



Glasgow City Council

Education, Early Years and Skills City Policy Committee

Report by Executive Director of Education Services

Contact: Jean Miller

Ext: 74561

Education Equalities Working Group

Purpose of Report:

To update the committee of the activities the EEWG has developed over the past sessions and to update them on the strategic direction of the group and the activities planned for this session.

Recommendations:

It is recommended that the committee considers the developments planned and the overall strategic direction of the EEWG activities.

Ward No(s):

Citywide:

Local member(s) advised: Yes No consulted: Yes No

PLEASE NOTE THE FOLLOWING:

Any Ordnance Survey mapping included within this Report is provided by Glasgow City Council under licence from the Ordnance Survey in order to fulfil its public function to make available Council-held public domain information. Persons viewing this mapping should contact Ordnance Survey Copyright for advice where they wish to licence Ordnance Survey mapping/map data for their own use. The OS web site can be found at <<http://www.ordnancesurvey.co.uk>> "

If accessing this Report via the Internet, please note that any mapping is for illustrative purposes only and is not true to any marked scale

1. Background

- 1.1 The Education Equalities Working Group (EEWG) was established to further equalities work across all our establishments. The group itself is chaired by the Head of Inclusion and Equalities and includes colleagues from the Education Improvement Service, HR, English as an Additional Language (EAL) service, Glasgow Psychological Service, School leaders and a range of partners which change depending on the focus area including NHS.
- 1.2 The main remit of the EEWG includes:
 - Raising awareness of the Equality Act 2010 and how it should be promoted in schools
 - Developing information to support schools
 - Developing training for practitioners
 - Promoting change in schools to embrace diversity and respect the rights of all children and young people
 - Highlight resources to promote the Equality act including race equality and LGBT equality
 - Organise and promote events and initiatives to celebrate equality
 - Work in partnership with organisations which promote equality
 - Work in partnership with colleagues within the Council to promote GCC equality outcomes
- 1.3 The first area of focus for improvement related to LGBT support. This area was chosen following the information which emerged from NHS Glasgow's Health and Well-being survey in 2016. It clearly showed that LGBT young people had significantly worse mental health and were more likely to be involved in risk taking behaviours in comparison to young people who were not identifying as LGBT. In taking forward this area the EEWG linked with a number of partners including NHS Glasgow, LGBT Scotland and the TIE campaign.
- 1.4 The main activities until session 2019 -20 were:
 - Annual Pride-Lite event for LGBT young people in Glasgow schools. The only event of its kind in Scotland which allows young people to network and involves a range of activities and workshops.
 - Development of a 'one stop shop' on our education intranet site to give schools advice on how to support young people with partner links for equality work, information, guidance, resources, and sign posting for materials, programmes and lesson plans supporting equalities work linked to protected characteristics.
 - Training of a group of volunteer trainers to take forward awareness raising of the Equality Act and what can be done in schools.
 - Involvement in the LGBT Charter process by a number of secondary schools and Glasgow's Psychological Services team

2 EEWG Activities for Sessions 2019/20 and Session 20/21

- 2.1 Our support of LGBT young people continued in session 2019-20 and, with financial support from the Council, our partnership with LGBT Youth Scotland continued. Thirteen secondary schools and six primary schools are being supported at different levels of the Charter process. The Charter itself is awarded at Gold, Silver and Bronze level. This work was interrupted by the pandemic but will now resume. This process is important since it tends to bring about culture change in the schools involved, and leads to great awareness amongst children, young people, staff, parents and the wider community.
- 2.2 The annual Pride Lite was organised to take place at The Tramway museum in June 2020. It is planned to take place in June 2021. Plans were also in place for an event celebrating the work of the Charter schools. It was hoped that this would take place in the Banqueting Suite. This is planned to take place during Term 4 of this session and will be a showpiece for the Charter work and help promote it to even more schools.
- 2.3 One of the Group members is also responsible for promoting the Gender Friendly Nursery initiative. All the resources for this are now readily available on our Equality website and will continue to be promoted.
- 2.4 At the start of last session the group moved its focus area to race equality. This coincided with a member of the group being seconded to work for the West Partnership collaborative to develop targeted support to BAME staff and encourage BAME young people to consider teaching as a career pathway. This secondment has now ended but the learning from it is included in the EEWG's action plan and is to promote teaching as a career to BME young people and continue to improve support to probationer teachers. As well as this, Education Services has been involved in initiatives to specifically recruit people from the BAME community to roles within our service and most notably Support for Learning Worker posts and child development officer recruitment.
- 2.5 We have also been working with CRER, the Coalition for Racial Equality and Rights, to take forward training. Initially, this will be targeted at leaders in Education Services and schools and with CRER we will then develop a programme with schools beginning with a pilot in three secondary schools. The first training event took place in August and involved the Directorate and Education Improvement Service team. The next group will be secondary headteachers.
- 2.6 We are also reviewing our equality training for our volunteer trainer group. We will be taking an intersectionality approach since the previous training was more specifically focused on gender and sexuality.
- 2.7 As part of our regularly linking with schools, quality improvement officers are discussing with headteachers what supports schools think are important to take forward equality work, and to provide examples of the work they are presently

doing. All schools have been asked to ensure that they involve children and young people in taking forward race equality work and they are part of the decision making process around this key area.

- 2.6 The Group has already produced a self-evaluation tool to support schools to evaluate their equality activities and culture. This is linked to each schools Education Perspective Report which is used to identify the strengths of the school and areas for development.
- 2.7 The Group are developing a policy guidance document to support schools to develop their own individual Equality policies. There is work taking place at national level and we will take cognisance of this in preparing our policy support.
- 2.8 Schools are being asked to look at their curriculum and our Equality intranet site will highlight resources and good practice in this area. Colleagues from the primary sector are developing a specific resource pack around race equality for the primary sector. Part of the EAL Thematic Review Action Plan is about taking forward research and development work around the curriculum. The aim of this work is to have a more culturally diverse curriculum.
- 2.9 The EEWG is also raising the profile of the EQUIA (Equality Impact Assessment) within schools this session. The process includes reviewing the impact of a decision, initiative or development on the people within each protected characteristic. This list was extended by the Scottish Government to look at the impact for people living in poverty. The completion of an EQUIA will encourage schools to think more about how decisions affect children, young people and their families when they are making choices.
- 2.10 We have now aligned the work of the Sense Over Sectarianism officer into the work of the Equalities team. This is already leading to a greater understanding of how we can take forward equalities work across our schools and there is significant learning about what is working well in the SOS model to support our wider equalities work.
- 2.11 The EEWG will continue to work closely with Hate Crime Group (two members of the HQ Equalities team are on this) and take forward actions it considers important.

3. Summary of the Strategic Direction of the EEWG

- 3.1 Our focus over the past few years has been about changing cultures, hearts and minds and we will continue to see this as a key feature of our work.

3.2 Fundamentally, the EEWG aims to take forward the three key areas of the Equality Act 2010 in relation to the Public Sector:

- Eliminating Discrimination, Harassment and Victimisation
- Advancing Equality of Opportunity
- Fostering Good Relations

3.3 All children, young people and our staff are of equal value which at times may mean consideration is given to providing extra help for people who are in a protective characteristic group so that everyone has the same opportunities and outcomes as each other. We aim to continue and strengthen the equalities agenda across all areas of Education Services so that equalities are explicit and a core element across our service. We will continue to support our schools to prioritise the equality agenda and ensure that they promote cultures that respect diversity and the rights of children and young people to a positive educational experience.

4 Policy and Resource Implications

Resource Implications:

Financial: Within existing resources

Legal: In line with equalities legislation

Personnel: Within existing resources

Procurement: n/a

Council Strategic Plan: Excellent and Inclusive Education 22

Equality and Socio-Economic Impacts:

Does the proposal support the Council's Equality Outcomes 2017-21 Yes

What are the potential equality impacts as a result of this report? The activities outlined in the report will have a positive impact across our service

Please highlight if the policy/proposal will help address As indicated in 2.9 the use of EQUIAs now includes impact of poverty.

*socio economic
disadvantage.*

Sustainability Impacts:

Environmental: n/a

Social, including opportunities under Article 20 of the European Public Procurement Directive: Young people who have greater understanding and appreciation of all aspects of equalities will contribute more effectively to civic society.

Economic: n/a

Privacy and Data Protection impacts: n/a

5 Recommendations

The Committee is asked to consider the developments planned and the overall strategic direction of the EEWG activities.