Education Children and Families Committee

10am,Tuesday, 12 October 2021

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 – 5.2.

1.1.3 Agree that updates on the work detailed in this report and the Action Plan are presented at every Committee until further notice.

Julien Kramer

Interim Executive Director Education and Children's Services

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Promoting Equality

2.   Executive Summary

2.1   This report provides a summary of progress in the Equality, Diversity and Inclusion Action Plan and outlines a number of new initiatives. Our work continues to involve Early Years settings, primary, secondary and special schools, the ASL Service, Quality Improvement and Curriculum Service, Lifelong Learning, and partner organisations.

2.2   This report describes work to raise awareness of discrimination and inequality. We re-affirm our commitment to confronting and addressing the harmful and deep-rooted problem of interpersonal and systemic racism and discrimination in all its forms.

2.3   We re-affirm our commitment to opposing and tackling sexual harassment and gender-based violence. This report describes whole-school approaches to addressing the issue.

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 an update at the August 2021 Committee (https://democracy.edinburgh.gov.uk/documents/s36506/6.1%20Business%20Bulletin.pdf). A previous report was presented at the May 2021 Committee (https://democracy.edinburgh.gov.uk/documents/s33920/7.3%20Promoting%20Equality.pdf) together with the Anti-Racism Action Tracker (https://democracy.edinburgh.gov.uk/documents/s33959/5.3%20Racism%20Action%20Tracker.pdf)

3.2   The 2021-22 Equality, Diversity and Inclusion Action Plan can be found in Appendix 1.

4.   Main report

4.1   A Senior Development Officer for Equalities has been appointed and will work with an Associate Head Teacher and a Depute Principal Psychologist to strengthen leadership and capacity for this important work.

4.2   We welcome the recent publication of three national resources to support Race Equality and Anti-Racist Education https://education.gov.scot/improvement/learning-resources/promoting-race-equality-and-anti-racist-education/ . These resources affirm the Race Equality and Anti-Racist work already underway in our establishments and will support next steps.

4.3   As part of Race Equality seminars for school leaders (April - June 2021), school leaders were asked to consider three questions: what has worked well?; what has not worked well and what would you have done differently?; what are you planning on doing next? The information collated demonstrates the varied work schools are doing in this area and practice that can be shared, as well as areas for further development. A summary of responses can be found in Appendix 2. The data collated will be used to inform a recall session for school leaders in October 2021.

4.4   The following aim and reflective questions guide our work on the Curriculum.

HGIOS 2.2 'Our curriculum is grounded in our commitment to securing children's rights and wellbeing.'

In our diverse school communities, our aim is that all children and young people will experience a curriculum that:

- positively reflects their identities, languages, cultures and histories
- is delivered with cultural awareness and sensitivity, using high quality resources
- develops critical literacy

The below suggested reflective questions to support discussion in in staff groups and faculties will be shared with school leaders and Equalities Coordinators:

1. Do teaching resources - across all curricular areas - support this aim?
2. Do we intentionally represent multiple perspectives / worldviews on a topic?
3. Do we critically examine the resources we use to teach sensitive topics, especially topics which may have particular significance for and impact on individual learners or groups of learners? e.g. slavery, migration

4.5   Planning is underway for children and young people to participate in the consultation on Edinburgh's Slavery and Colonialism Legacy in November 2021.

4.6   Information, resources and good practice continue to be shared across schools through the bi-monthly Equalities Newsletter for all staff and the Edinburgh Learns Equalities Tile (internal site).

4.7   We welcome the launch of the first phase of the national implementation of LGBT Inclusive Education (https://education.gov.scot/improvement/learning-resources/lgbt-inclusive-education/). These resources will support our ongoing work to achieve our stated aim for the curriculum (see 4.4).

4.8   We welcome publication of the new national guidance on supporting transgender young people:(https://education.gov.scot/improvement/learning-resources/supporting-transgender-young-people-guidance-for-schools-in-scotland/) and will now progress revising our previous local authority guidance. We will ensure that we discuss this important theme with our Parent, Pupils and Staff Reference Groups.

4.9   We are committed to opposing and tackling sexual harassment and gender-based violence in all its forms. We will continue to raise awareness amongst children, young people and the wider learning community through the whole school approaches, including addressing issues of gender equality across the curriculum, in the national 'Relationships, Sexual health and Parenthood' programme, and through whole school approaches such as the Rights Respecting Schools Award and Mentors in Violence Prevention peer mentoring project. We welcome the recently launched **Equally Safe at School** (https://www.zerotolerance.org.uk/equally-safe-at-school/) resource which will strengthen this work.

4.10   Bullying and prejudice incidents data continue to be monitored closely and a summary for school session 2018-2021 is found in Appendix 4.

4.11   The SEEMiS Bullying and Equalities module for recording all bullying and prejudice-based incidents was introduced in June 2019, following pilots in a small number of schools. Prior to June 2019, schools submitted an annual return of bullying and prejudice-based incidents. The SEEMiS Bullying and Equalities module records more detailed information than previously collated, including a wider range of categories for the perceived reason. The new categories are highlighted in blue font in Appendix 4. It should be noted that the incident count shown in Appendix 4 is the highest possible count of incidents: it includes each instance of the perceived reason being displayed, per pupil and per nature of incident. For example, if one pupil experienced racism by 2 other pupils and this involved both name-calling and abusive messages, this would show as 4 instances of racism. In the previous system (up to June 2019) this would have counted as only one incident.

4.12   There has been a marked increase in the total number of recorded incidents from 2019-20 to session 2020-21. In both primary and secondary, there has been a five-fold increase: in primary from 157 to 838 recorded incidents; and in secondary from 223 to 1131 recorded incidents. As noted in previous reports, the total number of incidents for session 2019-20 in both primary and secondary is significantly lower than would be expected. This is explained by the lack of familiarity with the new recording system and also by the period of school closures from mid-March to end June 2020.

4.13   The main difference (from session 2019-20 to 2020-21) in the percentage of incidents for perceived reason is a marked reduction in proportion of incidents where the reason was 'not known' and a marked increase where the perceived reason was 'race and racism incl. culture', across primary and secondary. There have also been slight increases in the proportion of incidents for a small number of other perceived reasons.

4.14   Without accurate baseline data (2019-20), it is not possible to draw firm conclusions about the reason for the marked increase in incidents where the perceived reason was 'race or racism'. However, in session 2020-21, as an immediate action in response to allegations of racism in some secondary schools, we introduced a strengthened procedure for preventing and responding to bullying and prejudice, with supplementary guidance on tackling racist incidents and creating an anti-racist culture. All schools were required to review their school policy and procedure. This was supported by training on tackling racist incidents for all school Equality Co-ordinators and Race Equality seminars for school leaders. In addition, all schools established or reconstituted pupil-led Equality groups. We know from school leader evaluations that there is raised awareness and understanding of what racism looks like and its impact on children and young people. In addition, it is recognised that historically there has been under-reporting and recording of racism, therefore an expected impact of focused work in this area is an increase in the number of reported and recorded incidents.

4.15   It is worth noting that over the same period, the bi-annual pupil wellbeing survey indicates mainly positive trends for questions related to bullying. The table below shows the percentage of children and young people who agree with each statement.

	2019	2021
Secondary		
Staff are good at dealing with bullying behaviour	43%	49%
I would know who to go to if I was being bullied	73%	77%
There seems to be a lot of bullying at school.	36%	31%
Primary		
Adults in school are good at dealing with bullying	80&	84%
Bullying happens in my school.	39%	34%
I would know who to go to if I was being bullied	87%	86%

Whilst there is clearly still work to do to eliminate bullying and prejudice in all its forms, these trends would suggest that our work in this area is beginning to have an impact.

4.16   In session 2020-21, we continue to support schools with robust implementation of the procedure. We will continue to monitor the data to gain accurate information about children and young people's experiences and to evaluate implementation of measures to address bullying and prejudice.

5.   Next Steps

5.1   Progress work as outlined in the Equality, Diversity and Inclusion Action Plan (Appendix 1), ensuring alignment with Children's Partnership members.

5.2   Progress additional initiatives as outlined in this report.

6.   Financial impact

6.1   Training for History teachers on teaching the Transatlantic Slave Trade – match funding TBC.

7.   Stakeholder/Community Impact

7.1   The Communities and Families Equalities Steering Group has representation from schools, relevant partner agencies and parents. It will continue to engage with stakeholders in a range of ways, for example by inviting presentations and consulting reference groups. A parent reference group has been 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   Education and Children's Services, Equality, Diversity and Inclusion Action Plan 2021-22
9.2   Appendix 2   Race Equality Survey – summary of school responses
9.3   Appendix 3   Equalities Newsletter September-October 2021
9.4   Appendix 4   Bullying and Prejudice-related Incident Count 2018-2021

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 2020 - 2023.

Theme	Tasks	Empowered System	Target date	Progress
1. **Representation, recruitment and retention** Diversity in the teaching, PSA and youth work workforce	• probationer teachers and mentors: Equalities training for probationers on induction day 12th August	Teachers & practitioners GTCS	August 2021	• completed
	• raise awareness of bias and inequity: Head Teachers and Lifelong Learning managers – promote '**Leading in Colour'**	School and LL leaders	Oct/Nov. 2021	• HT Race Equality Seminars delivered April/May /June 2021. Follow-up task. Recall planned for Oct/Nov. 2021
	• consultation with staff from groups of interest – experience in the workplace (teacher/PSA/youth workers) – recommendations.	Local Authority	June/Aug. 2021	• Online survey open during June 2021. Analysis in progress. Follow-up focus groups. Recommendations Dec. 2021
	• identify ways to recognise and support aspiring minority ethnic teachers and youth workers (see above)	Local Authority	Dec. 2021	
2. **Teaching and Learning** Inclusive curriculum BME / black history and culture included: • 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	• Map work to decolonise secondary Curriculum [R]	Teachers, Partners	Nov. 2021	• SLWG
	• Professional Learning: Teaching the Transatlantic Slave trade (secondary History) [R]	Local Authority	May 2022	• Planning underway – Edinburgh and Glasgow Universities
	• Map work to create an inclusive curriculum (primary) [R]	Local Authority	Jan. 2022	• SLWG
			Jan. 2022	
	• Explore supports for community/heritage languages as L3 (1+2 Language Strategy)	Local Authority, Partners	Ongoing	

Pathways	• Heartstone Story Circles • IYS Restless Natives	Schools & partners Schools	August 2021 - ongoing	St. Augustine's HS, Stenhouse PS, Craigour Park PS Tynecastle HS and St. Augustine's HC
3. Health and Wellbeing Preventing and responding to bullying and prejudice - ongoing implementation of revised procedure and evaluation.	• Further awareness-raising of procedures with parents-carers	Parents & Carers, partners	December 2021	

	• Professional Learning:
	   ✓ training for new Equality Co-ordinators and PSAs
	   ✓ training for wider staff on dealing with racist bullying and racist incidents [R]
		Local Authority, Partners	November 2021
			
			February 2022	

	• Ongoing authority level analysis of recorded bullying and equalities incidents data by protected characteristics / other factors [R]	Local Authority	Ongoing	
	• Support for schools to use this data effectively: guidance on effective use of SEEMiS Bullying and Equalities module; training	Local Authority, teachers	December 2021	
Youth Work	• Deliver training for anti-racist youth work [R]	LL with LAYC and partners	May 2022	
Support for LGBT young people	• Revise Edinburgh guidance on supporting transgender young people following publication of new national guidance (August 2021)	Teachers & practitioners, Local Authority and Partners	March 2022	
	• Progress LGBT Charter in 11 schools; develop pupil survey to support LGBT Charter schools	Schools and Partners	Sep. 2021 - ongoing	
	• Write guidance on tackling homophobic, biphobic and transphobic incidents	Teachers & practitioners, Partners	Feb. 2022	
Strengthen approaches to tackling gender-based violence (**Equally Safe**)	• Support ongoing implementation of **Mentors in Violence Prevention**	Local Authority		

	programme and new **Equally Safe at School** resource.		September 2021 - ongoing	
4. Professional Learning See also Themes 1, 2 and 3.	• Race Equality recall session for school leaders (follow-on from May/June Race Equality seminars) [R]	School Leaders	November 2021	
	• Embed core Equalities training (online) for all school staff (leadership, teaching and non-teaching), CLD managers and youth workers in essential learning matrix.	Teachers & practitioners	October 2021	
	• Create 'professional learning packs' to support whole-school Equalities CAT (Collegiate Activity Time) sessions	Local Authority	Oct 2021/Jan 2022/May 2022	• 5 hours ring-fenced for Equalities in Working Time Agreement
5. School Renewal Planning Edinburgh Learns for Life	• planning for all themes gives due regard to equality including socio-economic disadvantage, sustainability and human rights [R]	Local Authority School leaders	ongoing	
	• Equality, Equity and Inclusion page in school renewal plans 2021-22		August 2021	
6. Communication and engagement: children and young people, staff, parents, partners	• Workshops to support effective pupil equality groups • IYS Race Ambassadors programme continuing in Liberton HS and Royal HS; starting in Broughton HS, Boroughmuir HS, Craigmount HS [R]	Local Authority / Practitioners Schools and partners	Ongoing	
	• Edinburgh Saroj Lal Award		Feb. 2021	
	• Consultation with children and young people on Edinburgh's Slavery and Colonialism Legacy	Local Authority, partners	Nov./Dec. 2021	
	• Children and Young People's Equalities Event		Nov. 2021	

Note Updates are shown in blue font. [R] indicates actions related to the recommendations from the investigation in allegations of racism

Education, Children and Families Committee 12 October 2021 Final

Appendix 2 Race Equality Survey: Summary of School Responses, June 2021

From the responses, the three most common actions that have worked well in primary are: equality training for all staff and subsequent recognition about a need to move on; the leadership of pupils through Equality groups; staff reviewing resources and developing materials. In secondary, head teachers noted the impact of initial equality training and the need to build on this; the success of staff equality groups in developing this work; the strength in the involvement of young people.

Concerns noted by both sectors were: lack of opportunity for face-to-face meetings with staff, parents and pupils; time pressures due to impact of COVID; staff having time to understand and absorb the changes required in relation to race equality.

The three most common areas for development in the primary sector are: to provide more opportunities for staff training to increase their understanding and knowledge so that they are more confident in their teaching and children's learning; reviewing the curriculum and resources to ensure that they reflect diversity and inclusion and an anti-racist perspective; and to involve children and parents more in the school's equality developments. The three most common areas for development for the secondary sector are: to provide more opportunities for staff training to increase their understanding and knowledge so that they are more confident in delivering an anti-racist curriculum in their own subject area; to improve the reporting and recording of racist incidents through relevant and appropriate staff training and systematic changes to their current practices; and to provide a focus on race equality in the school improvement planning to change culture through staff training

Equalities Newsletter

September to October 2021

Welcome to the September — October 2021 Equalities newsletter!

Welcome, everyone, to the first Equalities Newsletter of the new session! We hope you had a lovely—and hugely well-deserved—summer break, and that the new session has started well.

We have quite a year ahead of us in all kinds of ways— not least Equalities—and every couple of months, we'll be highlighting for you key issues, guidance, resources and support.

As an authority, our 3 main areas of work are: increasing ethnic diversity in the workforce; preventing and responding to bullying and prejudice; and developing and inclusive, diverse and decolonised curriculum. If you're interested in supporting Equalities work in your school, your school Equality Co-ordinator would love to hear from you!

For now, we have lots to share with you in this Newsletter—we hope you enjoy the read and that you're inspired! Thank you, as ever, for all you're doing to promote equality, diversity and inclusion.

In this issue…

- **Calendar of events** for September and October with links to selected resources
- **Sharing Good Practice:**

  Castlebrae Community High School

  Firhill High School
- **Focus on Black History Month**
- **Equalities Training Opportunities**
- **Additional information and resources**

We hope to put together

The Best of Black History Month 2021

Sharing good practice

We're looking forward to hearing about what's happening in your school!

Please send in your contributions

sandra.1.scott@ea.edin.sch.uk

Nikhat.Yusaf@ea.edin.sch.uk

PLEASE NOTE

While we aim to check all information, resources, events, website links and social media sites, we suggest that you explore these to ensure that they are suitable for your settings and communities. Please do let us know if we have missed anything!

We welcome your feedback and suggestions for items to include. Please send these to:

Nikhat.Yusaf@ea.edin.sch.uk

Learning For Sustainability Scotland : **http://learningforsustainabilityscotland.org/events/list/**

Calendar of Events

SEPTEMBER

1st-30th	**Sickle Cell Awareness Month**
6th-8th	Rosh Hashana (Jewish)
8th	**International Literacy Day**
11th	Enkutatash-Ethiopian/Coptic New Year (Rastafari, Ethiopia)
15th-16th	Yom Kippur (Jewish)
20th-27th	International Week of Deaf People
21st	**International Day of Peace**
22nd	Autumn Equinox ; Mabon Ostara (Wicca Pagan)
23rd	Bi Visibility Day
26th	European Day of Languages
27th	Meskel (Ethiopian and Eritrean Orthodox)

OCTOBER

1st-31st	**Black History Month*; ADHD Awareness Month; Global Diversity Month**
1st	Older People's Day; Mid Autumn (Moon) Festival (China)
2nd	Dyslexia Scotland Education Conference
4th-10th	**Challenge Poverty Week**
9th	PANS/PANDAS Awareness Day
11th	International Day of the Girl
9th-16th	National Hate Crime Awareness Week
15th	**Dussehra (Hindu)**
17th	International Day for the Eradication of Poverty
26th	Intersex Awareness Day
28th	Eid Milad un—Nabi. Prophet Muhammad's birthday. (Muslim)

*See focus pages in this newsletter.

Selected Resources

SEPTEMBER

1st-31st   Sickle Cell Awareness Month

Information for schools:

https://www.sicklecellsociety.org/resources/

https://www.tes.com/news/how-schools-can-support-pupils-sickle-cell-disease

8th   International Literacy Day A day to remind the international community that literacy is a human right and the foundation of all learning

https://worldliteracyfoundation.org/international-literacy-day

https://globaldimension.org.uk/event/international-literacy-day/2020-09-08/

https://www.twinkl.co.uk/event/international-literacy-day-2020

21st   International Day of Peace A day to call on all nations to observe a day of non-violence. Peace Day provides a powerful and inspiring opportunity to engage children and youth in diverse activities related to peace, unity and making a positive difference in their world.

https://internationaldayofpeace.org/get-involved/children-and-youth/

https://globaldimension.org.uk/event/international-day-of-peace/2020-09-21/

https://www.tes.com/teaching-resource/international-day-of-peace-assembly-6112248

OCTOBER

1st-31st   Black History Month

As we look forward to celebrating Black History Month this October. Schools have a wonderful opportunity to be part of the national celebrations and events to honour the accomplishments of Black Britons throughout our history.   See the BHM website for resources and information.

Black History Month 2021 - Proud To Be

1st   Mid Autumn Festival (China)

The Mid-Autumn Festival is celebrated in many East Asian communities. In China, it's a reunion time for families, while in Vietnam, it's more like a children's day.

https://www.chinahighlights.com/festivals/mid-autumn-festival.htm

15th   Dussehra (Hindu)

Dussehra signifies the victory of good over evil and truth over falsehood. Please see classroom resources here: 7 Top Dusshera Teaching Resources (twinkl.co.uk)

Sharing Good Practice

A collaboration between Castlebrae Community High School and STEP/Edinburgh University

Myself and a third-year pupil from a Traveller/Showman family engaged with the STEP/Edinburgh University project, hoping to tackle past and current prejudices faced by these communities.

The STEP/Edinburgh University project are creating a cultural awareness animated video about Traveller/Showman communities and are using first-hand invaluable input from our student. Through our regular online Teams meetings with the project lead and the animator, our pupil has enthusiastically engaged in the conversation. Along with asking other family members, they have provided information, photographs and many facts and stories about their lifestyle and heritage.
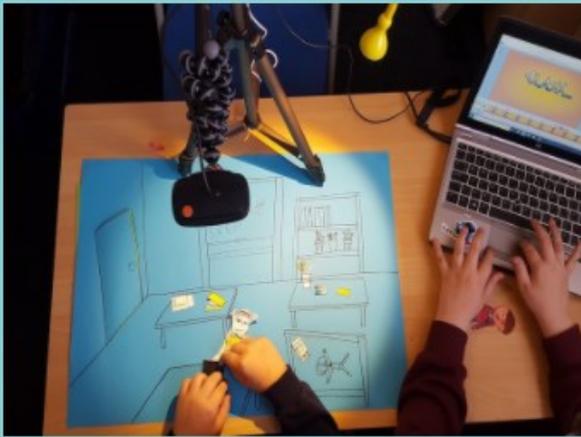
The aim of this educational animated video is to help educate both pupils and staff about the lifestyle/heritage of the traveller/showman communities, looking at traveller culture and customs including their family/homelife, work life, travelling, language, education, and other traditions. Hopefully, this information will help prevent prejudices these communities regularly face. Regrettably, our student and their family have experienced various prejudices in the past, so this project is much needed.

In recognition of our pupil's enthusiasm and engagement, the Project team presented them with an award for their involvement and stated that their 'contributions were so valuable'. This was so well deserved by our pupil and demonstrated how much they personally wanted to participate with this project, in order to highlight and tackle these prejudices in our society.

Ann Dunlop, Pupil Support Officer, Castlebrae Community High School

Please see the STEP website for further information on the animation project. We would particularly like to highlight STEP's work on gathering the views of young people from GRT communities

The views and experiences of children and young people from travelling communities can tell us much about the problems with our education system. Listen to these views then find out about taking action for change.

Sharing Good Practice

Firrhill High School Rights Respecting Schools Equalities Group launches a new Podcast Series

The student group at Firrhill has launched a new series of podcast exploring the UN Convention of the Right of the Child's articles which were chosen by the all Firrhill students last year. Podcast guests will be invited to discuss articles where they have an interest or expertise.

The first in the series is out now and relates to Article 30 of the Convention which is that : Every child has the right to learn and the language, customs and religion of their family whether or not they are shared by the majority of the people in the country where they live. Firrhill Maths teacher Simone Kupisz discusses the influence of Soca Music on her growing up.

The students in the group are busy researching other articles to discuss with guests and would welcome any potential guests to the pod. Please contact the school if you think you can help and speak to Mrs Kerr - who runs the group - in the first instance.

The podcast is available on most podcast platforms - search 'Firrhill' to find it!

Listen on Apple Podcasts

Photo - Ms Kupisz with some of the S5 RRS Equalities group students running through sound checks

World events—Afghanistan

You will have seen the crisis unfolding in Afghanistan in recent weeks. This may affect students in schools from the Afghan diaspora and young people from resettled families who might soon be starting in education settings. The impact will also be felt by Muslim families who might see an increase in Islamophobia. Added sensitivity will be needed when working with our refugee and migrant learners and families who have been here for a while, as all this media coverage and focus could bring up traumatic experiences.

A good read for teachers when trying to explain the refugee experience. 'We tried to be joyful enough to deserve our new lives': What it's really like to be a refugee in Britain' - article by Zarlasht Halaimzai about how she and her family escaped Afghanistan when she was a child and their experiences in London. It's beautifully written and heart-breaking to read.

Training/courses:

Supporting Refugees and Asylum Seekers   Introductory module on MyLearningHub
Future Learn Courses: Why Do People Migrate? Facts

Migrants and Refugees in Education: A toolkit for teachers

EIS Welcome to Scotland Packs — The EIS has produced a suite of educational packs to welcome young people from migrant and refugee families into Scottish schools. The Welcome Packs are specific to three age ranges (P1-P4, P5-S3 and S4-S6), and are designed to inform young people and their parents of their rights as pupils/students in Scottish education and to convey a positive, welcoming message to the young people about Scotland as their new home. Packs will be distributed to schools during September and October.

Primary 1 - 4
This booklet is for any young person from Primary 1 - Primary 4 who has recently arrived i ...

Primary 5 - S3
This book is for anyone who is in Primary 5 - S3 and is starting school here.

S4 - S6
This booklet is for any young person from age 15 to 18 who has recently arrived in Scotlan ...

Social Media

Some interesting accounts to follow on Twitter :

@SirGeoffPalmer Professor Emeritus in the School of Life Sciences at Heriot-Watt University in Edinburgh, Scotland, and a human rights activist

@CPAGUK Child Poverty Action Group

@PTCScotland The Poverty Truth Community in Scotland

@ANewChapterBks Children's Bookstore dedicated to diversity & inclusion

And on Instagram:

Black History Month Scotland - Scotland's annual Black History Month events programme. Raising awareness of Black history all year round

Interculturalyouthscot Intercultural Youth Scotland. A platform for emerging talent and anti-racist activism.

NOTE: views expressed on Twitter are those of the author and do not necessarily reflect those of the Equalities Newsletter editors.

Intersectionality—Equality and Poverty

Research shows that the key protected characteristics which intersect with poverty are disability and race. Also, lone parent families are at high risk of poverty. As 90% of lone parents are women, this relates to the protected characteristic of gender (sex). There is further intersectionality for disability and race; race and gender. Equity work is grounded in an examination of how policies, practices, and structures operate with factors such as race, gender, sexual orientation, class, and disabilities to limit or leverage access to learning opportunities.

Leadership for Equity Professional Learning This professional learning will provide participants with the knowledge, understanding, attitudes and skills to respond effectively to the challenge of delivering equity and closing the poverty related attainment gap at whole school strategic level (school leaders) or within their classroom (class teachers). Further course outline and booking information can be found on MyHR using the following course codes.
School Leaders CF2931
Class Teachers CF2930—Please note that these courses run during the school day. Class teachers should seek permission from their line manager before booking on.

Teacher Professional Learning: EIS PACT The PACT professional learning offer for Scottish teachers explores the nature, causes and consequences of poverty, as well as the possible practical and pedagogical interventions to mitigate its impact on children and young people's school education. Read the PACT report and watch the webinars here: Report on PACT Anti-poverty Professional Learning (eis.org.uk)

## 4th—10th Oct   Challenge Poverty Week

Challenge Poverty Week, co-ordinated by The Poverty Alliance is designed to highlight that poverty is a problem we can solve, and to showcase solutions we can all get behind. The week is an opportunity for you to raise your voice against poverty and unite with others in calling for a more just and equal Scotland. Each year, hundreds of organisations in Scotland do just that, including elected representative, charities and NGOs, local authorities, faith groups, businesses, school and colleges, trade unions, professional bodies and more. **Will you join us**?
#ChallengePoverty #NowIsTheTime

Schools can and do make a difference!

Poverty is a systemic issue stemming from ideological and political choices so schools cannot be expected to eradicate it. However, schools CAN make a difference. Crucially, schools can take action to ensure that they do not become poverty creators. The CPAG in Scotland (Child Poverty Action Group) Cost of the School Day Toolkit helps schools eliminate unnecessary costs from school life and provides resources for the classroom and for whole school action on poverty. More here: Cost of the school day film

CEC Anti-Poverty Work The Edinburgh Poverty Commission launched its final report A Just Capital: Actions to End Poverty in Edinburgh in September 2020. The Commission concluded that poverty in Edinburgh is real and damaging, but it is not inevitable. They made a call to action for the city to end poverty in Edinburgh by 2030

Our Future Council; Our Future City Priority 1: ending poverty and preventing adverse outcomes such as homelessness and unemployment
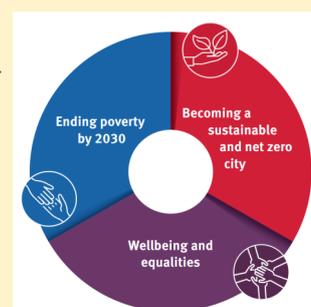
Focus on: Black History Month 2021

October is Black History Month.

The Coalition for Racial Equality and Rights (CRER) has co-ordinated a uniquely Scottish Black History Month during October since 2001. This encompasses the history of African, Caribbean and Asian people in this country; people who often have a direct link with Scotland through slavery, colonialism and migration. Black History Month focuses on people whose sacrifices, contributions and achievements against a backdrop of racism, inequality and injustice are often forgotten about.

Of course, one month is not enough. These stories are still largely absent from our history books and education system, and CRER campaigns to change this every month of the year. The new resources on Race Equality and Anti-Racist education highlighted on **page 14** can help us to do that.

Please take a moment to look at the full programme for Black History Month Scotland and decide how you'd like to honour this important event in your school.

Get involved : #Proud to Be

Black History Month UK is launching a new campaign to mark Black History Month 2021 in October. Inspired by the 2020 Black Lives Matter events, the new campaign is called 'Proud To Be'. It invites Black and Brown people of all ages throughout the UK to share what they are proud to be. For example, Proud To Be Black, Proud To Be Brown, Proud To Be Black & LGBTQ+, Proud To Be Me. The campaign will launch in September in the run up to Black History Month in October and people will be able to get involved via Black History Month UK's magazine, website and social media. People will be able to share what they are Proud To Be via letter, email or social media, including video and audio clips. We would love to see some Edinburgh colleagues and learners featured. Follow the link above to find out more.

Scottish Book Trust- Great Reads for Black History Month

Genre: History, Identity   Age group: 6-8, 9-11, 12-14, Adults

October is Black History Month, and the perfect time for readers of all ages to delve into these great reads about Black history in Britain.
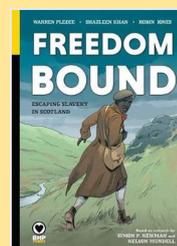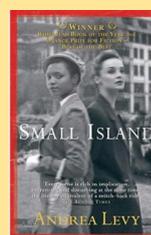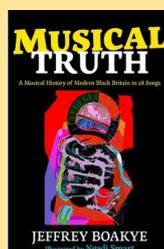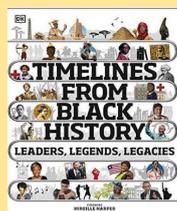
Focus on: Black History Month 2021

Resources for schools

[New Black History Resource Pack for schools launched by Black History Month UK to champion black history all year round, across all of the curriculum - Black History Month 2021](#)

The Black History Month UK School Pack 2021 has been created by Black History Month UK in partnership with Museum and, The National Caribbean Heritage Museum and Bishop Grosseteste University in Lincoln.

The pack includes 14 collections of new teaching materials covering the whole curriculum including Black History in maths, science, history, English, Modern Foreign Languages (French and Spanish), art, literature, drama, music, RE, Citizenship and PSE.

Free Streamed Storytelling Performance for Primary Schools

For Black History Month 2021, inspire your KS1 and KS2 pupils with this live performance from award-winning storyteller Usifu Jalloh.
Join professional storyteller and educator Usifu Jalloh on an imaginative journey around Africa to celebrate Black History Month.
Find further details here: [Black History Month Storytelling For KS1 and KS2 | Settle Stories](#)

Learning opportunity for adults and over 14s

[Black History Walking Tour of Edinburgh](#)
[Multiple dates](#) in Sept and Oct

The tour will be led by Lisa Williams of the Edinburgh Caribbean Association. Hear the fascinating but little-known stories of Edinburgh's deep connections with Africa, Asia and the Caribbean from Tudor times to the present day. The walk around the centre of the town will make you see Edinburgh's statues and buildings in a whole new way. Please contact Edinburgh Carribean Association for more details.

Email edincarib@gmail.com or text/call 07429 540849
Instagram: @caribscot
Twitter: @edincarib
www.eventbrite.com/e/black-history

Equalities Training Opportunities

EIS—Leadership Towards Management for Black and Minority Ethnic Teachers and Lecturers -
Dates: Thursdays 9th and 16th September 2021   Time: 5pm to 8pm
Location: online, via Zoom   Book a place: via the online booking form

EIS PACT: Anti-Poverty Professional Learning for the Teaching Profession.
Open to all—no EIS membership required.
PACT (eis.org.uk)

Check out the Edinburgh Learns Equalities Tile for Professional Learning opportunities:
Equalities - Professional Learning

Working with Gypsy Traveller Children and Families
Click here for training recently delivered for Edinburgh schools by STEP and MECOPP
Gypsy Travellers - Professional Learning

Supporting Refugees and Asylum Seekers
Introductory module on MyLearningHub

Respectme training
14th Sept—Online Bullying   28th Sept—Bullying...It's never acceptable

Note:
Equalities modules previously hosted on CECIL are now accessible on My Learning Hub Platform. Please follow the link to Edinburgh Learns > Equalities Tile > Professional Learning > MyLearningHub Equality and Diversity Modules

Equalities

Additional Resources and Information

NEW Guidance on Supporting Transgender Pupils in Schools

The Scottish Government has published refreshed non-statutory guidance for education authorities and schools, that gives advice on the legislative, policy and practical considerations that they may wish to make, in supporting Transgender young people. The guidance replaces previously used guidance by LGBT Youth Scotland which has been in place since 2017.

With this publication, Scotland becomes one of the first countries in Europe to issue Government-led guidance on supporting Trans young people in educational establishments.

https://education.gov.scot/improvement/learning-resources/supporting-transgender-young-people-guidance-for-schools-in-scotland/

Supporting Transgender Pupils In Schools

Guidance for Scottish Schools

August 2021

Scottish Government
Riaghaltas na h-Alba
gov.scot

Additional Resources and Information

Equality, Diversity and Inclusion Calendars

Shap calendar of **religious festivals:** http://www.shapworkingparty.org.uk/calendar.html there is a cost
Another option is as follows: https://www.interfaith.org.uk/resources/religious-festivals

Online **Equality and Diversity** calendars:
Bradford University: BC Plus Calendar (nusdigital.s3.amazonaws.com)
One page calendar dates: keyinclusiondatescalendar2021-22.pdf (gwh.nhs.uk)
Diversity, Equality and Inclusion Calendar 2021 — Dual Frequency – you need to sign up to download a copy of your interactive Diversity calendar which is linked to the Equality Act 2010
https://www.uxbridge.ac.uk/images/pdf/About-Us/Equality__Diversity/HCUC_Diversity_Calendar_2021.pdf
The Diversity and Inclusion Calendar 2021 | Inclusive Employers

*You can also refer back to our Equalities newsletters that have the bimonthly calendar of (selected) religious and cultural events etc.

Note: Some events will need to be updated on a yearly basis as the dates change e.g. Ramadan. Eid ul Fitr , Easter etc

Something extra—Plan Global Learning into your curriculum using this calendar of global days and annual events. Events Calendar › Global Dimension

A suggestion for setting up EDI calendar of events in school life:
Members from pupil equalities group/Equalities Coordinator/staff members/parents etc to form a short life working group to pull together a calendar of events that can then be part of school's yearly calendar. This group can meet once a year at start/end of session to check dates/consult and finalise EDI calendar dates as part of school's embedded equalities ethos and practice.

An equality, diversity and inclusion calendar for you - because, why not?*

Shakti Women's Aid Shakti Women's Aid (shaktiedinburgh.co.uk) have been awarded funds to operate the **Support for Migrant Victims Scheme** (SMV), a one-year project to provide temporary support for migrant survivors of abuse and to build a better understanding of their needs. **This scheme is now open for referrals**.

Email: Abygail@shaktiedinburgh.co.uk

Phone: 07843 358 214

NO RECOURSE FUND

Support for migrant victims of domestic abuse
with
No Recourse to Public Funds

Additional Resources and Information

Young Filmmaker Competition—now open!

respect*me* has teamed up with **Scotland's Junior Conservatoire of Film**, part of the **Royal Conservatoire of Scotland,** to launch a new competition which invites 7-18 year-olds across Scotland to get creative and try their hand at filmmaking. With three entry categories, winning films will be announced and celebrated at a special online premiere event to mark **Anti-Bullying Week 2021 (15-19 November).**

Budding filmmakers are being invited to bring their voices and experiences to the big screen by thinking creatively about the little, or the big things that can help make life better for young people experiencing bullying. The competition is part of respect*me*'s latest campaign **#WhatMadeItBetter?**, which explores the approaches that have helped people respond to bullying behaviour.

The competition also provides entrants with the opportunity to learn about the filmmaking process through expert filmmaking guides and 'how to' videos produced by The Junior Conservatoire of Scotland film lecturers. All information relating to this new exciting competition can be found at **www.whatmadeitbetter.com.** Start your filmmaking journey today.

Ali gets hearing aids

A comic, aimed at primary-school-age children, about getting hearing aids.
Ali has been told he needs hearing aids.
The comic follows him as he goes to the audiologist to have earmoulds made, then his hearing aids fitted, what a difference the hearing aids make and how he looks after them.

Free to download from :

Ali gets hearing aids

Additional Resources and Information

The Independent Thinking Children's Book Festival
Children's Book Festival | Independent Thinking

We would particularly like to highlight the following readings/interviews available on the website:

Erin and Roderick Discover Families by Fliss Goldsmith
A picnic in the park brings up questions as to what makes a family a family? They all look so different. We soon learn that whatever the question, let love guide the answer. Diversity, equality and inclusion through love, tolerance and understanding. Age 4-8

The Little Iceberg from Nicky Murray and Suzanne Zeedyk
The Little Iceberg holds a secret. She's not just cold and lonely. She's frightened too. It is a little bird, singing songs of compassion, who helps her find a place of belonging. This is the metaphoric story of a child who is able to embark on a journey of healing because she no longer has to cope with loss and trauma on her own. Age 4-11.
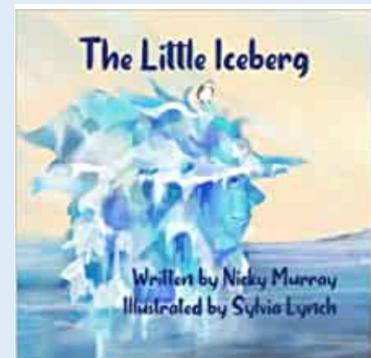
Scottish Rugby: Open door events to welcome BAME communities

Everyone is welcome at Scottish Rugby. We're the organisation that looks after the game of rugby in Scotland. For men. For women. For boys and girls, young or old. Those playing for a job, or those playing just for fun and friendship. We would like to tell you a bit about ourselves and our sport but, more importantly, hear from you, whether you've had any experience with rugby, or are just curious about it.

We'll be hosting open door events this autumn to welcome ethnic minority communities to our game at Scotland's biggest stadium, our home at BT Murrayfield in Edinburgh and at Scotstoun Stadium in Glasgow, where the Glasgow Warriors team play.

Whatever your experiences or perceptions it would be great to meet you. We're working with CEMVO Scotland to enhance inclusion and diversity in our sport and we'd really appreciate if you can join us at these events.

Additional Resources and Information

Curriculum - Embedding Race Equality in Schools—three new publications

Promoting race equality and anti-racist education—Education Scotland's resource will ensure children and young people see language, content and imagery that reflects the diversity of culture, identities, and experiences, including their own. Race equality and anti-racism considerations in education are the responsibility of all and essential in all establishments across Scotland, regardless of geographical location. An overview of race equality and anti-racist education

Introduction to Anti-Racist Curriculum Development is a guide for teachers, aimed at supporting better practice in Scotland's schools. Guidance from anti-racism charity the Coalition for Racial Equality and Rights.

A' Adam's Bairns? - The question mark is deliberate! This 'Anti-racist Toolkit for Teachers' has been developed by ScotDec to be used in a flexible and creative way demonstrating the interconnectedness of today's challenges and how these have been shaped by attitudes throughout history. The context is at once Scottish and global.
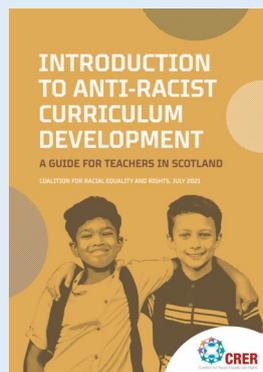
Equality and Equity toolkit

The Equality and Equity Toolkit has been developed to support Early Learning and Childcare settings, schools and communities to:

understand the principles of equality and equity, identify priorities for action, implement and evaluate a plan which will create positive impact for all.

Training Sessions: The first of a number of live free online introductory sessions for the Equality and Equity Toolkit, created by Connect with support from the Scottish Government. The Toolkit is designed to support school communities (staff, parents/carers, partners) as they consider equality and equity in their contexts.

Click the link below to book a free place on the Introducing the Equality and Equity Toolkit session - colleagues, partners and parents/carers can sign up too!

introducing the Equality and Equity Toolkit: 21 Sept 7.30-9pm (other dates are also available to book)
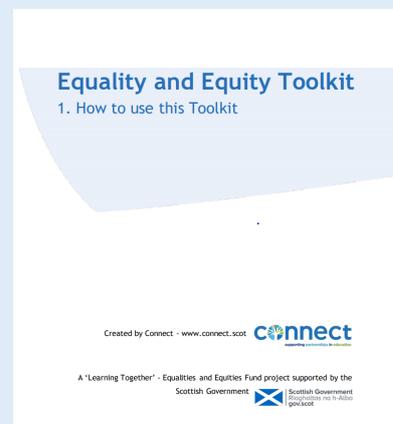
Additional Resources and Information

Mental Health and Wellbeing Support

One Parent Family Scotland, Health in Mind and Salvation Army bring a new for Autumn 2021 Mental Health and Wellbeing support project. All services are free, have no waitlist, reimburse travel costs and can provide IT equipment if required - for anyone who has used a foodbank in the past, are currently using the foodbank or may need the foodbank in the future!

Please access information leaflets at the link below and share with parents and colleagues as appropriate
Edinburgh Food Project - Mental Health and Wellbeing

Hearts, heads and hands: help us celebrate Scotland's contribution to learning for sustainability.

From 16-18 November 2021, Learning for Sustainability Scotland (LfSS) will be hosting the 12th Global RCE Conference.

Through the overall Conference theme of *'Achieving the Sustainable Development Goals: action through learning in a time of global crises',* delegates will share, explore and build on the knowledge, skills and values within the network to support the capacities and actions needed to achieve the SDGs. The outcomes and outputs of COP26 and COP15 will also be a key part of our discussions.

You can register for the Conference here:
The 12th Global RCE Conference: 16-18 November 2021 Tickets, Tue 16 Nov 2021 at 08:00 | Eventbrite

Exploring Climate Justice A human rights-based approach

Covers climate justice with an intersectionality lens around equalities and UNCRC articles.

Lesson are ready to pick up and go with all links and additional needed resources provided.

Appendix 4 Bullying and Prejudice-related Incident* Count 2018-2021

Incident count is the highest count of incidents, counting each instance of the perceived reason displayed – per pupil and per nature of incident (e.g. name-calling, hit/tripped, abusive messages)

		Perceived Reason										
		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											
Session 2018-19	464	269	150	30	1	6	2	n/a	0	6		
Session 2019-20	157	81 (52%)	25 (16%)	6 (4%)	0	4 (2.5%)	0	0	n/a	0		
Session 2020-21	838	290 (35%)	173 (21%)	39 (5%)	5 (1%)	29 (3%)	3	0	n/a	3		
Secondary												
Session 2018-19	257	169	47	24	7	5	2	n/a	0	3		
Session 2019-20	223	52 (23%)	51 (23%)	24 (11%)	3 (1%)	4 2%)	2 (1%)	1 (0.5%)	n/a	0		
Session 2020-21	1131	159 (14%)	316 (28%)	132 (12%)	25 (2%)	44 (4%)	12 (1%)	0	n/a	16 1.5%)		
		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												
Session 2018-19		**not gathered before 2019-20**										
Session 2019-20		33 (21%)	3 (2%)	0	5 (2.5%)	0	0	0	0	0	0	0
Session 2020-21		200 (24%)	46 (5%)	0	38 (4%)	6 (1%)	0	1	5 (1%)	0	0	0
Secondary												
Session 2018-29		**not gathered before 2019-20**										
Session 2019-20		47 (21%)	13 (6%)	1 (0.5%)	23 (10%)	0	0	0	1 (0.5%)	0	1 (0.5%)	0
Session 2020-21		251 (22%)	22 (2%)	1	138 (12%)	2	2	0	2	0	9 (1%)	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. 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 session 2020-21, a total of 838 incidents were recorded in primary and 1131 in secondary. Of the 838 recorded incidents in primary, 173 (21%) were based on race, 46 (5%) on additional support needs, 39 (5%) on actual or perceived sexual orientation and 29 (3%) on sexism and gender. Other recorded incidents were based on body image, care experience, mental health, sexism and gender, gender identity or trans identity, and religion or belief. Of the 1131 incidents recorded in secondary, 316 (28%) were based on race, 138 (12%) on body image/physical appearance, 132 (12%) on sexual orientation, and 44 (4%) on sexism and gender. Other recorded incidents were based on additional support needs, disability, socio-economic prejudice, gender identity or trans identity, asylum seeker or refugee status and mental health.

Note: From session 2019-20, with the introduction of the SEEMiS Bullying and Equalities module, for each incident, there is a record for each child/young person experiencing the bullying/prejudice, each child/young person displaying the bullying/prejudice and for each nature of incident (e.g. name-calling, hit/tripped, abusive messages). This means that every incident of bullying/prejudice can show as multiple records for a given perceived reason (e.g. race/racism, sexual orientation etc.). Therefore, the figures from 2019-20 onwards cannot be compared directly with those recorded in earlier years.