (blank) | Grand Total |
| Asian | | | | 2 | | | | | 12 | 3 | 17 | | 3 | 42 | 2 | 1 | 4 | | 86 |
| Black | | | | | | | | 2 | 1 | | 3 | | | 6 | | | | | 12 |
| Declined / no info | 9 | | 6 | 1 | 12 | | 8 | 13 | 56 | 21 | 125 | | 3 | 358 | 8 | 5 | 19 | 2 | 646 |
| Mixed | | | | | | | | 3 | | 2 | 4 | | | 9 | | 1 | 1 | | 20 |
| Other | | | | | | | | | 4 | | 1 | | | 14 | 1 | | | | 20 |
| White - other | 2 | | | 1 | 4 | 6 | 1 | 2 | 10 | 11 | 49 | | 4 | 139 | 3 | 3 | 15 | | 250 |
| White - UK / Ire | 95 | | 19 | 3 | 104 | 47 | 8 | 58 | 86 | 148 | 460 | | 2 | 64 | 1082 | 25 | 73 | 96 | 2373 |
| (blank) | | | | | | | | | | | | | | | | | | | |
| Grand Total | 106 | 25 | 5 | 122 | 61 | 9 | 78 | 169 | 185 | 659 | 2 | 74 | 1650 | 39 | 83 | 135 | 5 | 0 | 3407 |
| Total BME colleagues | 0 | 0 | 0 | 2 | 0 | 0 | 5 | 17 | 5 | 25 | 0 | 3 | 71 | 3 | 2 | 5 | 0 | 0 | 138 |
| | | | | | | | | | | | | | | | | | | | |
| Ethnicity by % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % | % |
| | Adminstrator | AS Coordinators | Autism Dev Worker | BM | Breakfast Club | BSO | Dev Off | EYA | EYO | EYP | Group Worker | NN | PSA | Sc. Tech | Senior EYO | SSA | Youth Worker | (blank) | Grand Total |
| Asian | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 7 | 2 | 3 | 0 | 4 | 3 | 5 | 1 | 3 | 0 | 0 | 3 |
| Black | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Declined / no info | 8 | 24 | 20 | 10 | 13 | 0 | 17 | 33 | 11 | 19 | 0 | 4 | 22 | 21 | 6 | 14 | 40 | 0 | 19 |
| Mixed | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 | 1 |
| Other | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 1 | 3 | 0 | 0 | 0 | 0 | 1 |
| White - other | 2 | 0 | 20 | 3 | 10 | 11 | 3 | 6 | 6 | 7 | 0 | 5 | 8 | 8 | 4 | 11 | 0 | 0 | 7 |
| White - UK / Ire | 90 | 76 | 60 | 85 | 77 | 89 | 74 | 51 | 80 | 70 | 100 | 86 | 66 | 64 | 88 | 71 | 60 | 0 | 70 |
| (blank) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total % BME colleagues | 0 | 0 | 0 | 2 | 0 | 0 | 6 | 10 | 3 | 4 | 0 | 4 | 4 | 8 | 2 | 4 | 0 | 0 | 4 |
| 4% target figure = x staff | 4 | 1 | 0 | 5 | 2 | 0 | 3 | 7 | 7 | 26 | 0 | 3 | 66 | 2 | 3 | 5 | 0 | 0 | 136 |
| ADJUSTED Target (minus existing BME staff) | 4 | 1 | 0 | 3 | 2 | 0 | -2 | -10 | 2 | 1 | 0 | 0 | -5 | -1 | 1 | 0 | 0 | 0 | -2 |

Non-teaching Post Groups

| Job Group | Original Title | Group includes these posts: |
|-------------------|-----------------------------|--|
| Administrator | School Administrator | |
| AS Coordinators | Active School Co-ordinators | |
| Autism Dev Worker | Autism Development Worker | |
| BM | Business Manager | |
| Breakfast Club | Breakfast Club Staff | BC Assistants and BC Supervisors |
| BSO | Behaviour Support Officers | |
| Dev Off | Development Officers | LLL Development Officers CLD Development Officers Outdoor Learning Development Officers Sports Development Officers |
| EYA | Early Years Assistants | |
| EYO | Early Years Officers | |
| EYP | Early Years Practitioners | |
| Group Worker | Group Worker | |
| NN | Nursery Nurse | |
| PSA | Pupil Support Assistants | Bilingual Support Assistants |
| Sc. Tech | Science Technicians | Senior Science Technicians |
| Senior EYO | Senior Early Years Officer | Senior Early Years Intervention Officers |
| SSA | School Support Assistants | |
| Youth Worker | Youth Worker | |

APPENDIX 4. Example page from Inclusive Curriculum resource database

Gender

| Name of resource | Web link | Publisher / Organisation | Age/Stage | More information |
|---|---|---------------------------------|---------------------------|--|
| World's largest lesson: gender equality | https://worldslargestlesson.globalgoals.org/worlds-largest-lesson-2016-focus-on-goal-5-gender-equality/ | World's Largest Lesson / UNICEF | Secondary | The survey project involves creating a gender equality ratio of your community decision makers and influencers and sharing this on an interactive map. We aim to create a snapshot of the world that shows what gender equality really looks like to children and young people #FromWhereIStand. |
| UNESCO Sustainable Development Goal 5 Resources | https://en.unesco.org/themes/education/sdgs/material/05 | UNESCO | EY, Primary and Secondary | The UNESCO resource bank for teaching about gender equality at all ages/stages. |
| Challenging Gender Stereotype lesson plans | https://www.open.edu/openlearncreate/pluginfile.php/272873/mod_resource/content/1/Classroom%20Activities%20on%20gender%20stereotypes%20and%20equality.pdf | Robert Gordon's / opencreate | Secondary | 4 classroom activities: warmup activity to raise awareness of gender stereotyping 'It's a girl thing or a boy thing?'; activity to allow young people to talk about their opinions and raise awareness of gender stereotyping 'Where do you stand?'; Gender Lens exercise and subject choices; Gender lightbulb exercise - invites students to reflect on a time when they were treated differently because of their gender. |
| What is inequality? Gender | https://www.actionaid.org.uk/school-resources/resource/what-is-inequality-gender | Action Aid | Upper Primary, S1-2 | This resource is full of simple activities to get your pupils thinking about what gender inequality means and how it affects people's lives around the world. Includes the starter activity 'What is inequality?' and a case study of how ActionAid has helped women farmers in Sierra Leone. |

| | | | | |
|---|---|--------------------|---------------------------|---|
| Female Genital Mutilation | https://www.actionaid.org.uk/school-resources/resource/female-genital-mutilation-fgm-teaching-resources | Action Aid | Secondary | Created for Key Stage 3 and 4 citizenship and PSHE classes, these resources focus on dispelling myths around FGM. They also include the powerful stories of those who have been affected by FGM and those who are working to eradicate it. |
| Equal Rights - what gets in the way? | https://www.womankind.org.uk/docs/default-source/Fundraise-/lesson-plan.pdf | Womankind | Secondary | An introduction to women's rights for secondary schools. By the end of this lesson students will have considered some of the specific challenges to women's rights, why they exist and what can be done to effect change. They will listen to different opinions, discuss and collaborate |
| Outside the Box: Promoting Gender Equality and Tackling Sexual Harrassment in Schools | https://equaliteach.co.uk/for-schools/classroom-resources/outside-the-box/ | Equaliteach | EY, Primary and Secondary | Outside the Box is a resource for those working with young people from Early Years through to Key Stage 5, supporting them to promote gender equality throughout their settings and tackle sexism and sexual harassment. The resource provides advice and techniques for educators, as well as practical lesson plans and activities. |
| Improving Gender Balance and Equalities 3-18 | https://education.gov.scot/improvement/learning-resources/improving-gender-balance-3-18 | Education Scotland | EY, Primary and Secondary | Improving Gender Balance and Equalities (IGBE) resources and research for practitioners to help: challenge gender stereotypes; address unconscious bias; improve gender balance in subject uptake and learner pathways; promote whole-establishment approaches to equality. |
| Exploring gender stereotypes in stories | https://www.tolerance.org/classroom-resources/tolerance-lessons/exploring-gender-stereotypes-in-stories | Tolerance.org | Primary | This lesson allows children to look at one or more picture books that counter gender stereotypes. After discussion of the book, children will engage in a creative writing activity geared to fostering individual identity and resisting social definitions of what and how a boy or girl "should" be. |
| Exploring gender stereotypes through role plays | https://www.tolerance.org/classroom-resources/tolerance-lessons/exploring-gender-stereotypes-through-role-plays | Tolerance.org | Primary | This lesson offers role plays and essential questions to guide students as they participate. Children have a chance to use creative, dramatic expression to consider not only the roots of gender stereotypes, but also their consequences and strategies for counteracting them. |

| | | | | |
|--|---|---------------|-----------------------------|---|
| Maya Angelou 'Still I Rise' | https://www.tolerance.org/classroom-resources/tolerance-lessons/maya-angelou | Tolerance.org | Upper Primary and Secondary | This lesson focuses on questions of identity as students read and analyze Angelou's inspirational poem "Still I Rise" and apply its message to their own lives. Students learn how Maya Angelou overcame hardship and discrimination to find her own voice and to influence others to believe in themselves and use their voices for positive change. |
| The Importance of Female Voices | https://www.tolerance.org/classroom-resources/tolerance-lessons/the-importance-of-female-voices | Tolerance.org | Upper Primary and Secondary | This lesson examines the gender discrepancy among Wikipedia contributors. Students create their own class wiki in order to discover why, despite Wikipedia's policy of openness, girls and women comprise only 13 percent of Wikipedia contributors. |
| Challenging Gender Stereotyping and Homophobia in Sports | https://www.tolerance.org/classroom-resources/tolerance-lessons/challenging-gender-stereotyping-and-homophobia-in-sports | Tolerance.org | Upper Primary and Secondary | This lesson discusses common characteristics and stereotypes that are associated with athletes. |

APPENDIX 5. Youth Work and Equalities Survey: BAME – Summary

- 24 responses: 37% from universal provision; 13% targeted; 50% both. Of the targeted provision, only two of the responses target BAME young people.
- 726 BAME young people taking part, average of 32 per provider. Range is from 0 (two orgs) to 144. Of protected characteristic groups taking part in youth work, BAME young people represent the highest number in the response to this survey.
- **What has been successful in attracting participation of protected characteristic groups (not just BAME)?**
 - Close partnership working
 - Outreach
 - Concerted effort to target this group and make provision more inclusive
 - Staff who are supportive, and understand and are aware of the issues the groups face
 - Safe space
 - Strong links with, and good understanding of, the local community/community which is being supported
 - Working with schools and health organisations
 - Consistency and regular contact with other providers
- **What barriers prevent people (with protected characteristic groups, not just BAME) from accessing your services?**
 - Inconsistency (e.g. provision not available regularly)
 - Real or perceived concerns about safety
 - Ineffective partnership working or poor inclusive practice
 - Societal – some groups can dominate, making inclusion more difficult. Organisations need to be pro-active in tackling this.
 - Lack of awareness that the group exists or is open to all; poor promotion
 - Expensive bus fares or lack of transport
 - Lack of awareness that all young people are welcome
- **How many staff who support young people share these characteristics?**
 - BAME – 65. This ranges from 0 staff to 20. Of 22 respondents to this question, 5 had no BAME staff. The average is 3 staff.
- **Does your staff reflect the (protected characteristic) diversity of the young people the service is available to?**
 - Yes – 42%
 - No – 37.5%

However, in terms of BAME staff, generally this group is significantly under-represented in universal provision. There is a great deal to do in relation to creating more ethnically diverse youth work teams in universal provision.
- **How important is it that staff share these characteristics?**
 - Vital – 33%
 - Helpful – 63%
 - Not important – 4%

- **What training have staff received in relation to protected characteristics?**
 - Most organisations ensure that their staff receive equalities training. Few, though, mention BAME training specifically. This should, therefore, be a priority for development.
- **If we were to actively encourage more people from the groups to consider youth work as a career, which should we target?**
 - 87% said BAME, making it the highest ranking of those mentioned (slightly above people with disabilities, young carers and care experienced young people).

APPENDIX 6. Whole-School/Establishment Equalities Training – Scoping Document (revised June 2020)

This purpose of this document is to outline a model for delivery of whole-school/establishment Equalities training.

The training would build on required/mandatory online training in Unconscious Bias and Equality & Diversity to be completed by all staff in 2020-21 and would be designed to support schools to develop a whole-school approach to Equality, Diversity and Inclusion. Whilst the preferred mode of delivery is face-to-face, we recognise that this may not be possible due to physical distancing measures. The training can be designed for both face-to-face and online delivery. Training would be delivered on school in-service days only so that **all** staff (teaching, non-teaching – including wider support staff) could attend.

Schools

90 Primary schools; 23 Secondary Schools; 10 Special Schools and ESS; 17 stand-alone EY settings

Frequency: rolling 3-year programme

PRIMARY SCHOOLS

| | Year 1 | Year 2 | Year 3 |
|-------|--------|--------|--------|
| Day 1 | 8 | 8 | 8 |
| Day 2 | 8 | 8 | 8 |
| Day 3 | 7 | 7 | 7 |
| Day 4 | 7 | 7 | 7 |

SECONDARY SCHOOLS

| | Year 1 | Year 2 | Year 3 |
|-------|--------|--------|--------|
| Day 1 | 2 | 2 | 2 |
| Day 2 | 2 | 2 | 2 |
| Day 3 | 2 | 2 | 2 |
| Day 4 | 2 | 2 | 1 |

SPECIAL SCHOOLS – over 3 years

Some Special Schools may prefer to attend with a cluster school (primary or secondary)

| | Year 1 | Year 2 | Year 3 |
|-------|--------------|---------------|---------------|
| Day 1 | Braidburn | Pilrig Park | St. Crispin's |
| Day 2 | Gorgie Mills | Prospect Bank | Woodlands |
| Day 3 | Kaimes | Redhall | ESS |
| Day 4 | Oaklands | Rowanfield | |

EY Centres and Stand-Alone Nurseries – Locality-based training

| | Year 1 | Year 2 | Year 3 |
|-------|--|---|---|
| Day 1 | Cowgate Under 5s, Tollcross, Viewforth, Craigentenny | Moffat, Craigmillar, Greendykes, Gilmerton | Murrayburn, Sighthill, Hailesland, Stenhouse |

| | | | |
|-------|--|--|--|
| Day 2 | Craigroyston, Fort, Fox Covert, Granton, Queensferry | | |
|-------|--|--|--|

Training Team requirement

Offered on school in-service days only: August (Day 2); October (Day 3); January (Day 4); May (Day 5)

| Primary | Secondary | Special Schools | EYCs |
|--|---|---------------------------|---|
| 8 teams per in-service day if each team delivers 1 session / day 4 teams if each team deliver 2 sessions / day. 9am – 11am AM and 1.30pm – 3.30pm | 2 teams per in-service day or 1 team if delivering 2 sessions / day. 9am – 11am and 1.30pm – 3.30pm. | 1 team per in-service day | 1 team, delivers twice in Year 1 and once in Years 2 and 3. Or this team does all EYCs in one school session. |
| Max. number of training teams: 11 Minimum number of training teams: 6 | | | 1 training team |