

Education, Children and Families Committee

10am, Tuesday, 13 October 2020

Promoting Equality

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education Children and Families Committee is asked to:
 - 1.1.1 Note the progress and work underway to promote equality, diversity and inclusion across City of Edinburgh schools and youth work, in all aspects of education and Lifelong Learning systems, procedures and practices.
 - 1.1.2 Agree next steps at 5.1.
 - 1.1.3 Agree to written and verbal updates at every cycle by rotation.

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Report

2. Executive Summary

- 2.1 This report provides a summary of progress in the Equality, Diversity and Inclusion Action Plan approved at the July 2020 Policy and Sustainability Committee which includes and extends previous work in this important area. Our work continues to involve primary, secondary and special schools, the ASL Service, Quality Improvement & Curriculum Service and Lifelong Learning (CLD).
- 2.2 This report describes work to raise 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.

3. Background

- 3.1 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 July 2020 report on Promoting Equality and Action Plan, presented as part of the response to the motion on Black Lives Matter (4.7 – 4.13 and Appendix 2 of that report).
<https://democracy.edinburgh.gov.uk/documents/s24854/6.7%20-%20Response%20to%20Motion%20-%20Black%20Lives%20Matter%20v2.pdf>
- 3.2 This work sits within the Council-wide Diversity and Inclusion Strategy and overlaps in some areas, e.g. Human Resources and cultural assets.
- 3.3 We have received allegations of racist conduct in a number of schools. Following initial internal review it was 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 is being prepared.
- 3.4 The investigations are being 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 working with ELREC (Edinburgh & Lothians Race Equality Committee) to provide language support and guidance for families who experience barriers
- 3.5 The investigations are well underway and all interviews should be concluded by October 5th with school level reports ready by November. A second stage working group will then be convened in mid-December, with a view to reporting by March 2021.

- 3.6 The Wardie Primary School mural which includes an image of a 'golliwog' is due to be considered by the Independent Review Group on features within Edinburgh with links to slavery and colonialism. The Parent Council has requested that the mural be covered over, pending the outcome of the review. We are aware of a petition to change the name of James Gillespie's High School which has also been remitted to the Independent Review Group.

4. Main report

- 4.1 **Communication and Engagement:** we have established a forum for professional conversations with the aim of creating an anti-racist culture. Participants in this forum are: BAME Young Ambassadors, union representatives (EIS, UNISON), a head teacher and senior managers from Schools and Lifelong Learning. We will initiate a similar conversation amongst senior leaders and practitioners through an event on 1st October, entitled 'Beyond Black Lives Matter: A Creative Conversation about Diversity, Equality and Race', with speakers from the BAMEed Network. This event is also being offered to the wider South-East Improvement Collaborative.
- 4.2 We continue to strengthen representation of those with lived experience on the Communities and Families Equalities Steering Group. This has included inviting parent representation and we have received a positive response. Briefings for Parent Council Chairs on the School Renewal Planning theme of Equalities, Equity and Inclusion theme took place in August 2020.
- 4.3 We are involved in the early stages of an initiative to support vulnerable communities (in particular BAME communities) in the city, through linking key Council and third sector organisations. We see this as an important step in strengthening and widening communication with our third sector partners and communities.
- 4.4 **Adaptation and Renewal:** Equalities is a fundamental part of the Equalities, Equity and Inclusion theme for School Renewal Planning and a Head teacher briefing was held in August. All schools will write an Equalities Action Plan with core actions including: identifying an Equalities Co-ordinator, establishing or reviewing membership of the pupil Equalities Group; reviewing the school's Equalities and Anti-bullying policy in line with the strengthened authority procedure, including guidance on tackling racist incidents; core Equalities training for all staff.
- 4.5 **Representation, recruitment and retention:** Important initiatives in the HR Diversity and Inclusion Plan support this theme, including: a procedure for prejudice-based incident reporting (launched September 2020); a planned campaign to improve equalities and diversity data gathering; valuing diversity through highlighting events such as religious festivals, Carers week, LGBT History and Pride months; and colleague networks (BAME, carers, disability, LGBT+ and women). A next step is to ensure that these initiatives reach and meet the needs of staff in Schools and Lifelong Learning. In addition, planning is underway for an engagement and consultation

process with school staff from under-represented groups, due to start in December 2020. Longer-term actions include engagement with parents and local Initial Teacher Education providers.

- 4.6 **Teaching and Learning:** The Inclusive Curriculum resource will be launched in September, in anticipation of Black History Month; we will continue to refine and update this resource based on feedback from teachers and to promote it widely in communications and training. A next step will be to plan and carry out a formal audit of Black History and culture across S1-3 and the Senior Phase. Future actions include professional learning on decolonising the curriculum (secondary) and creating an inclusive curriculum (primary).
- 4.7 **Health and Wellbeing:** we have strengthened our procedure for reporting, investigation and follow-up of bullying and prejudice incidents and have written specific guidance for practitioners on tackling racist incidents. A consultation with BAME young people on the procedure and specific guidance is in progress. Their feedback will be used to offer better support to schools as they devise their own youth-led policies. This group of young people will also create youth-led communications about tackling racist incidents which is intended for use in schools to convey a strong message about 'your rights', 'how to report a racist incident', 'what you can expect for the adults you report to' and 'what you can do if this doesn't happen'.
- 4.8 We have worked with secondary schools to facilitate Police SLOs (School Liaison Officers) to deliver Hate Crime sessions during the first part of the year as a priority.
- 4.9 With the introduction of the SEEMiS Bullying and Equalities module in session 2019-20, some categories changed, and additional categories were added. Whilst comparisons should therefore be regarded with caution, there appears to have been an increase in recorded incidents in secondary in session 2019-20, allowing for the period of schools closures from mid-March to June 2020 (from 257 in 2018-19 to 223 in 2019-20). The number of recorded incidents in primary schools in session 2019-20 is significantly lower than would be anticipated and it is likely that many schools continued to record incidents manually. This data will be collected retrospectively. An interim analysis of recorded incidents for the period August-September 2020 shows a marked increase in the number of recorded incidents in secondary (relative to the overall number of recorded incidents in 2019-20). This increase may be an indication of: improved recording of incidents; improved reporting of incidents; an actual increase in incidents, or a combination of these. Across 2018-19 and 2019-20, of incidents based on a protected characteristic or other discrete category, a majority are based on race with a noticeable proportion being based on sexual orientation and, in 2019-20, on the new categories of body image/physical appearance and socio-economic prejudice. A full summary of recorded incidents is found in Appendix 1. We will continue to monitor bullying and prejudice incidents on a termly basis and use this data to evaluate outcomes and inform planning for Equalities and Health and Wellbeing.
- 4.10 Planning for additional training for Equality Co-ordinators and Anti-bullying Champions in managing and recording bullying and prejudice-based incidents to support the strengthened procedure is underway. This training will include specific input on

tackling racist incidents and hate crime and is due to be delivered in November/December 2020.

- 4.11 Improved guidance for schools on setting up school Equalities Groups has been issued to schools. The purpose of these groups is to ensure that learner participation drives policy and practice at school level.
- 4.12 Intercultural Youth Scotland (IYS) have begun to implement their 'Anti-racist and Pro-black Education and Ambassadorship' programme in 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.
- 4.13 As a major part of the culture change proposed within schools, and to ensure the success of this programme, a series of brief meetings were held with trades unions, teacher professional associations, headteachers and officers to discuss the conditions that would need to be in place. These included reviewing the ethos, processes and training needed. Schools working to change culture need to set this out clearly in their action plans and discuss objectives with their communities.
- 4.14 **Professional Learning.** School staff (teaching and non-teaching) and Lifelong Learning staff have begun to complete the Council's online professional learning modules on Equality and Diversity. In addition, we are promoting further training for teachers on the GTCS Equality and Diversity Hub. Schools will identify further training needs through developing their Equalities Action Plan.
- 4.15 As school leaders, our Headteachers need to have current, deep understanding of the issues which permeate society and therefore school life. Training for Senior School Leaders on changing culture and anti-racism is under development and will be delivered this session. The training is being designed by Professor Rowena Arshad (University of Edinburgh) and Hakim Din, Independent Advisor and expert on Equalities duties as they relate to schools.

5. Next Steps

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

6. 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. Independent specialist advice for the racist conduct investigations are also being prepared, though not yet finalised.

7. Stakeholder/Community Impact

- 7.1 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 and a parent reference group will be established. Engagement with pupils takes place principally at school level through school Pupil Equalities Groups.

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 Bullying and Prejudice Incidents Summary 2018-19 and 2019-20
- 9.2 Appendix 2 Communities and Families, Equality, Diversity and Inclusion Action Plan 2020-21 - updated

Appendix 1: Bullying and Prejudice Incidents Summary 2018-19 and 2019-20. 12th August to 20th September 2020

		Type of Incident										
		Bullying (non-specific) / not known	Racist / race and racism incl. culture	Homophobic / actual or perceived sexual orientation	Disability-related / Disability	Gender-related / sexism and gender	Sectarian or Faith-related / religion or belief	Sectarianism	Of which, relating to Islamophobia	Transgender / gender identity or trans identity		
Primary	Total											
Total 2018-19	464	269	150	30	1	6	2	n/a	0	6		
Total 2019-20	157	81	25	6	0	4	0	0	-	0		
Aug-Sep. 20-21	16	2	9	0	0	0	0	0	-	0		
Secondary												
Total 2018-19	257	169	47	24	7	5	2	n/a	0	3		
Total 2019-20	223	52	51	24	3	4	2	1	-	0		
Aug-Sep 20-21	111	6	39	9	2	4	0	0	-	2		
		Other: please specify	Additional Support Needs	Asylum seeker or refugee status	Body image and physical appearance	Care Experience	Gypsy/Travellers	Marriage/civil partnership of parents/carers or other family members	Mental health	Pregnancy and maternity	Socio-economic prejudice	Young Carer
Primary												
Total 2018-19		not gathered before 2019-20										
Total 2019-20		33	3	0	5	0	0	0	0	0	0	0
Aug-Sep. 20-21		3	2	0	0	0	0	0	0	0	0	0
Secondary												
Total 2018-19		not gathered before 2019-20										
Total 2019-20		47	13	1	23	0	0	0	1	0	1	0
Aug-Sep. 20-21		17	5	1	17	0	0	0	2	0	7	0

In session 2018-19, the last year of manual recording, there was a total of 464 recorded incidents in primary schools. Of these, 150 (32%) were based on race and 30 (6.5%) were based on sexual orientation. The remaining incidents based on identified categories included disability, sexism and gender, religion/belief, gender identity or trans identity. In secondary schools, there was a total of 257 recorded incidents. Of these, 47 (18%) were based on race and 24 (9%) were based on sexual orientation

In session 2019-20, the first year of recording on the SEEMiS Bullying and Equalities Module, 157 incidents were recorded in primary schools. This figure is significantly lower than anticipated, based on previous years, even allowing for school closures between March and June 2020 due to the COVID-19 pandemic. It is likely that many schools continued to record incidents manually and we will gather this data retrospectively. Of the recorded incidents, 25 (16%) were based on race; 6 (4%) on sexual orientation; 5 (3%) on body image/physical appearance; and 4 (2.5%) on sexism and gender. In the same session, 223 incidents were recorded in secondary, 13% fewer than in 2018-19 which, taking into account the period of school closures, would indicate an increase in incidents compared with the previous year. Of these, 51 (23%) were based on race and 24 (11%) were based on sexual orientation, 23 (10%) were based on body image/physical appearance.

In the current school session to date (12th August to 20th September 2020), 16 incidents have been recorded in primary and 111 in secondary. The figure in primary is markedly lower than would be anticipated and primary schools will be supported to ensure that all incidents are recorded. Of the 16 recorded incidents, more than half were based on race. In secondary, the figure for this period is almost half the total recorded during last session. It is likely that this increase in recorded incidents is, in part, an indication of improved recording of incidents and/or improved reporting of incidents. Of the 111 incidents recorded in secondary, 39 (35%) were based on race, 17 (15%) on body image/physical appearance, 9 (8%) on sexual orientation, and 7 (6%) on socio-economic prejudice. Other recorded incidents were based on disability, sexism/gender, gender identity or trans identity, additional support needs, asylum seeker or refugee status and mental health.

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 (Professional Learning) 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) Creative Conversation 1st October 2020 Planning in progress
2. Teaching and Learning Inclusive curriculum BME / black history and culture included:	<ul style="list-style-type: none"> Deliver Professional Learning: <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 August 2020	<ul style="list-style-type: none"> Creative Conversation 1st October 2020

<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"> • Launched September 2020 • In progress
<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). • Consultation with BAME young people in progress – procedure due to be finalised by end October 2020. • Planning underway • Guidance to support issued September 2020 • Pilots underway. • Analysis of 2019-20 secondary data complete. • Completed

<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</p> <p>Teachers & practitioners, Partners</p>	<p>March 2020</p> <p>March 2021 (correction)</p> <p>August 2021 (provisional)</p>	
<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. Underway.
<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</p> <p>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</p> <p>Learners</p>		<ul style="list-style-type: none"> • BAME young people creating communication – due end Oct. 2020
<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