

**Glasgow City Council****Education, Skills and Early Years City Policy Committee****Report by Executive Director of Education Services****Contact: Catherine Gallagher, Samir Sharma****EDUCATION SERVICES DEVELOPMENT ACTIVITIES
RELATED TO EQUALITY****Purpose of Report:**

To inform the committee of the activities in relation to supporting the development of the equalities agenda across Education Services.

Recommendations:

It is recommended that the committee note the developments planned and the activities in relation to the development of the equality agenda across Education Services.

Ward No(s):

Citywide: Local member(s) advised: Yes No consulted: Yes No **PLEASE NOTE THE FOLLOWING:**

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1 Background

- 1.1 The Education and Skills committee has asked for Equality update reports at every second scheduled meeting of the committee. Updates this session have included an overall Equality Update report, , Deeper Dive Into 2 Equalities, Equalities update focusing in race equality work and development in relation to Gender and LGBT.
- 1.2 This report will update the committee on the activities of Education Services in developing the Equalities Agenda as directed by the Education Equalities Working Group (EEWG) and the Education Improvement Service. Whilst the headings may relate to individual protected characteristics, the outcome of many of the activities are often intersectional. This paper focuses on equalities work in relation to Disability, Transgender and Gender(boys).

2 Disability Awareness

- 2.1 There are several strands being taken forward within our Additional Support Learning(ASL) and Mainstream schools by Education Services and Education Equalities Working Group (EEWG) in relation to disability which include:
 - disability awareness and disability – related bullying
 - professional learning for all staff
 - pupil voice
- 2.2 Members of the EEWG are currently working with our Quality Improvement Officer (QIO)Wellbeing to consider and review the use of curricular resources aimed at raising awareness of disability and tackling disability discrimination. Further work with colleagues in Education Scotland linked to this work will take place in June.
- 2.3 As part of this work, a series of ‘Spotlight On’ training sessions planned for early next session will support schools to use the ‘I Am Me’ resource to enhance children and young people’s ability to recognise and understand a range of disabilities, including hidden disabilities.
- 2.4 Further learning within this resource will also highlight the impact and consequences of disability-related bullying and hate crime. Building on current Anti- Bullying work previously reported to Committee, a further on-line professional learning opportunity ‘Disability and Bullying’ has been shared with schools across all sectors. Further work relating disability - related bullying will continue to be developed in partnership with colleagues in Psychological Services.
- 2.5 There are many examples of good practice across the city with both mainstream and ASN establishments raising awareness of disability, celebrating diversity and supporting families. This work is celebrated and shared by schools via twitter. Examples of good practice, resources and national awareness dates are hosted on our Equalities Glow Tile.

- 2.6 An example of good practice recently shared by Wellshot Primary School showcased the school's approach to supporting children and families of children with additional support needs. Working in partnership with 'Love Autism, the school have supported the whole school community to better understand neurodivergent children and young people.
- 2.7 As part of this work, the school are delivering a series of workshops for parents and carers on autism and providing further information, advice and support to families who often report that they feel isolated and lost through the autism assessment process. This has been positively received by parents who commented that these events, and the opportunity to network with other parents, allowed them to feel represented within the school community.

3 Professional Learning

- 3.1 Our suite of professional learning opportunities supports staff from across mainstream and ASL establishments to develop and enhance practice in supporting in the additional support needs of all learners.
- 3.2 The Autism Professional Learning Framework developed by Education Services working in partnership with colleagues in Glasgow Education Psychological Services (GEPS) and Health colleagues, supports our commitment to improve the experience of autistic learners by contributing to the development of inclusive approaches and practices across all establishments.
- 3.3 The framework captures the existing strategic networks and supports available within Glasgow in addition to signposting current evidence informed resources to support professional learning around Autism. Our professional learning framework follows a tiered approach, with 3 levels of supportive inputs.



3.4 Training on the framework has now been shared with all schools through ASL Co-ordinator Network Meetings, Online Wellbeing and Inclusion Network sessions and through the Headteacher Induction Programme. There is evidence of wide uptake across all sectors with immediate and direct impact on learners being reported by teachers. The framework is currently being transferred to a live web page to increase accessibility and improve tracking of engagement with the resources by establishments.

3.5 The uptake of access to the Level 1 resources spans all sectors. Feedback examples from staff are shown below:

A wealth of useful information and ideas.

Deepened understanding of what autism is and how it can affect an individual. Good suggestions for supporting pupils with autism by adapting classroom environment or teaching style.

Reminders of difficulties faced daily by learners and their families. Made me think about how I should adapt my classroom and teaching style to suits autistic learners.

I can find appropriate materials to use to support learners with autism in my classroom. I can use the resource to find the most appropriate resource for pupils and provide the best support I can

Engaging with this resource has enabled me to deepen my understanding of autism to develop more strategies to use within the classroom. Understand the importance of using symbols within the classroom; such as timetable. This has allowed me to better support learners, where appropriate incorporating sensory activities into lessons.

The toolbox helped greatly with arranging my classroom and giving the children the best opportunity to access their learning.

I have used the examples from the video- Symbolising across schools and this has helped greatly in knowing where to start. All children have a visual timetable and enjoy knowing the process of the day.

- 3.6 Further training in Alternative Autism Support Strategies continues has been accessed by over 130 practitioners this session. This training provides an extension to existing knowledge of supporting Autistic learners in our establishments.
- 3.7 Learning communities are beginning to work together , strategically planning and training together to meet the needs of children and young people within their local community. A good example of this is the Inclusive Curriculum Learning Conference delivered within St Roch's Learning Community. The conference led by St Martin's Primary, focused on sharing of good practice and upskilling all practitioners in supporting learners with a range of additional support needs.
- 3.8 Glasgow Dyslexia Support Service continues to offer a wide range of professional learning events to ensure that young people with Dyslexia and Dyslexic traits are appropriately supported across our schools. These courses are very well attended and ensure that practitioners at all levels can access the professional learning required to ensure inclusive education for learners with Dyslexic tendencies. Effective use of accessibility tools to support language development are shared widely by Glasgow Dyslexia Support Service and Glasgow's EAL Service. Through professional learning and modelling in classes, Glasgow's EAL Service also promotes the use of translation tools and advises on how to encourage use of home language in learning.
- 3.9 As part of Glasgow's Connected Learning Strategy, regular and ongoing training and support is provided to school in the use of digital tools to enhance learning and teaching and support children and young people to access the curriculum. Our partnership with CALLScotland, provides further training, assessment and support in the use of digital and assistive technologies and communication apps to support children and young people with a more complex profile of need.

- 3.10 Our support staff are crucial in ensuring we meet learner needs in our establishments. We want all our support staff to have to opportunity to develop the skills and knowledge needed to support all our learners and be equipped to respond to a broad range of needs. Education Services working in partnership with Human Resources(HR) and Unison are currently developing a more robust system and approach to training and induction of our Support Staff.
- 3.11 All establishments have been provided with information on the online National Training Framework for Support Staff. Education Services identified dedicated time at the February Inservice to explore this new resource. The group are updating the Glasgow training framework for Support Staff and an induction template has been created that will be shared with all establishments. We continue to engage with Education Scotland around Glasgow's engagement in the National Pupil Support Staff Engagement Programme.

4 Pupil Voice

- 4.1 Children and young people from across all schools continue to be included in the work of the Glasgow School Forum, ensuring that pupil voice continues to lead and develops the work of Education Services and the EEWG. Further work is now being taken forward to ensure that the views of young people with additional barriers to their participation are supported to have their voice heard as referenced in the recent Pupil Voice Committee Report.
- 4.2 Working in partnership with Children in Scotland Inclusion Ambassadors Programme, training has been provided to Education Services staff to ensure that children and young people, with a range of disabilities, have equal opportunities to have their voices heard and are supported to have meaningful involvement in our decision-making processes.
- 4.3 Informed by this partnership, a model is being developed to support increased participation of children and young people with additional support needs in our quality assurance processes. We want to ensure there is meaningful engagement of young people with additional support needs in reviewing current school provision and in shaping future provision.
- 4.4 In line with all Secondary Schools in Glasgow, senior pupils from our Additional Support for Learning (ASL) schools have been meeting our Director of Education to discuss what works well in our schools and what they would want to see improved. A survey generated from these meetings will be shared with all senior pupils who access ASL to ensure there is a wide contribution of views and a range of voices heard.

- 4.5 Working in partnership with Glasgow City Council Parent Forum, we are currently developing Glasgow City Council's Website's front facing information in relation to ASL. Ongoing consultation with parents will support Education Services in providing appropriate and accessible guidance and support to families.
- 4.6 St Roch's Primary were recently supported by the Glasgow Parent Forum to produce information for parents outlining the structures and purpose of the Learning Community Joint Support Team (LC-JST). This easily accessible and Informative information clip is the first in a series of information clips which will be created to support parents in better understanding and navigating Education Services systems and processes of support.

[LC-JST Parent-Carer Video](#)

5 Transgender

- 5.1 Specific work in relation to supporting transgender young people continues to be developed as part of the work of EEWG and colleagues in Psychological Services.
- 5.2 To ensure best practice, Glasgow Psychological Services (GEPS) have been Working towards gaining a Silver LGBT Youth Scotland Charter. This has involved staff training on the needs of LGBT young people. Further to this Educational Psychologists linked to EEWG have also attended training delivered by Stonewall on 'How to Create Trans Inclusive schools'. Implementation plans within the city are currently being explored by EEWG to ensure this information will be disseminated to establishments and support staff to access training and share best practice.
- 5.3 Psychological Service facilitated a twilight training session on 'Creating Trans Inclusive Classrooms' for teaching staff in Kings Park Secondary. This was in direct response to the school raising a query in relation to an increasing number of young people questioning their gender identity and a desire to understand 'best practice'. Throughout the session, information was presented in relation to the rights of the young person, legal requirements within the Equalities Act (2010) the role of staff in helping young people to explore their gender identity. Practicalities such as how to support a young person wishing to change their name/ pronouns were discussed.
- 5.4 Further LGBT professional learning for staff will be held in City Chambers on 1 June, led by Time for Education (TIE) partners. Learning on the day will provide further signposts and reminders on various resources which support and inform learning in relation to transgender experiences.

5.5 This year, our very successful Pride Lite event will be hosted by Glasgow City Council Education Services in City Chambers of 14th of June. This event will host 160 young people from across the secondary estate who identify as LGBT. Working in partnership with Time for Inclusive Education (TIE), the event will continue to provide opportunities for young people to hear about the successes - both personally and professionally through a series of Storytelling Workshops.

5.6 Storytelling Workshops will include hearing from 10 guests including :

Zander Murray - The first out gay Scottish senior footballer

Laura Montgomery - Co-founder and CEO of Glasgow City FC

Gerrie/Susan Douglas-Scott - The first married couple following marriage equality

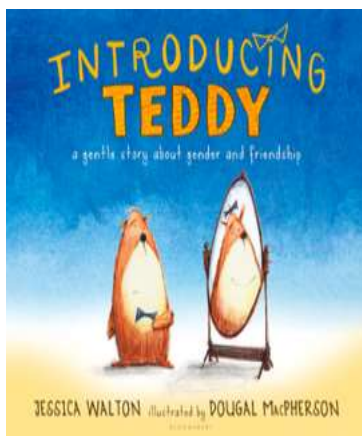
3 Transgender guests

5.7 As well as the Storytelling Workshop there will be Creative workshops with Glasgow PTs and the premier of a new film commissioned by TIE, on LGBT history: stories of living through section 28.

5.8 Our Equalities Glow tile continues to signpost schools to relevant information and resources including web - based resources supporting transgender young people. This includes signposting the use of the LGBT Scotland Website which hosts a range of appropriate resources including lesson plans and texts which provide school staff with the opportunity to incorporate LGBT themes, such as anti-bullying, diverse families and addressing stereotypes, into teaching and learning.

<https://lgbteducation.scot/resources/curriculum-resources/>

Examples of Texts which support Transgender experiences include:



Introducing Teddy by Jessica Walton



Red by Michael Hall

5.9 These books can link to learning about difference and diversity, with a message that everyone is unique. With regard to LGBT inclusive Education, this book can be helpful for learners who are transgender, or learners, who are asking questions about transgender peers and siblings.

6 Gender (Boys)

- 6.1 There is much discussion about the pressures on girls and women to look, think and behave in certain ways. This can also be the case for boys and young men. Education Services and the EEWG continue to work in partnership with all establishments to recognise and challenge gender stereotyping.
- 6.2 Working in partnership with colleagues in Health, Education Services continue to encourage Local Authority and Funded Provider Early Learning and Childcare settings to consider Gender in the early stages through engaging with the Gender Friendly Nursery Programme.
- 6.3 The programme raises awareness of issues around Gender and consider the impact on our youngest learners. The programme supports practitioners to consider societal attitudes unconscious bias and the impact of gender stereotyping. Practitioners are encouraged to consider whether our own preconceived ideas on gender roles impact on the learning and teaching in our settings and can at times reinforce societal gender stereotypes.
- 6.4 Through this work it is hoped that considering issues around gender at this young Age can impact positively on wider issues such as challenging gender-based violence, LGBT inclusive education, emotional literacy and mental health of men and boys. Over 90 Early Years establishments have now engaged in 'Gender Friendly Nursery' training events.
- 6.5 Schools continue to consider learning through a gender lens, reflecting on Learning, teaching methodologies, curricular content and pupil engagement. In primary schools there is an increased awareness of the need for intervention and targeted support to enhance boys engagement in Literacy based activities. Many school now consult with boys on what they like to read and how they like to learn. Blackfrairs Primary School are currently undertaking a Collaborative Improvement with colleagues from across Education Services to explore Writing attainment and motivating boys.
- 6.6 Faculty Heads across the secondary estate also examine data through a gender Lens to improve uptake and attainment of boys in target subject areas. A recent overview of Science across Glasgow secondaries highlighted that there continues to be a gender imbalance across Science. This is particularly pronounced in Biology with boys accounting for only 31.5% of National 5 presentations over the past 5 years. Further work to address gender imbalance in the uptake of particular subjects continues to be addressed by schools.

6.7 Education Services current work 'Zero Tolerance Scotland' in relation to Harmful Sexual Behaviours continues to be developed through the Mentor Against Violence Programme. Although currently work mainly involves and girls and young women, moving forward this work will include boys and young men across our schools. There will also be a focus on supporting a cultural shift which informs and educates boys and young men allowing them to act as allies in changing attitudes and behaviours towards women and girls.

"A feminist solution definitely includes men and I am glad to say this increasingly includes men, because the feminist solution is based on equality."

Mary Robinson

6.8 This shift in attitude and behaviour is already evident in some of our secondary schools, with male representatives now members of St Paul's and Holyrood Secondary Period Dignity Groups. St Andrew's Secondary have also been proactive in targeting boys to engage with their MVP Programme to ensure gender balance.

6.9 Recognising specific challenges for many young males, in relation to emotional Wellbeing, St Andrew's Secondary have recently developed a programme to help a group of young males deal with trauma, grief, and emotional vulnerability. The programme was designed to rebuild positive connections with parents, tackle addiction and issues associated with social challenges within the community.

6.10 Working in partnership with the Violence Reduction and Glasgow University Pupils were able to explore difficulties faced by young men growing up expressing their thoughts and emotions through the medium of film.

6.11 The film 'These Streets' has been very well received and there are plans for the Resource to be shared with secondary schools across the city. This resource is aimed at supporting boys and young men to express emotion in ways that do not involve violence or turning to alcohol/dugs as a coping mechanism.

7 Summary

7.1 The Education Equalities Working Group and Education Services will continue to support our schools to prioritise an equalities approach, promoting an inclusive ethos which promotes diversity and the rights of the child to ensure all children and young people have a positive educational experience.

7.2 We recommend that the committee note the developments planned and the activities undertaken in relation to the equality agenda across Education Services.

8 Policy and Resource Implications

Resource Implications:

Financial:

Legal:

Personnel:

Procurement:

Council Strategic Plan:

Specify which theme(s) and outcome(s) the proposal supports. Where relevant the specific numbered priority should be listed.

Grand Challenge 1 Reduce Poverty and Inequality in Our Communities

Mission 2 -Meet the learning and care needs of children and their families before and through school

Grand Challenge 2 Increase Opportunity and Prosperity for all our Citizens

Mission 3 Raise attainment amongst Glasgow's children and young people

Equality and Socio-Economic Impacts:

Does the proposal support the Council's Equality Outcomes 2021-25? Please specify.

Outcome 3,4,5,12,13,14

What are the potential equality impacts as a result of this report?

Positive impact across our disability equality work, Gender and Transgender developments.

Please highlight if the policy/proposal will help address socio-economic disadvantage.

Climate Impacts:

Does the proposal support any Climate Plan actions? Please specify:

What are the potential climate impacts as a result of this proposal?

Will the proposal contribute to Glasgow's net zero carbon target?

Privacy and Data Protection Impacts:

This report has no impacts upon privacy or data protection.

9 Recommendations

- 9.1 It is recommended that the committee note the developments planned and the activities in relation to the development of the equality agenda across Education Services.