

Education, Children and Families Committee

10am, Tuesday, 3 March 2020

Promoting Equality

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 note the progress and work underway to promote Equality across City of Edinburgh schools, in all aspects of education systems, procedures and practices.
 - 1.1.2 agree to the next steps proposed at section 5.
 - 1.1.3 agree that a further report is presented in March 2021 to provide sufficient time for the impact of proposed actions at section 5 to be evaluated, with interim updates in Business Bulletins.

Alistair Gaw

Executive Director for Communities and Families

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Report

Promoting Equality

2. Executive Summary

- 2.1 All education establishments and services recognise their legal requirement to:
 - 2.1.2 Eliminate unlawful discrimination, harassment and victimisation.
 - 2.1.3 Advance equality of opportunity between people who share a protected characteristic
 - 2.1.4 Foster good relations between people who share a protected characteristic and those who do not.
- 2.2 There are many positive examples of preventative, pro-active and responsive work relating to the above duty across our education establishments and services. It is also recognised that the experiences reported by some children, young people and families indicate that consistency is an issue which we are working to address. In particular, bullying and prejudice remain enduring problems. The current report provides a summary of progress on the actions approved at the October 2019 ECF Committee to promote Equality. This work has involved primary, secondary and special schools, the ASL Service, Quality Improvement & Curriculum Service and Lifelong Learning (CLD).

3. Background

- 3.1 Previous reports on equalities and inclusion and measures to improve the opportunities, experiences and outcomes for children and young people have been presented to the Education, Children and Families Committee, most recently the October 2019 report on Promoting Equality across Communities and Families: <https://democracy.edinburgh.gov.uk/documents/s9209/Item%207.1%20-%20Promoting%20Equality%20Report.pdf>. A business bulletin was provided for the December 2019 Committee <https://democracy.edinburgh.gov.uk/documents/s11740/6.1%20Business%20Bulletin%20December%202019.pdf>
- 3.2 When reviewing or planning new policies or services, education establishments and services ensure that they fulfil their legal requirements to give due regard to all protected groups and consider whether any individual or group might experience a particularly positive or negative impact and take steps to mitigate as appropriate. They examine and use all available information to ensure that promotion of equality and anti-bullying issues are incorporated within establishment and service development plans.

- 3.3 It is in this context that specific groups have been set up to take forward aspects of Promoting Equality in schools and youth work provision.

4. Main report

- 4.1 A Communities and Families Equalities Steering Group was convened in October 2019 with representation from partner organisations for all relevant protected characteristics under the Equality Act 2010. The Terms of Reference for this group are found in Appendix 1.
- 4.2 The Equalities Steering Group has initiated a number of workstreams to take forward identified priority areas: Anti-bullying; Youth work; Inclusive Curriculum; and Increasing Diversity in the Workforce and these are reported on below.
- 4.3 An Anti-bullying subgroup is supporting the implementation of the revised procedure for 'Preventing and Responding to Bullying and Prejudice amongst Children and Young People' which was launched in October 2019. Work to date has included: awareness-raising at locality parent meetings; anti-bullying training for Equality Co-ordinators and Anti-bullying Champions delivered by respect me . The subgroup is currently writing guidance for schools on setting up school Equalities Steering Groups which will work to ensure that learner participation drives policy at school level. This guidance makes explicit links to the 'Empowering Learners' and 'Empowering Parents and Carers' guidance documents and will be issued to schools by the end of February 2020. This will enable schools to include this work in their Improvement Planning for session 2020-21. Additional training for school leaders in managing and reporting bullying, prejudice-based incidents and hate crime is scheduled for May 2020. (See Appendix 2)
- 4.4 A youth work workstream is looking at how well youth work providers in Edinburgh reach and support the diverse range of children and young people eligible to access their services. A survey was sent to gather information on what youth work provision exists in Edinburgh Youth Work Services (CEC and voluntary provision) for children and young people from particular groups and whether the adults who support them also identify with these groups. Further, we have convened a BAME youth work short life working group to gather the views of BAME young people and the adults who work with them. From an initial meeting with this group, we have established that there is a range of successful targeted youth work for BAME young people in the city. Each organisation offers something different and some provide opportunities for young people to gain experience and/or qualifications in youth work. Areas for development include increasing the number of BAME youth workers in universal provision; developing more culturally sensitive services; and promoting training for youth workers. The findings from the survey and information from consultation with the group will be used to identify actions to strengthen provision.
- 4.5 The Inclusive Curriculum subgroup is developing an action plan to achieve the goal of ensuring that the curriculum is inclusive, reflects and values the lived experiences of all children, young people and their families, with specific regard to: the protected

characteristics of disability, race, religion/belief, sex, sexual orientation and gender identity; young carers and children who are care experienced.

- 4.6 The 'Diversity in the Education and Youth Work Workforce' subgroup is developing an action plan to achieve the goal that 'Our teaching, early learning and childcare, support and youth work workforce will reflect the diversity of our school and learning communities, 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.' Initial actions are: to establish baseline data; to consult with staff from under-represented groups; to increase awareness and understanding of everyday bias and inequity amongst recruiting managers. This work is supported by an action in the Edinburgh Learns Leadership Framework to promote diversity in school leadership through pro-active identification of and support for under-represented groups to move into formal school leadership positions.
- 4.7 A scoping exercise for mandatory Equalities training for school staff is underway and will report to the March 2020 Communities and Families Equalities Steering Group. In addition, we will develop a database of training and training providers relating to specific areas of Equalities. An example of this is the training delivered recently at Liberton High School by Lisa Williams (Honorary Fellow of the School of History, Classics and Archaeology at The University of Edinburgh and founder/director of the Edinburgh Caribbean Association) which looked at the historical context of race, racism and racial language. The session also included discussion of unconscious bias and white privilege as well as the need to have honest discourse around the complexity of these issues.
- 4.8 The Edinburgh Learns Boards have been asked to review their frameworks in relation to Equalities and to report back. Boards will be supported with their analysis of actions.
- 4.9 We note that the national guidance on 'Supporting Transgender Young People in Schools' has been revised and is due for publication imminently. In the interim, we continue to work with schools and 'Sport and Outdoor Learning' colleagues to support transgender young people on a case by case basis.
- 4.10 We are liaising with the Communications Team to plan promotion of Equalities.

5. Next Steps

- 5.1 Continue to progress the workstreams for Anti-bullying; Inclusive Curriculum; Youth Work; and Diversity in the Education and Youthwork Workforce.
- 5.2 Analyse and report on the scoping exercise for mandatory Equalities training for all staff.
- 5.3 Complete audit of data currently gathered in relation to promoting equality and preventing and responding to bullying and prejudice; identify gaps in this data;

strengthen systems for gathering relevant data from schools, partners and officers to inform on progress and guide future work.

- 5.4 Review Edinburgh guidance on 'Supporting Transgender Young People in Schools' when revised national guidance has been published.
- 5.5 Evaluate implementation of 'Preventing and Responding to Bullying and Prejudice Amongst Children and Young People' procedure from December 2020.
- 5.6 Discuss and ensure alignment with Children's Partnership members.

6. Financial impact

- 6.1 It is expected that this work will be carried out within existing roles and remits, and therefore actions and timescales will require to be reasonable and realistic.

7. Stakeholder/Community Impact

- 7.1 The Communities and Families Equalities Steering Group has representation from schools and relevant partner agencies. It will continue to engage with stakeholders in a range of ways, for example by inviting presentations and consulting reference groups. Engagement with parents has taken place through Locality Parent Council meetings. Engagement with pupils will take place principally at through school Equalities Steering 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 Communities and Families Equalities Steering Group, Terms of Reference
- 9.2 Appendix 2 Anti-bullying Action Plan

Appendix 1 Communities and Families Steering Group, Terms of Reference

Communities and Families
Equalities Steering Group
Draft Terms of Reference
October 2019 and revised annually

Purpose of Strategic Group

- To articulate City of Edinburgh's vision for Equalities for Edinburgh's children and young people in schools, early years' centres and youth work provision
- 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.
- To audit, analyse, inform and keep under review authority policy (Equality Policy; Integrated Impact Assessment) and improvement planning for schools and early years' centres and youthwork provision (Equality, Diversity and Rights Framework; Locality Improvement Plans; Cluster and School/Establishment Improvement Plans; Lifelong Learning Plan) in line with the Public Sector Equality Duty and information gathered from various sources, including engagement with children and young people

Core Themes

- To ensure that all establishments and youthwork provision develop consistent, appropriate and high-quality processes to support diverse and representative learner participation
- To inform other strategic developments and policies for children and young people, in particular
 - Children's Partnership
 - Edinburgh Learns Frameworks
 - Included Engaged Involved
 - 'Preventing and Responding to Bullying Amongst Children and Young People'
- To review and analyse evidence from pupil views, records of bullying incidents, school self-evaluation, attainment data, employment data and work underway to address inequalities.
- To use evidence to make suggestions for planning for improvement
- To keep under review the implementation of the 'Preventing and Responding to Bullying Amongst Children and Young People' procedure and the Equality Policy.
- To audit professional learning needs and make suggestions for any additions or amendments to the current offer, including scoping out mandatory Equalities training for all staff
- To work towards increasing diversity in the Education workforce
- To develop a strategic approach to creating an inclusive curriculum which reflects and explicitly values diversity
- To examine attainment of Equalities groups and to plan to address any under-attainment

Membership of Group

Lorna Sweeney	Schools and Lifelong Learning Service Manager
Annemarie Procter	Lead Officer for Equalities (Education)
Sharon Muir	Quality Improvement Education Officer
Michelle McLean	Quality Improvement Officer (south-east collaborative)
Julia Sproul	Senior Policy and Insight Officer

Susan Cochrane	Primary Head Teacher
Stephen Kelly	Secondary Head Teacher

Gemma-Rose Lansdowne	Education Scotland Gender Balance and Equalities Development Officer
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Steve Stewart / Evelyn Hegarty	Police Scotland
David Clarke	

Iain Stewart	Edinburgh Inter-Faith Association
Mizan Rahman	ELREC
Hollie Reynolds	ENABLE
Ann Marriott	LGBT Youth Scotland

Rowena Arshad	University of Edinburgh
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Accountability & Governance

- Report to be prepared annually to Education, Children and Families Committee

Group members

- Ensure that they are aware and informed of relevant legislation, national policy and guidance

The Equality Act

http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf

Scottish Parliament Information Centre Briefing on the Equality Act

http://www.parliament.scot/ResearchBriefingsAndFactsheets/S4/SB_11-50.pdf

Guide on the Public Sector Equality Duty in Scotland

<https://www.equalityhumanrights.com/en/publication-download/essential-guide-public-sector-equality-duty-guide-public-authorities-scotland>

Human Rights / Children's Rights

<https://www.gov.scot/policies/human-rights/childrens-rights/>

United Nations Convention on the Rights of the Child

<https://www.unicef.org/child-rights-convention>

Getting it Right for Every Child (GIRFEC)

<https://www.gov.scot/policies/girfec/>

Fairer Scotland Duty

<https://www.gov.scot/publications/fairer-scotland-duty-interim-guidance-public-bodies/>

- Ensure that they reflect the views of stakeholders
- Support with the communication of key messages
- Consider the impact of new information, research, policy and guidance on the work of schools
- Support with preparation of report to Education, Children and Families Committee
- Ensure coherence with policy and planning from other service areas

Timeline of Activities for Strategic Group

3 Initial Meetings, with subsequent meetings to be agreed.

Thursday 24th October, 1.30pm – 3.30pm

Wednesday 13th November, 3.00pm – 5.00pm

Wednesday 11th December, 1.30pm – 3.30pm

Sub-groups

Anti-bullying	Michelle McLean, Annemarie Procter, Ben Stewart, Lucy Henderson, Didem Kaner, Fran Platt, Aicha Reid, Ann Marriott, Dave Clark
Inclusive Curriculum	Annemarie Procter, Sharon Muir, Susan Cochrane, Louise Ret
Diversity in the workforce	Annemarie Procter, Anna Gray, Gemma-Rose Lansdowne, John Heywood, Nikhat Yusaf, Caroline McKellar, Rowena Arshad, Steve Stewart

Appendix 2 Action Plan for Anti-bullying subgroup

Edinburgh Learns Action Plan 2019-20

Theme	Anti-Bullying	
Owner	Michelle McLean	
What is the goal	<ul style="list-style-type: none"> To reduce the number of bullying incidents in schools across City of Edinburgh Council and improve the wellbeing of all pupils To ensure that all children and young people who experience bullying are fully supported To keep under review the implementation of the 'Preventing and Responding to Bullying Amongst Children and Young People' procedure To ensure everyone shares a consistent approach and understanding of the rights of our children and young people including in line with UNCRC with reference to articles 2, 12, 13, 14, 23, 29 and 30 	
Objectives	<ul style="list-style-type: none"> By December 2020 all schools have revised own Anti-bullying Procedure All schools will consistently track, record and monitor reported incidents All schools have improved their returns demonstrating improved outcomes from bullying incidents As reporting of incidents increases (due to following protocol) the overall number of incidents is reduced as schools develop preventative and restorative measures to support children and young people. All schools will appoint an Equalities Coordinator if not already in place Children and Young People are active participants in reducing bullying All stakeholders will be integral to the implementation of their schools anti-bullying policy Children and young people and their families who have protected characteristics are integral to the implementation of their schools anti-bullying policy. All stakeholders will be confident in their ability to support and improve children and young people's experiences of bullying 	Measures of Success
		<ul style="list-style-type: none"> Procedures are aligned with Authority policy SEEMIS will provide data to support recording and tracking of bullying incidents SEEMIS will provide data and narrative to support impact of improved outcomes The authority will have a directory of contacts for every school Children and Young People Ambassadors/champions represent every school A shortened, user friendly overview of each school's anti-bullying procedure should be co-produced by the children and young people for all stakeholders. Equality Committees will be established in every school with representation from parents, pupils and staff. Recruitment onto every school's Equality Committee will include representation from stakeholders with protected characteristics. Ensuring the voices of all children and young people including those with protected characteristics is integral to the success of each committee. However, it should be noted that

	<p>when seeking to engage with our children and young people, it must be done sensitively and with care. Creative approaches to engagement are encouraged.</p> <ul style="list-style-type: none"> • Training provided for; <ul style="list-style-type: none"> ○ Staff, Young People, Parents and Other Stakeholders will ensure key messages are shared and a consistent approach is used across the Authority
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Engagement Dates		
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Young People	Parents	Staff
Schools have been asked to set up Equalities groups by Dec 2020. Guidance on setting up groups will be shared by Feb 2020	Presentations are shared to parents across all four localities on the 'Preventing and Responding to Bullying Amongst Children and Young People' procedure.	Respect Me, Anti-Bullying training dates have been circulated for the duration of the school session

Analysis of Current Situation	
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Strengths	<p>CEC has 98 schools participating with UNICEF's Rights Respecting School Programme. Of this 46 have achieved Bronze, 20 Silver and 10 Gold standards.</p> <p>CEC has implemented the new Edinburgh Learns Health and Wellbeing framework which supports delivery of the curriculum through the four contexts of learning using progression pathways</p> <p>CEC has a Building Resilience Programme that is has been delivered throughout a number of primary schools</p> <p>What Kind of Edinburgh and Edinburgh and Youth Talk encourage our young people to be active participants in the decisions made about them. The work has informed the overall publication of What Kind of Edinburgh which in turn will drive the priorities of the 2020 -23 Children's Services Plan. A survey is currently being shared across the local authority for young people to gather more detail about the outcomes for What Kind of Edinburgh before finalising CSP priorities.</p>
Weaknesses	<p>Current and most up to date practice is not yet fully embeded across the CEC as the procedure has only recently been shared with schools</p> <p>Data will be subject to fluctuation as we move from one recording system to another</p>
Opportunities	<p>Learner participation is in its early stages of delivery as a support for schools to further improve the way the engage and involve their pupils in their learning and community. Staff development sessions are being delivered by QIEOs.</p> <p>This provides an opportunity to create active pupil-led school-based Equalities groups to raise awareness of Equalities and anti-bullying in the learning community and to support successful implementation of the procedure.</p>
Threats	

Baselines	Targets	
2018-19 Data of recorded incidents Schools with ECs What training they've had	By December 2020, all incidents will be recorded on SEEMiS	
Actions	Owner	Notes
Guidelines to be produced by February 2020.	AP MM	AP to distribute existing guidelines to group Group to read, feedback and reply to MM MM to collate responses to draft new guidelines for scrutiny at next meeting
Locality training for parents – big ones Smaller training sessions for Eq. committee – parents.	MM LS	MM to contact LS to discuss appropriate locality and timescales MM to contact LG at Respect Me to organise training.
Training for non-teaching staff to train	MM LS	As Above
Resources document to be produced with supporting resources for schools	MM Group	Resources to be shared and updated regularly
Equalities/Anti-Bullying theme for ELATE	MM Group	MM to contact JR QIM to discuss possibility of ELATE published later in the session
Procedure for school SLTs to be shared whilst Equalities Training scoping takes place.	AP DC	DC to ask School Link Officers to share presentations used within schools; AP to liaise with DC re: content linking to hate crime AP to create a signpost for SLTs
Equalities training to be offered to all schools	AP	AP to undertake scoping exercise for logistics
Create a user-friendly document that is adaptable and flexible to meet different needs	Group	This will be undertaken once new guidelines have been agreed.