Education Children and Families Committee

10am, Tuesday, 23 January 2024

Promoting Equality

Executive/routine
Wards

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 that updates on the work detailed in this report and the Action Plan are presented annually.

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Report

Promoting Equality

2. Executive Summary

2.1 This report provides a summary of activity and progress in the Equality, Diversity and Inclusion Action Plan, involving Early Years settings, primary, secondary and special schools, the ASL Service, Quality Improvement and Curriculum Service, Wider Achievement and Lifelong Learning, and partner organisations. The report describes sustained work to raise awareness of and address discrimination and inequality. The basis of this work is intersectional, with a continued focus on Race Equality and anti-racism.

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 at the November 2022 Committee: 7.2 Promoting Equality.pdf (edinburgh.gov.uk)

4. Main report

4.1 An evaluation of the 2022-23 Equality, Diversity and Inclusion Action Plan can be found in Appendix 1.   The current plan for 2023-24, which has an increased focus on outcomes and measures, is in Appendix 2.

Increasing Diversity in the Workforce, specifically people from BME communities

4.2 Whilst there are early signs of an increase in diversity in our teaching workforce in the secondary sector (https://www.gov.scot/publications/diversity-teaching-profession-annual-data-report/) we recognise that this area requires increased focus. We have introduced new actions in the current plan which are aimed at accelerating progress (see Appendix 2).

4.3 In December 2023 we held our first BME Staff Conference. At this event, we shared findings from the BME staff survey and focus group (Appendix 3). We also began to consult on actions to create a fairer workplace and to support the

professional development of BME staff. The conference was very positively received and further events will take place in February and May 2024.

4.4 In December 2023, we launched the 'From Mentor to Inclusive Sponsor' programme, in partnership with the Reverse Mentoring Practice. From January to December 2024, 20 mentor-mentee pairs will use a critical and intentional approach to mentoring and sponsorship based on Ibarra's 2019 model to support the development of teachers from racialised groups. The programme aims to contribute to increasing the representation of teachers from minority ethnic groups in senior leadership roles.

Young People

4.5 In March 2023, we held our first in-person Young People's Equality Event at the City Chambers. Pupil-led Equalities Groups from 20 schools (primary, secondary and special schools) showcased and discussed their work to promote equality. The participants heard from inspirational speakers (Sir Geoff Palmer OBE and Members of the Scottish Youth Parliament) and visited stalls from a range of equalities organisations. Feedback from young people was very positive; in particular they appreciated the opportunity to share ideas and would like more events like this. They would also like to see greater visibility of Equalities work around the city. Planning is underway for the 2024 Young People's Equality Event.

4.6 The second annual award ceremony for the Saroj Lal Award for Edinburgh schools, run by the Arts and Creative Learning team, took place on 16th November in the City Chambers, hosted by Cllr Joan Griffiths. Pupil nominations were received from primary, secondary and special schools, under the categories: Proud to be Me; How Prejudice Makes me Feel; and Artivism (Art-Activism). We also received nominations for school staff teams whose collaborative work around Equalities has taken a creative approach and had an impact in the school and/or community. The judges were impressed by the high quality of the entries, a sample of which were displayed at the award ceremony. Invited guests included Vineet Lal (son of Saroj Lal), Hardeep Kaur (winner of the GTCS 2023 Saroj Lal Award) and Caroline Donald (Head of Learning and Engagement Edinburgh International Festival). Examples of winners' nominations can be found in Appendix 4.

Training/Professional Learning

4.7 To support all aspects of the Education Equality, Diversity and Inclusion action plan, we work in partnership with Human Resources and a range of external organisations to offer high quality professional learning. See Appendix 5 for an overview.

Curriculum

4.8   We continue to support schools to use the authority's Inclusive Diverse and Decolonised Curriculum guidance and to complete an Equalities Curriculum Map as part of their curriculum development. This process enables to schools to consider the totality of the learner's experience, to notice interdisciplinary connections, strengthen cohesion and address gaps.

4.9   A Community of Practice focused on Equalities has been established to drive change in the curriculum. Identified leads from 12 schools have dedicated time (1 day / week) to take forward this work for their school community. Through this collaboration, practitioners will be empowered to develop a coherent, flexible and enriched curriculum that is adaptable and responsive to context.

4.10   Our approach to teaching about slavery is being informed by sector-leading work undertaken by Edinburgh History teachers as part of a national knowledge exchange project (Teaching Slavery in Scotland Project – SATH). The resources were launched at the University of Glasgow in November 2023. A second knowledge exchange programme is running this session 2023-24.

4.11   We have worked with Balgreen Primary School and Scotdec (https://scotdec.org.uk/) to create a programme for a whole-school approach to developing an anti-racist school community and curriculum. Following a successful pilot in Balgreen Primary School, this programme is being promoted across the primary sector. A similar programme for secondary schools will be piloted from January 2024 in Castlebrae High School.

4.12   We are putting in place a programme of support for senior phase pupils to enable them to gain recognised qualifications in a range of Heritage Languages. Beginning in January 2024, this pilot programme will be delivered through a partnership between Edinburgh secondary schools, complementary language schools and community members.

LGBT-Inclusive Education

4.13   9 secondary schools and one special school have achieved an LGBT Charter award (3 Bronze; 6 Silver; 1 Gold) in the last calendar year, through the grant-funded offer. 5 schools have previously received an award and 2 of these are now working towards Gold. A further 6 secondary schools are expected to achieve an award by March 2024. A sharing best practice event for staff took place in December 2022 and a celebratory in-person event for pupils and staff took place in March 2023, hosted at Currie Community High School. 3 primary schools have achieved an LGBT Charter award independently. Denominational secondary schools are currently using the Scottish Catholic Education Service (SCES) Equalities resources to support LGBT-inclusive education.

4.14   We will continue to strengthen LGBT-inclusive education by: sharing practice; engaging with the national Time for Inclusive Education (TIE) training and resources

(https://tie.scot/); and continuing to work with voluntary sector partners, e.g. LGBT Youth (https://www.lgbtyouth.org.uk/); LEAP Sports Scotland (https://leapsports.org/about).

4.15 In November 2023 we carried out a self-evaluation activity to contribute to the Council's first Stonewall Workplace Equality Index benchmarking exercise. The resulting report will further inform our work in this area.

Tackling Gender-Based Violence

4.16 We are strengthening our approaches to addressing Gender Based Violence, as part of Equally Safe Edinburgh (https://www.edinburgh.gov.uk/downloads/download/14951/equally-safe-edinburgh-committee).

4.17 Mentors in Violence Prevention (MVP) is a peer education programme providing young people with the language and framework to explore and challenge the attitudes, beliefs and cultural norms that underpin gender-based violence. To successfully embed MVP in our 23 secondary schools, over 90 Education staff have been trained this year (2023), with 241 young people trained as Mentors.

4.18 Two schools are engaged in pilot work with Stop It Now which builds on the ROSA (Learning from the Risk of Sexual Abuse) project: (https://www.stopitnow.org.uk/scotland/rosa-project/).

4.19 A professional learning course has been developed to give primary school staff confidence in responding to early signs of behaviours that may be harmful sexual behaviour or could lead to harmful sexual behaviour.

Islamophobia

4.20 Our work to tackle Islamophobia includes promoting Interfaith Awareness Week, National Hate Crime Awareness Week, International Muslim History Month, World Hijab Day and Islamophobia Awareness Month. In addition, we have specific guidance for schools on Islamic prayer and Ramadan. Several schools hold Eid celebrations each year and examples from 2023 include Gracemount Learning Community Gracemount High (@GracemountHigh) / Twitter and Lorne Primary School EqualitiesLorneSt (@LSP_Equalities) / Twitter. Our guidance for schools on the curriculum and procedure for Preventing and Responding to Bullying and Prejudice include specific reference to Islamophobia.

Preventing and Responding to Bullying and Prejudice

4.21 We continue to support schools to implement the procedure on Preventing and Responding to Bullying and Prejudice and to monitor data. A summary of data for school sessions 2019-2023 is found in Appendix 6. It is notable that the data

confirms an anticipated increase in recorded incidents resulting from the sustained focus on anti-bullying and tackling prejudice in schools and wider Equalities work. It is likely that increased societal awareness of issues such as gender-based violence and transphobia contributed to increased reporting and recording in these areas in 2022-23. Whilst there is clearly still work to do to eliminate bullying and prejudice in all its forms, the most recent Pupil Wellbeing survey data (2021) suggest that our work in this area is beginning to have an impact. The work described in this report and outlined in our plan for 2023-24 will continue to address this important area for pupil wellbeing. We will continue to monitor the data to gain accurate information about children and young people's experiences and to evaluate implementation of measures.

5. Next Steps

5.1 Progress work as outlined in the Equality, Diversity and Inclusion Action Plan 2023-24 (Appendix 2).

6. Financial impact

6.1 Funding for the Mentor to Inclusive Sponsor Programme (£16,000 – HR/Education) 2023-24

6.2 Funding for Scotdec whole-school approach to Race Equality and Anti-Racism secondary pilot (£4,200) 2023-24

7. Equality and Poverty Impact

7.1 The activity and progress summarised in this report aim to support schools to fulfil the Public Sector Equality Duty and to fulfil duties under the Equality Act 2010. The work is reflected in Themes 4 and 5 of the Council's Equality and Diversity Framework 2021-25 https://www.edinburgh.gov.uk/documents/equality-diversity-framework-2021-2025/7

8. Climate and Nature Emergency Implications

8.1 There are no significant identified positive or negative environmental impacts arising from the activities described in this report. We work with local partner organisations which minimises environmental impact from travel. We use a mixture of in-person meetings (to support the interpersonal connections which are important for collaboration) and online meetings (to reduce travel).

9. Risk, policy, compliance, governance and community impact

9.1 We engage with different communities on an ongoing basis at national, local authority and school/setting level. The Education Equality Diversity and Inclusion action plan is overseen by the Edinburgh Learns Equalities Board. The Board has representation from schools (Head teachers), a Head of Education, Quality Improvement Education Officers and Senior Development Officers, Police, Scottish Association of Minority Ethnic Educators (SAMEE), voluntary sector organisations, parents. To strengthen our engagement, we will develop a relationship with the Whole Family Equality Project Citizens' Panel recently set up by Capital City Partnership.

9.2 The activity summarised in this report contributes to the Council's strategic priority to 'create good places to live and work in Edinburgh' and its commitment to promote fairness and reduce inequality, to be more diverse, inclusive and welcoming.

9.3 As noted in Section 7 (above), this work supports the Council to meet its obligations under the Public Sector Equality Duty and Equality Act 2010.

9.4 Aspects of the work summarised in this report contribute to the implementation of the Council's Equality and Diversity Policy (https://www.edinburgh.gov.uk/downloads/download/14022/equality-and-diversity-policy).

10. Background reading/external references

10.1 SG Included, Engaged, Involved Part 1: https://www.gov.scot/publications/included-engaged-involved-part-1-positive-approach-promotion-management-attendance-scottish-schools/pages/2/

10.2 The City of Edinburgh Council's Included, Engaged, Involved Policy: https://www.edinburgh.gov.uk/directory-record/1486170/included-engaged-and-involved-in-edinburgh-policy-#:~:text=The%20Included%2C%20Engaged%20and%20Involved,important%20as%20dealing%20with%20crises.

10.3 The City of Edinburgh Council procedure: Preventing and Responding to Bullying and Prejudice amongst children and young people

https://www.edinburgh.gov.uk/schools-learning/bullying-harassment

10.4 The City of Edinburgh Council: Edinburgh Learns Framework for Inclusion

https://democracy.edinburgh.gov.uk/documents/s11747/7.10%20Edinburgh%20Learns-Inclusion%20Framework.pdf

10.5 The City of Edinburgh Council: Edinburgh Learns Framework for Health and Wellbeing https://www.edinburgh.gov.uk/downloads/file/34256/health-and-wellbeing-framework-summary

10.6   SG AREP https://www.gov.scot/groups/race-equality-and-anti-racism-in-education-programme-stakeholder-network-group/

10.7   SG Teaching in a Diverse Scotland report (2018): https://www.gov.scot/publications/teaching-diverse-scotland-increasing-retaining-minority-ethnic-teachers-scotlands-schools/

10.8   https://democracy.edinburgh.gov.uk/documents/s62279/7.11%20Gender%20Recognition%20Reform.pdf

10.9   https://democracy.edinburgh.gov.uk/documents/s62281/7.12%20Islamophobia%20-%20Update%20on%20Engagement.pdf

11.   Appendices

11.1   Appendix 1   Education Services, Equality, Diversity and Inclusion Action Plan 2022-23 progress

11.2   Appendix 2   Education Services, Equality, Diversity and Inclusion Action Plan 2023-24

11.3   Appendix 3   BME Staff Survey findings - summary

11.4   Appendix 4   Edinburgh Schools' Saroj Lal Award 2023 Winners

11.5   Appendix 5   Equality, Diversity and Inclusion Professional Learning overview

11.6   Appendix 6   Bullying and Prejudice-related Incidents 2019-2023

Appendix 1 Equality, Diversity and Inclusion Action Plan 2022-23 (evaluated June 2023)

Education and Children's Services Equality, Diversity and Inclusion Action Plan 2022-23 (Year 3 of 3) (evaluated June 2023)

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, specifically increase representation of people of colour in teaching and promoted posts.	Consultation (continued) • Focus groups with staff from groups of interest (teacher/PSAs) – complete findings and recommendations. Recognise and support aspiring minority ethnic teachers and youth workers: • follow-up workshop for aspiring middle leaders • evaluate and if successful extend volunteering opportunities. • plan and implement mentoring programme for black and minority ethnic staff. *Added:* ENEI training offer: Anti-racism; Recruitment Leadership	School and LL leaders Local Authority Local Authority	Jan. 2023 Nov. 2022 Feb. 2023 March 2023	Focus group met Feb. 2023. Next step: Report on survey and focus groups to be shared at BME staff conference October 2023. Difficulty finding suitable date. Did not take place. Next step: consult with BME staff on planned actions (BME staff conference). Mixed success – communication. Next step: develop robust plan. Initial discussion with HR/Reverse Mentoring Practice and Leadership Board Dec. 2022. Funding secured. Next step: take forward during 2023-24. Evaluated very highly but uptake low. Next steps: consider how to increase uptake.
2. **Teaching and Learning** Inclusive curriculum	• support schools to use Curriculum guidance materials; identify and share good practice; evaluate [R]	Teachers, Partners Local Authority	March 2023	Very good progress in some schools/curricular areas. Sharing practice at HTs conference. The challenge is consistency across schools and curricular areas.

				Next steps: Curriculum Mapping audit; develop evaluation to measure impact. Template for a CAT session – share material that leading schools have developed.
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** • Heritage Language support programme	Implement recommendation from ESCL Review group: *'Teaching and learning materials are developed and delivered to fill the gap in respect of Scotland's and Edinburgh's role in slavery and colonialism'.* [Part of wider curriculum development. • History teachers attend national professional learning on teaching the Atlantic slave trade • Cascade through PL opportunity for all secondary History teachers and interested primary teachers	Local Authority and Partners	Sep. 2022	PL completed Sep. 2022. Initial (authority) session for primary and secondary colleagues 6.12.2022. University session 8.2.2023. Input at BRL event, May 2023. Next steps: national launch of resources; promote; further develop engagement resources from ES&CL review.
	• Consultation with stakeholders for community/heritage languages as L3 (1+2 Language Strategy)	Local Authority and partners	April 2023	Completed. Digital consortia offer for Senior Phase students circulated to schools, April 2023. Next steps: recruit tutors; implement and evaluate first year.
3. Health and Wellbeing Preventing and responding to bullying and prejudice - ongoing implementation of revised procedure and evaluation.	Raise awareness of procedure with parents-carers: • Create leaflet for parents/carers • Deliver additional sessions for parents/carers • Strengthen links with third sector organisations	Local Authority; Partners	Oct. 2022 Nov. 2023 and May 2023 March 2023	Completed and published on Council webpage. Parent-carer session delivered with respectme Nov.2022 and May 2023. 33 parents attended. Around half from BME backgrounds. Next step: repeat these sessions in 2023-24. Work with schools on parental engagement at local level, especially with parents from Black and minority ethnic backgrounds.

	Professional Learning: • Deliver training for wider staff on dealing with microaggressions and racist incidents (piloted in 2021-22) [R]	Local Authority	Feb. 2023	In person training (Feb.) cancelled as not enough uptake. Online training (March) – 26 signed up, 16 attended. Next step: 1 x school-based delivery (primary) planned for August 2023. Consider list of recommended training options for schools, incl. ScotDec offer (trialled at Balgreen PS).
	• Event for ScotGov Building Racial Literacy Cohort 1 to share experience and support individual plans	Local Authority and SG	Jan. 2022	Event for cohorts 1-3 took place 5th May. Very positive feedback. Next step: support the network.
	Analysis of recorded bullying and equalities data: • Detailed analysis of data by protected characteristics / other factors; identify actions to strengthen recording [R] • Training for schools on effective use of SEEMiS Bullying and Equalities module	Local Authority Local Authority, teachers with responsibility for recording incidents	Ongoing Dec. 2022	Reported to ECF Committee Nov. 2022. Next steps: Share termly with individual schools and support as needed. Sample recording of incidents.
Youth Work	• Deliver training for anti-racist youth work [R]	Local Authority and partners	May 2023	Not progressed.
Support for LGBT young people	• Create bite-size guidance on 'frequently-asked' aspects of guidance	Local Authority and Partner	Jan. 2023	Bite-size guidance developed (draft): 1. Residential trips 2. Pronouns and names 3. Toilets and changing rooms (draft) Next step: finalise and share
	• Progress LGBT Charter in 16 secondary schools; support all secondary schools to engage with LGBT Charter material.		Aug. 2023	Charter completed by 8 schools. Sharing practice event Dec. 2022. Celebration event held March 2023. Next steps: support schools working towards charter to complete by March 2024. Review strategy for LGBT-inclusive education.

				Not completed – carry forward to 2023-24
	• Write guidance on tackling homophobic, bi-phobic and transphobic incidents		Feb. 2023	
4. **Professional Learning** See also Themes 1, 2 and 3	• School Leaders: embed Equalities training as part of new Head Teacher induction and annual bite-size refresh	Local Authority, school leaders	March 2023	Completed / embedded. Also covered in self-assurance training.
	• Monitor completion of core Equalities training (e-learning) for all school staff (leadership, teaching and non-teaching), CLD managers and youth workers.	Local Authority	Jan. 2023	Data for schools collated as part of Equalities Thematic Review, October 2022. Only data from MyLearningHub platform available. (CECIL records not transferred over). Next steps: collate data bi-annually; continue to promote this core training with schools through Equalities Co-ordinators.
	• Review local authority and partners' professional learning offer to inform planning	Local Authority and partners	Jan. 2023	PL offer includes: PSA training – respectme e-learning modules Micro-aggressions and racist incidents (LA) ScotDec whole-school approach Show Racism the Red Card Anti-racist praxis toolkit (Education Scotland) Professional Learning Packs (LA): How well do you know your school? Next step: Share good practice in PL across schools.
5. **School Improvement Planning** Edinburgh Learns for Life	• Equality, Equity and Inclusion page in school improvement plans 2022-23 • Undertake Equalities Thematic Review	Local Authority and schools	August 2022 October 2022	All schools have Equality actions in School Improvement Plan Completed and reported to ECF Committee Nov. 2022
6. **Communication and engagement**	• Children and Young People's Equalities Events: primary, secondary and Special Schools • IYS Race Ambassadors programme evaluation through case studies [R]	Local Authority / Practitioners Schools Local Authority, partner, schools	May 2023 Feb. 2023	Young People's event March 2023 Not progressed – carry forward to 2023-24.

	• Saroj Lal Award for Edinburgh Schools: make 2022 entries accessible to schools to support and promote Equalities work	Local Authority (Wider Achievement and Lifelong Learning)	Jan. 2023	First award ceremony took place 11th Oct. 2022. Next step: work underway for 2023-24 award. Curate resource bank of materials that schools can access.

Note [R] indicates actions related to the recommendations from the investigation in allegations of racism

Appendix 2

Equality, Diversity and Inclusion Plan 2023-24

Theme 1 of 3: Increasing Diversity in the Workforce: representation of colleagues from Black and Minority Ethnic backgrounds.

Outcomes	Tasks	How will you measure impact?	Timescales	Progress
Long-term outcome/measure: increase in no. of BME staff in posts and promoted posts. **Medium-term measures** - No. of teachers from under-represented groups on Edinburgh Learns Boards. - No. of volunteers and progression to entry-level roles. - No. of BME applicants for PSA jobs - Progression from entry-level roles (support roles) to teacher training. - Increased progression of BME probationers into teaching posts. - Increased progression of BME student teachers into probationary year. - No. of young people leaving school starting BEd. Primary. - No. of teachers from BME backgrounds participating in leadership Professional Learning. - No. of BME teachers applying for promoted posts and success rate.	• Data (see outcomes): establish baselines; schedule for comparison • Promote disclosure of Equalities monitoring information • BME staff conference: share findings of survey; consult on planned actions. Share also with Senior Managers; HTs; Equality Co-ordinators • Under-represented groups teacher representation on all Edinburgh Learns Boards • Evaluate and extend volunteering initiative. • Put system in place for targeted promotion of vacancies, e.g. ELREC and other BME partners • Workshop for BME support staff who have core qualifications to support steps into teacher training. • Support for Probationers	Data will enable us to measure impact of actions. Increase in % staff disclosing Eq. info. BME staff feedback. Feedback from teachers; feedback from Chairs on impact on work of Boards. Volunteer feedback; no. of volunteers progressing to PSA posts No. of BME applicants for posts Participant feedback; Increase in no. of BME support staff entering teacher training Feedback from probationers; % probationers progressing to permanent posts	Oct. 2023 Jan. 2024 Nov. 2023 Oct. 2023 – on EL Boards May 2024 – feedback Nov. 2023 - revised timescale March 2024 May 2024 Workshop March 2024. May 2023	In progress 01.24 BME staff conference held 11.23 In progress

- Improved feedback from BME staff re. workplace environment.	Support for aspiring middle leaders ➤ Mentoring and sponsorship programme Jan. – Dec. 2024 ➤ Workshop for BME aspiring Middle Leaders. ➤ Communication about relevant PL opportunities ➤ Observation/shadowing R&S process	Programme evaluation; participant feedback; increase in no. of BME teachers in middle leadership Participant evaluation	June and Dec. 2024 Feb. 2024 Nov. 23 and ongoing March 2024	Launched 12.23 In progress
	• ENEI training: Inclusive Recruitment and Inclusive Leadership	Feedback on applicant/candidate experience	May 2024	
	• Recruitment panels: diversify; review training incl. post-interview feedback; increase awareness of aim		May 2024	
	• Edits to teaching in Edinburgh video [Teaching in Edinburgh – The City of Edinburgh Council](#) BME teacher and pupil representation.		Feb. 2024	
	• Greater emphasis on inclusion and diversity in [Teaching in Edinburgh – The City of Edinburgh Council](#)		Feb. 2024	
	• Clear and explicit information for all staff starting a new post/supply (whether new to Council or new school): ➤ What do to in case of prejudice-based incident – who to speak and what to expect ➤ What to do if not dealt with appropriately ➤ Role of union / support for staff who are not members of a union ➤ Role of third sector	BME staff feedback through repeat of survey or specific survey for new staff / staff who have moved schools	May 2024	
	• Explore opportunities for working in partnership with ITE providers		May 2024	

Theme 2 of 3: Curriculum

Outcomes	Tasks	How will you measure impact?	Timescales	Progress
Long-term outcome/measure: All children and young people experience an inclusive, diverse and decolonised curriculum • pupil survey and focus groups (Year 3) All teachers are able to critically analyse the curriculum and resources • teacher survey / focus group (Year 3) **Medium-term:** - All schools use Equalities Curriculum Maps (ECM) as an audit and planning tool for developing an IDD curriculum. - All teachers use the criticality frameworks and reflective questions when planning units of work and lessons. - All teachers have an in-depth understanding of the terms: inclusive, diverse and decolonised and what these look like in practice - All school staff have access to and engage with a wide range of relevant Professional Learning (PL) - All school staff have access to and use a wide range of quality resources to support an IDD curriculum	**Establish Equalities Community of Practice** to support curriculum development **Building Racial Literacy** • Support the newly-formed Edinburgh BRL network • Establish links with BRL networks in other local authorities, e.g. through the SEIC (South-East Improvement Collaborative) **Edinburgh Slavery and Colonialism Legacy Review (ESCLR) recommendation** • History knowledge exchange project: promote national resources • continue to support Knowledge Exchange events and sharing practice • Promote and further develop the resources initially designed to support engagement with ESCLR **Equalities Curriculum Maps** • Audit completed curriculum maps • Provide key points and success criteria • Share case study of successful collaboration to complete curriculum map and using this as an audit and planning tool (primary and secondary) **Sharing good practice** • Create accessible online space to share materials from schools that are leading practice	Participant feedback; plans written and evaluated at school level Network survey Teacher feedback Pupil feedback Equality Co-ordinator and teacher feedback Equality Co-ordinator and teacher feedback	Oct. 2023; feedback May 2024 Support – Sep.23 ongoing; survey - May 24 Feb. 2024 Nov.23 – launch; May24 teacher & pupil feedback June 2024 (for Black History Month Oct. 2024) Feb. 2024 March 2024	Established 10.23 Support in place 10.23 Resources launched & promoted 11.23

	Guidance on developing an Inclusive, Diverse and Decolonised Curriculum and Criticality Frameworks • Assess engagement with guidance and criticality frameworks • Interim assessment of impact on curriculum development • Support completion of LGBT Charter Awards to develop and LGBT-inclusive curriculum • Promote Time for Inclusive Education (TIE) e-learning, whole school training and resources to develop and LGBT-inclusive curriculum • Revise format of Inclusive Curriculum resource database • Update inclusive curriculum booklists **Heritage Languages:** Set up support programme for heritage languages **Professional Learning** • Strengthen communication with Equality Co-ordinators and teachers re. PL opportunities to support an IDD Curriculum	Teacher and pupil feedback Teacher feedback Teacher feedback Qualifications in Heritage Languages at Higher or equivalent. Pupil feedback.	March 2024 March 2024 Sep. 2023 – ongoing May 2024 March 2024 Set-up Jan. 2024 Eval. Aug. 2024 Sep. 2023 and ongoing	 TIE training & resources promoted 10.23 and ongoing In progress Increased use of MS Teams, Edinburgh Learns weekly PL email to all teachers; Equalities Tile

Theme 3 of 3: Health and Wellbeing

Outcomes	Tasks	How will you measure impact?	Timescales	Progress
Long-term Reduction in recorded incidents of Bullying and Prejudice (pupils) (Year 3) Improvement in pupil HWB as reported through LA wellbeing	• Review data on recorded incidents by perceived reason. • Work towards schools accessing B&E module data directly; in interim, provide	Data enables evaluation of outcomes Improvements in recording over time; actions taken by schools based on data / support No. of schools accessing B&E module directly	Oct. 23; Dec. 23; March 24; June 24 Jan., April 24	ELT presentation on racist incidents Nov.23 In progress In progress

questionnaires and national HWB survey (Year 2/3)	termly data on school-by-school basis to support school-level analysis		May 2024	
	• Provide support to schools, e.g. to ensure incidents are closed within reasonable timescale; all incidents are recorded	Reduction in no. of open incidents.		
Medium-term Likely increase in recorded incidents of bullying and prejudice (pupils) (Years 1/2)	• (Continue) to promote respectme anti-bullying e-learning modules, esp. for support staff	% staff trained (output)	(training) school in-service days	
Short-term Uptake / completion of training (output) (Year 1)	• Implement MVP (Mentors in Violence Prevention) in secondary schools	% staff and pupil mentors trained Staff and pupil feedback	Training by Dec.23 Feedback – June 24	
	• Extend delivery of training on tackling racist incidents and creating an anti-racist culture (HR/ENEI)	% of staff trained (output)	Training dates TBC	
	• Promote Building Racial Literacy programme and support growing Edinburgh BRL network (see also Curriculum)	No. of staff at all levels who have completed BRL (output); evaluation of BRL action plans	Cohorts 1-3 May 24	
	• In partnership with Scotdec, develop and pilot whole-school approach to anti-racist education in secondary	Evaluation	June 2024	
	• Write additional supplementary guidance on tackling homophobia, biphobia and transphobia.	Teacher feedback	Feb. 2024	

	• Finalise bite-size guidance on supporting transgender children and young people
	  ➢ names and pronouns
	  ➢ residential guidance
	  ➢ toilets
		Teacher confidence in supporting transgender young people	Jan. 2023; confidence – June 2024	

	• Develop and consult on guidance for schools on trans and non-binary inclusive sports / physical activity			

		Teacher confidence in supporting trans and non-binary inclusive sports	Draft guidance by Jan. 2024; consultation by April 2024.	
	• Review guidance for schools for dealing with requests from parents to withdraw children and young people from aspects of RSHP.	Feedback from HTs/DHTs	Feb. 2023	

Appendix 3 BME Staff Survey findings

Overview of questions
- Role / Type of post / Length of time in post
- Reasons for working in education and barriers for BME people entering education roles
- Experience of working in Edinburgh schools and settings
- Reporting racist and other prejudice-based incidents
- Support networks
- Professional development and career opportunities

No. of respondents: 86 identifying as BME

Roles

Teacher (incl. probationer)	50%
Pupil Support Assistants (PSAs)	16%
Early Years Practitioners	13%
Other (incl. PT/CL, DHT, Senior EYO, Educational Psychologist, School Librarian)	21%

Type of post and length of time in post

Type of post		Length of time in post	
Permanent	66%	Less than 1 year	21%
Temporary	23%	2-4 years	33%
Supply	9%	5-10 years	15%
Acting Up	2%	11-14 years	13%
		More than 15 years	18%

Reasons for working in education

Enjoying working with children and young people	72%
Importance of education	49%
Fitting in with family circumstances	31%
Job security	26%
Other: being inspired by a teacher of youth worker, vocation/calling	

Barriers for BME people entering teaching/youthwork/other education roles

Most frequently cited barriers, in order of frequency)
- Racism (discrimination, institutional racism, negative attitudes, cultural stereotypes)
- Lack of representation of role models 'you can't be what you can't see'
- Language and communication barriers

> "People who are in positions to make decisions on who to employ tend to pick people who are like themselves."
>
> "The perception and questioning of your qualifications and intellect are often experienced, which is then borne out in post-qualification settings where if you are a teacher, you are never initially assumed to be, and potentially your perspectives and insights are often initially dismissed."
>
> "There is the very real barrier of being visibly different and not quite seen as like other colleagues - this can be problematic when applying for posts, if interviewed by people who do not know you, and who bring their biases into the room."

Rate your overall experience of working in Edinburgh schools / settings: 3.5

Positive experiences	16
Partly positive – partly negative	15
Incl. depended on school / setting	6
Mainly negative	12
Lack of support	6
Felt alienated or invisible	6
Racism	4

> "I have been thoroughly included by my teaching community as well as from my students."
>
> "In most schools I have been welcomed and my differences acknowledged and recognised as a positive. Most recently in one of my schools I have felt invisible and my needs as a Muslim fasting and celebrating Eid ignored."
>
> "Incidents of everyday racism and unconscious bias are rife."
>
> "It depends entirely on the leadership and staff team within the school. If they value diversity and inclusion, then there is a great experience. If they do not make the effort and do not value your beliefs/background, then there is a barrier to feeling included."

To what extent is the workplace fair and non-discriminatory? 3.6

> "On the face of it there are few incidents of overt racism in (the) workplace and policy documents state that racist and discriminatory actions will not be tolerated. However, in practice it is the subtle, implicit bias that is causing the harm."
>
> "Working in two schools, it is fair in one but the other I feel like I do not belong, and I was not informed by my line manager that I could have had the day off for Eid, and I worked it missing out on important family events."

> "My current school is an ideal place to work for BME community. I am treated fairly and positively here."

Reporting racist and other prejudice-based incidents

48% respondents were not aware of procedures to report racist incidents.

Confidence in reporting racist incidents 3.4

Confidence in reporting other prejudice-based incidents 3.61

<u>Additional Comments</u>

Lack of confidence in whether incident would be taken seriously

Racism is 'swept under the carpet' or senior leaders minimise incidents

Concern about adverse reaction from colleagues or being seen as a 'problem'

Confident reporting an issue

> "My CL is extremely supportive as is my link DHT and they would act straight away in regards to any incidents."
>
> "It depends on the incident and who is involved. If it were a colleague, I would not feel confident reporting, … I am an outsider and would rather not swim against the tide."
>
> "I would be confident to report an overt racist behaviour. Less confident, if the incident is subtle, even if I am in no doubt that it's racist."
>
> "I think I feel more confident about this (*other prejudice-based incidents*) because many of them don't affect me personally. But also because I feel there is silence around racism, unlike any of these other characteristics."

How confident are you that racist incidents will be handled well? 3.0

> "Incidents experienced by staff can be pushed aside or dismissed as a misunderstanding."
>
> "It is totally dependent upon which setting I am in at the time…. across the many settings that I find myself working now, I am less sure."
>
> "There needs to be flexibility when dealing with incidents. There is no one single response to an incident; but there should be more openness and discussion when an incident is being managed."
>
> "I have complete faith in my line manager to support me with these incidents but I don't feel able to speak to anyone when incidents aren't clear cut. e.g. use of racial slurs/violence etc."

Support networks

69% respondents were not aware of any colleague or professional BME support networks.

28% respondents felt there aren't enough or the right kind of support networks

Use of networks
16 use trade union networks
12 use SAMEE (Scottish Assoc. of Minority Ethnic Educators)
8 use the Council BME colleague network
1 uses the BAMEEd Network
Information about networks is not well-communicated.

How well are BME staff supported with their professional development? 2.93

"I don't feel I have been given the same level of support as some of my colleagues who have had opportunities and guidance handed to them whereas I have had to seek it and still not had the same level of support."

"I think that this depends on the management of the setting, personally I have not seen or experienced any difference in treatment of white and BME staff in this regard but the quality of support that staff will receive will depend on the strength of the management and resources available regardless of race (in my experience)."

"Lack of recognition and value of qualifications and skills."

Awareness of opportunities to move into leadership posts: 3.05

"I'm aware of how to apply but not aware of targeted support for BME staff."

"Such roles are usually given to non-BME groups anyway."

"Although I am aware of where to look for opportunities for promoted posts, I feel I miss out on many informal chats and support by not being part of the social networks where my Scottish colleagues meet each other, e.g. the pub, choir etc."

"I'm very aware and reluctant as there is always someone in mind already at the school to fill the post."

Barriers for BME staff who wish to apply for promoted posts

"Most leadership teams are looking for applicants that think and look like them – predominantly male/female depending on the current makeup of the team."

"As soon as a person of colour walks in the door certain stereotypes and assumptions come into play."

"Lack of mentoring and support for the process of applying, interview techniques and the all-white interview panels where unconscious bias plays a role in the decisions made as to who gets the job, which face fits."

> "The issue is a wider one and not just specific to BME staff. Gaining a promoted post is all about who you know and normally go to people who have already been in the school for a while or have had the opportunity to experience and lead things. If you don't get the time to do this nor the encouragement, how do you then gain experience?"

Experiences of informal mentoring

Of 36 respondents who had previously applied for promoted posts:

- 33% had received informal mentoring
- 67% hadn't received informal mentoring
- 11% said they had felt discouraged from applying

53% of respondents felt they could ask for informal mentoring support

> "Always had good management support who have encouraged me to progress."
>
> "I could (ask for mentoring) in my current position from my current line manager."
>
> "As a BME person, I have to work twice as hard as my white colleagues to show/prove my worth. Going to my line manager to ask for support could be seen as a weakness/reinforce the stereotype of BME staff ability being less and hence I could lose something in the process."

Focus Group: key themes and suggestions

Recruitment

- Bias in interview panel
- Interviewee's confidence (or uncertainty) about perceptions or attitudes of the panel
- Interview experience daunting for colleagues who may have less experience of Scottish education and whose first language may not be English

Importance of Leadership

- Importance of leadership in a school / setting – difference between feeling recognised and valued or feeling ignored and 'not seen'
- Not clear where to go for support if you experience racism or if response from line management is unsupportive or inadequate.

Communication

- Council corporate emails are not a good way to communicate with school-based staff
- Perceived as impersonal and not relevant to school context.

Suggestions

- Increase diversity on recruitment panels
- Ongoing professional learning for leaders, especially on recognising racism, incl. micro-aggressions

- Awareness-raising with all staff about what to do if they experience racism (or other prejudice)
- Separate 'newsflash' for education staff

Appendix 4 Edinburgh Schools' Saroj Lal Awards 2023 Winners

'Proud to Be Me' category
Joint winners:
Lily Schiller-Chatwood, Leith Academy
Natali Rawat, St. Thomas of Aquin's RC High School

Lily SC
While I don't identify with my birth gender I still don't feel like I am transgender because being genderqueer doesn't feel like a transition to or from anything but rather a solidification of my own identity. I've never felt like anything but myself. I was raised gender neutral so looking back on it there's never been an expectation to be anyone but myself. But as I grew up I realised that that expectation lay in society, and I understood that I didn't fit in. I'm not a girl and I never have been, but to call myself transgender feels wrong. When I think about being transgender I meet the definition. But when I think of the experience of my trans peers I feel like I'm faking it. I think that's just how it goes, everyone suffers from imposter syndrome and no one really feels like they fit in, so maybe because we have that in common, all of us do?

Since I was a kid I've paved my own path. I've worn the clothes I wanted (some horrible combinations when I look back on it) and I've done what I wanted. Gender was never a barrier. There's never been a pressure to fit into stereotypes and I can thank my parents for that. I would dye my hair, dress masculine and cosplay; I had liberty over my self-expression. That's given me an advantage in terms of discovering who I am, because I had the freedom to be myself. In that sense I've had a very different childhood to most. That's what makes me feel different to my trans friends. Because I've been given room to find myself, and often they haven't. I feel like I'm faking it because I I've not had to transition.

We're all shaped by what we're exposed to as children, and for me that was my parents' music. I remember listening to 'The Slits' and 'Hole' with my mum and falling in love with their style. They were original and they didn't try to conform, something I strive to do. My mum being a ferocious feminist, almost entirely listens to women, so I was introduced to a lot of feminist icons as a kid. I dreamed of being like them and becoming this revolutionary feminist. I think in some way that made my gender realisation a bit complicated as I didn't want to let go of womanhood and I still wanted to be that lesbian activist that my mum thought I would become. Breaking out of that expectation and accepting that I wasn't a woman was quite difficult as I had created this different path for myself and I didn't want to let anyone down. It felt like I would lose some of the relationship I had with my mum if I wasn't a girl, like we would disconnect. Yes, I would still be a feminist but it wasn't quite the same. I wasn't a girl. Whether that pressure was real or not, it definitely delayed my gender realisation because I stayed in this bubble of false womanhood, clinging onto the remnants of what I thought was my identity.

My dads always been my anchor with music and movies and I think it's had a strong effect on my identity my portrayal. I remember talking to him about the effect that watching *Guardians of the Galaxy* had on my music taste and consequently my identity. Even now I listen to the soundtrack regularly because it truly makes me happy. I'm able to associate the songs to scenes in the movie and I'm transcended. When I first heard David Bowie sing Moonage Daydream in that film I immediately fell in love. He was definitely essential to my gender identity journey and without his influence I wouldn't be who I am today. I've been fortunate in that I've had the privilege to be myself, but to others who haven't, his presence and his music were revolutionary in their identity. I find so much comfort in his music - when I hear the lyrics I feel like he's telling me to rebel against society and be myself. The way he was so strikingly gender non-conforming on such a huge platform in the 70s and beyond has inspired me and my gender expression.

Clothes are crucial to my gender identity as they allow me to access a form of expression that I can use to consolidate my identity. I regularly go out looking like I've been taken straight out of the past with my

oversized turquoise blazer and my purple flared cords, and it makes me feel like the coolest person on the street. If I wasn't dressed in such a camp way I would feel disconnected with myself. When I dress so strikingly it feels like the outside matches the inside. I feel tethered to myself which is critical to my identity as a whole. There was a period in 2020 before I realised who I was where I forcibly feminised myself by making myself wear dresses. I think I did this in the hopes that it would make everything easier. That if I conformed to this character and was feminine I could still be a girl. It's strange how I thought that this feminine performance and persona I constructed would help me to ignore my impending gender crisis. Then again we all present these false exteriors to bury away our uncomfortable truths.

I can pinpoint the exact moment I realised I was genderqueer. I was designing this gender non-conforming bassist and researching references for their look. They had a mullet, flares and a binder and were dripping in this amalgamation of warm colours. I went on Pinterest and searched for genderqueer fashion in the 70s and 80s. As I looked through images of David Bowie and Annie Lennox I had a moment of clarity. I wasn't designing a character. I was projecting my own inner desire to be myself upon this design. I wasn't searching for a character, I was searching for myself in them. And I found it. In that moment I knew I was genderqueer. I remember my eyes widening and it was like I had been searching all my life for this one moment. It was this profound moment of self-actualisation. I didn't need to call myself a girl anymore. All the time I had spent talking to friends and trying to see what pronouns I liked and trying to understand my dysphoria had reached a conclusion. I was genderqueer. I am genderqueer.

I am constantly trying to deconstruct and defy 'gender' while society continues to construct it around me. They continue to come up with new rules about gender, even about transgenderness. But we need to break free from these constraints. Gender is a construct. It's not real. So how can we continue to support it as an idea? Maybe we hold onto gender because it provides comfort, security and it's beneficial to those in power; if we follow gender roles we become what they want us to be. So I think that's why I identify with the term genderqueer so much. It's a rebellion against those in power. Because we shouldn't need labels; we should choose to opt them in order to better understand and portray ourselves to the world. In my opinion genderqueer understands that gender isn't real, so therefore we should be allowed to do what we want with it. Genderqueer gives me the freedom to be myself. And I think that is the core of the human experience; to find ourselves.

I love the word genderqueer. It's ambiguous yet perfectly encapsulates me. It's a queering of gender, and that's what I do. I challenge the entire concept of gender by just being myself – which is the best way I can possibly live my life. I'm constantly reworking what gender means and how it applies to me. In some cases it doesn't apply to me and in others I'll adopt someone else's gender. Gender queer is fluid but to me at its core it's about rebellion; a fight against the limitations that gender creates. That's who I want to be. I want to be someone who completely challenges the idea of gender. Because gender is just a societal construct built to confine us, so why should I follow it? Why should any of us? Discovering who I was was like taking the red pill in The Matrix. It was a life-changing truth about myself that freed me.

Natali Rawat, S6, St. Thomas of Aquin's RC High School

Two images: a pencil self-portrait of Indian girl with gold and beaded nose-ring; colour drawing of gold and beaded nose-ring.

I am nominating this pupil as she has created a beautiful diptych to which represents her Indian culture and heritage to celebrate this and share it with others.

Growing up in Scotland, Natali has been surrounded by more 'traditional' Scottish culture/ dress/ foods/ music etc, particularly in her younger school and social life. As a result, Natali found herself rejecting her own culture, not wanting to draw attention to herself, rather to blend in with her peers.

As a core member of the school's Rights Respecting Group (RRG), Natali has grown more comfortable in herself and no longer wants to reject her culture to blend in, she wants to show that she is proud of who she is, of her culture and heritage. Natali has worked on producing resources and organising events to promote and celebrate rights throughout the school community. Currently, focusing on Article 2: No Discrimination. As part of this work Natali produced this diptych to share throughout the school community to celebrate not only her Indian heritage but to celebrate the culture and heritage of her state, Uttrakhand.

In addition, within her role in the RRG Natali aims to embody this approach of being "proud to be me" and be a role model to empower others to feel the same way about their own identity.

How Prejudice Makes Me Feel

Alguna vez has pensado como se sentiría una persona si le comentas sobre su religion, sobre su cultura, o sobre su color de piel?

Obviamente el comentario no tiene porque ser negativo, puede ser algo bueno también, tu comentario puede cambiar la vida de alguien. Si le complimentas a alguien sobre como su color de piel es horrible, que es asqueroso, esa persona va a arrepentir salir a la calle, se va a arrepentir de haber nacido. Comentarios racistas como esos pueden terminar en alguien acabando su vida, pero que más le da a la persona que hizo el comentario.

El comentario puede cambiar la vida de alguien positivamente también, si le dices a alguien que la ropa de su cultura es hermosa, esa persona va a sentirse orgullosa de su cultura para toda la vida.

Pero en mi caso no era positivo desafordunadamente, para mi era un comentario Islamofóbo, alguien me comento sobre porque llevaba mi hijab, que estaba viviendo en un pais europeo y que si me lo queria poner que me fuera a mi pais a ponermelo.

Ese comentario no me dañó, me hizo mas fuerte, me acercó más a mi religión, me sentí orgullosa de llevar el hijab.

El comentario puede ser sobre el cuerpo de alguien, especialmente de las chicas, tenemos que aguantar comentarios sobre ser como somos gordas, y vamos a comer toda la comida, como estamos flacas como un palo, y tenemos que comer más para que le gustemos a la gente, porque a nadie le gustan las chicas flacas o gordas. Duele aún más cuando es alguien de tu familia quien comenta sobre tu cuerpo, mi propia madre comento sobre como estaba muy flaca, que deberia comer más, que no le iba a gustar a nadie. No solo mi madre, hasta mis tías me critican por mi cuerpo, pero he aprendido a ignorar comentarios como estos.

How Prejudice Makes Me Feel

Have you ever thought about how a person would feel if you commented on their religion, their culture, or the colour of their skin?

Obviously the comment does not have to be negative, it can be something good too, your comment can change someone's life. If you say to someone that their skin colour is horrible, that it is disgusting, that person is going to regret going out on the street, they are going to regret having been born. Racist comments like that can end up with someone ending their life, but the person who made the comment doesn't care.

The comment can change someone's life positively too, if you tell someone that the clothes of their culture are beautiful, that person will feel proud of their culture for life.

But in my case it was not positive unfortunately, for me it was an Islamophobic comment, someone asked me about why I was wearing my hijab, that I was living in a European country and that if I wanted to wear it I should go to my country to wear it.

That comment didn't hurt me, it made me stronger, it brought me closer to my religion, I felt proud to wear the hijab.

Comments can also be about someone's body, especially girls, we have to put up with comments about how we are fat, and we are going to eat all the food, how we are as skinny as a stick, and we have to eat more so that people like us, because nobody likes skinny or fat girls. It hurts even more when it is someone in your family who comments on your body, my own mother commented on how I was very skinny, that I should eat more, because no one was going to like me. Not only my mother, even my aunts criticize me about my body, but I have learned to ignore comments like these.
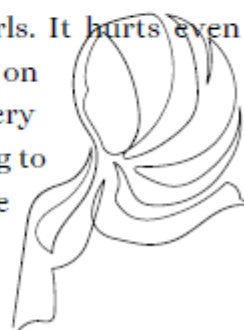
'Artivism' category
Winner: Equalities Lead pupils, St. Augustine's RC High School

Four images: 2 photos of young people and teacher in school grounds, holding artwork on theme of radical selfcare in form of a sunburst; 2 close-up photographs of the artwork.

Shine Bright
The Equalities Lead pupils at St. Augustine's have shown tremendous bravery in stepping forward to lead assemblies about their personal experience of having a protected characteristic or to challenge gender-based violence. They have spoken to the Senior Leadership Team to suggest changes that need to happen in the school to allow all to thrive. They have been foundational in starting a heritage culture celebration that is now the highlight of the school year and is performed as a welcome to P7s during the transition. The message here is that St. Augustine's is a school for everyone. YOU BELONG HERE. AND YOU WILL BE LOVED HERE. Each time I hear the assemblies, I see bravery in action. Standing up when you know what is at stake. As a black teacher, I learn from them daily and it makes my job of being a role model a little easier.

Commendation Winner: Currie Primary School – whole-school nomination
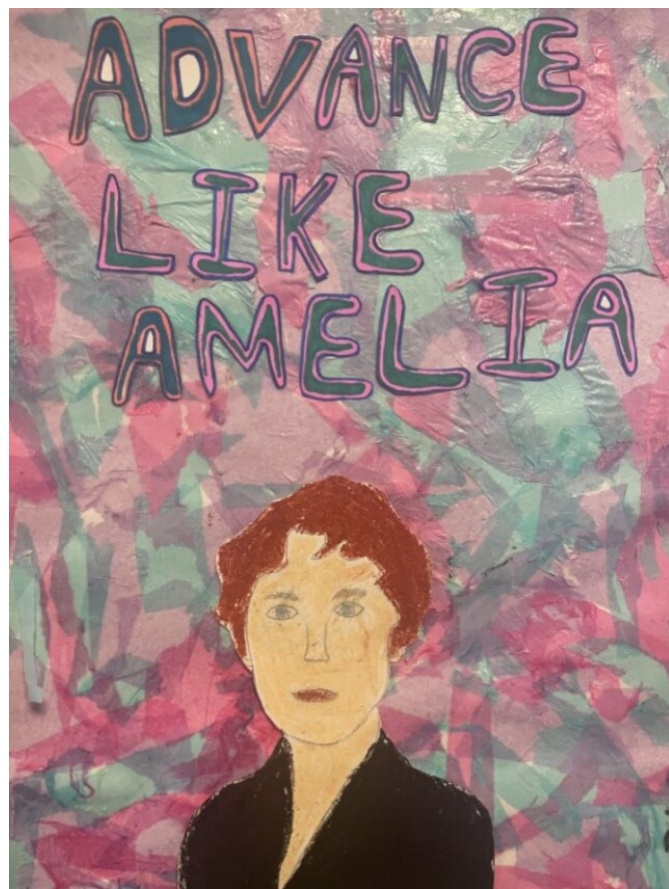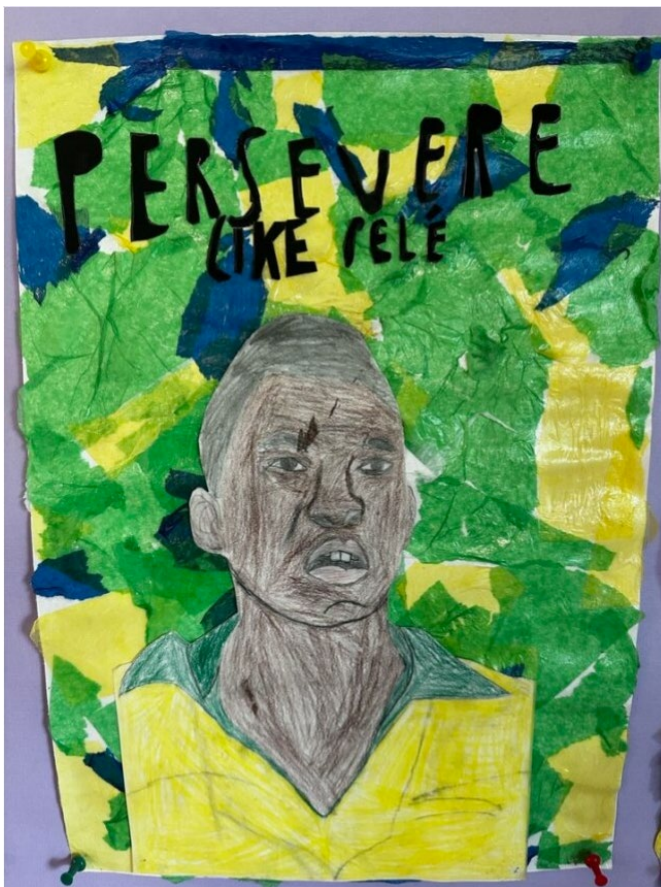
Two images: collage posters 'Persevere like Pele'
(green and yellow background); 'Advance like Amelia' (green, grey and pink background).

Appendix 5
Overview of Professional Learning Opportunities

Training	Provider	Mode
Core Equalities training: modules on Equality, Diversity and Unconscious Bias	Internal, L&D	e-learning
The role of the school Equality Co-ordinator	Internal, SDO Equalities	Live webinar / workshop
Curriculum workshop	Internal, SDO Equalities	Live webinar / workshop
Anti-bullying (4 modules)	respectme	e-learning
Inclusive Leadership Inclusive Recruitment Anti-racism (*in development, specifically for Education staff*)	ENEI (Employers Network for Equality and Inclusion)	Live webinars
Building Racial Literacy Education Scotland - Building Racial Literacy	Education Scotland	Live webinars, Professional reading, online discussion groups, keynote speakers, assignments, presentations
LGBT Charter training (currently funded for secondary schools until March 2024)	LGBT Youth Scotland	Individual e-learning and in-person group training
Time for Inclusive Education (TIE)	TIE	Individual e-learning and in-person whole-staff training
Primary Prevention Approaches to Harmful Sexual Behaviour for Practitioners in Universal Settings (Primary staff)	Internal, L&D	In-person
MVP Mentors in Violence Prevention (for Education staff and pupil Mentors in all secondary schools)	MVP	In-person

Other
Wide range of occasional internal and external professional learning opportunities shared regularly with teachers, school Equality Co-ordinators and on the Edinburgh Learns Equalities Tile (Sharepoint). Recent examples include: Disability: 5 online learning modules , A' Adam's Bairns: Equality and diversity in Scotland past and present; Understanding our transgender community – webinar.
Monthly updates and termly briefings for Equality Co-ordinators
In development: new core anti-racist e-learning module on myLearningHub (Council-wide training designed to be relevant to staff in all directorates)

Appendix 6 Bullying and Prejudice-related Incident* Count 2019-23

*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	Primary								Secondary							
	2019-20		2020-21		2021-22		2022-23		2019-20		2020-21		2021-22		2022-23	
	count	%	count	%	count	%	count	%	count	%	count	%	count	%	count	%
not known	81	**52**	290	**35**	306	**34**	511	**31**	52	**23**	159	**14**	272	**23**	474	**17**
race and racism incl. culture	25	**16**	173	**21**	210	**23**	399	**24**	51	**23**	316	**28**	327	**27**	814	**30**
actual or perceived sexual orientation	6	**4**	39	**5**	38	**4**	79	**5**	24	**11**	132	**12**	180	**15**	308	**11**
disability	0	-	5	**1**	5	**1**	16	**1**	3	**1**	25	**2**	11	**1**	51	**2**
sexism and gender	4	**3**	29	**3**	9	**1**	16	**1**	4	**2**	44	**4**	75	**6**	192	**7**
religion or belief	0	-	3	-	6	**1**	8	-	2	**1**	12	**1**	15	**1**	83	**3**
sectarianism	0	-	0	-	3	-	0	-	1	-	0	-	-	-	1	-
gender identity or trans identity	0	-	3	-	6	**1**	22	**1**	0	-	16	**1**	21	**2**	135	**5**
other: please specify	33	**21**	200	**24**	155	**17**	369	**22**	47	**21**	251	**22**	133	**11**	216	**8**
Additional Support Needs	3	**2**	46	**5**	76	**8**	121	**7**	13	**6**	22	**2**	70	**6**	36	**1**
Asylum Seeker or refugee status	0	-	0	-	0	-	0	-	1	-	1	-	0	-	0	-
Body image and physical appearance	5	**3**	38	**4**	93	**10**	89	**5**	23	**10**	138	**12**	85	**7**	376	**14**
care experience	0	-	6	-	0	-	6	-	0	-	2	-	4	-	2	-
Gypsy/Travellers	0	-	0	-	2	-	0	-	0	-	2	-	-	-	11	-
Marriage/civil partnership of parents/carers or other family members	0	-	1	-	0	-	3	-	0	-	0	-	0	-	0	-
mental health	0	-	5	**1**	1	-	6	-	1	-	2	-	0	-	1	-

pregnancy and maternity	0	-	0	-	0	-	0	-	0	-	0	-	0	-	0	-
socio-economic prejudice	0	-	0	-	1	-	2	-	1	-	9	1	-	-	12	-
Young carer	0	-	0	-	1	-	0	-	0	-	0	-	0	-	1	-
Total	**157**		**838**		**912**		**1647**		**223**		**1131**		**1193**		**2713**	

Incidents of bullying and prejudice are recorded in line with Scottish Government guidance Recording and monitoring of bullying incidents in schools: supplementary guidance - gov.scot (www.gov.scot)

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. 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 (5.5%) on additional support needs, 39 (4.5%) 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 (11.5%) 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.

In session 2021-22, 912 incidents were recorded in primary school. Of the recorded incidents, 210 (23%) were based on race, 93 (10%) on body image; 76 (8%) on Additional Support Needs; and 38 (4%) on actual or perceived sexual orientation. Of the 1193 incidents in secondary, 327 (27%) were based on race, 180 (15%) on actual or perceived sexual orientation; 85 (7%) on body image or physical appearance; 75 (6%) on sexism and gender; and 70 (6%) on Additional Support Needs. Other recorded incidents were based on disability, religion or belief, and gender identity or trans identity.

In session 2022-23, the number of recorded incidents has continued to increase in both primary (1647 incidents) and secondary (2713 incidents). Of the recorded incidents in primary, 399 (24%) were based on race, 121 (7%) on additional support needs, and 79 (5%) on actual or perceived sexual orientation. Whilst the incident count has increased significantly across these categories, the proportion of incidents remains similar to 2021-22. Of the recorded incidents in secondary, 814 (30%) were based on race, 376 (14%) on body image or physical appearance; 308 (11%) on actual or perceived sexual orientation; 192 (7%) on sexism and gender; and 135 (5%) on gender identity or trans identity. The count for incidents based on race and sexism/gender has increased significantly while the proportion has increased slightly (+3/+1).

The count for incidents based on actual or perceived sexual orientation has increased significantly while the proportion has decreased (-4). There has been a marked increase in both the count and proportion of incidents based on body image or physical appearance (+7) and on gender identity or trans identity (+3).

NOTE: *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. It should be noted that the incident count shown is the <u>highest possible count of incidents</u>: 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.*