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<b>Report To:</b>	<b>Education and Communities Committee</b>	<b>Date:</b>	<b>12 March 2019</b>
<b>Report By:</b>	<b>Steven McNab, Head of Organisational Development, Policy and Communications</b>	<b>Report No:</b>	<b>EDUCOM/10/19/KB</b>
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<b>Subject:</b>	<b>Education Equality Mainstreaming Report and Progress on Education Equality Outcomes 2017/21</b>		

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## **1.0 PURPOSE**

1.1 The purpose of this report is to present for the Committee's approval the Council's Education Equality Mainstreaming Report 2019, together with progress to date on the achievement of the Education Equality Outcomes 2017/21. More information is provided in the Appendices.

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## **2.0 SUMMARY**

2.1 In terms of the Equality Act 2010, the Council is required to publish Equality Outcomes every four years and report on their progress via a Mainstreaming Report every two years. Additionally, Education Authorities are required to publish their Equality Outcomes and Mainstreaming Report separately from their partner local authority.

2.2 This report covers the period 2016/17-2017/18 and outlines progress made around the delivery of the Education Equality Outcomes 2017/21. Additionally, information is provided on the Education Authority's employees in terms of Gender; Age; Disability; Ethnicity; Sexual Orientation; Religion or Belief; and Marriage and Civil Partnership Status.

2.3 A number of significant points emerged:

- support on the Inverclyde *Getting it right for every child* (GIRFEC) Pathways Model is now fully embedded in all educational establishments;
- plans are in place to make schools more autism- and communication-friendly and ensure that pedagogy (teaching methodology) reflects the needs of young people who have been diagnosed with ASC;
- the Council's Community Learning and Development (CLD) Team achieved the Lesbian, Gay, Bisexual, Transgender (LGBT) Bronze Youth Charter Award which acknowledges the commitment CLD makes to local LGBT young people;
- during the last two reporting years, the male/female split of Education Services' employees was almost unchanged - our workforce comprised just under a quarter (around 22%) male employees, while females made up just over three quarters (around 77%) of our staff; and
- it is encouraging to note that there was a significant decrease (of 8.14%) in the number of Education Services' staff who opted not to provide any information about their Ethnicity.

2.4 Following consultation with the Head of Inclusive Education, Culture and Communities and the Acting Head of Education, the Education Outcomes 2017/21 were refreshed at the start of 2019. Additionally, a new improvement action has been inserted at Education Outcome 3 around the setting up of a Locality Additional Needs (ASN) Forum.

### **3.0 RECOMMENDATIONS**

3.1 It is recommended that the Committee:

- a. notes the contents of this report;
- b. approves the refresh of the Education Equality Outcomes 2017/21; and
- c. approves the insertion of a new improvement action at Education Equality Outcome 3.

**Ruth Binks**

**Corporate Director – Education, Communities and Organisational Development**

## 4.0 BACKGROUND

4.1 The Equality Act 2010 includes the Public Sector Equality Duty which covers the Protected Characteristics of Age; Disability; Gender Reassignment; Marriage and Civil Partnership; Pregnancy and Maternity; Race; Religion or Belief; Sex; and Sexual Orientation.

4.2 The Equality Duty comprises a General Duty and Specific Duties. The General Duty requires the Council to have *due regard* to the need to:

- eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by The Equality Act 2010;
- advance equality of opportunity between people from different groups; and
- foster good relations between people from different groups.

4.3 *Due regard* means that, during decision making, conscious consideration is given to the three aims of the General Duty.

4.4 The Specific Duties require the Council to:

- set specific, measurable Equality Objectives and publish information about our performance on equality (in an easily accessible format);
- publish sufficient information to show we have considered the three aims of the General Duty across our functions;
- publish evidence of equality analysis undertaken to establish whether our policies and practices would further, or have furthered, the three aims of the General Duty;
- gather, use and publish employment information;
- publish Gender Pay Gap information;
- publish an Equal Pay Statement; and
- consider award criteria and conditions in public procurement.

4.5 The Council's last Equality Mainstreaming Report and Equality Outcomes were approved by the Policy and Resources Committee at its meeting on 21 March 2017.

Min Ref  
P&R Cttee,  
21.3.17,  
Para 204

4.6 In terms of the Specific Duties, the Council's Education Service is required to publish its Equality Outcomes and Mainstreaming Report separately from the report mentioned at paragraph 4.5. The previous Education Equality Mainstreaming Report and Equality Outcomes were approved at the meeting of the Education and Communities on 7 March 2017.

Min Ref  
E&C Cttee,  
7.3.17,  
Para 186

4.7 Additionally, a report to the Inverclyde Licensing Report on Mainstreaming Equalities and Delivering Equality Outcomes was published in March 2017.

4.8 In 2013, a Focus Group was set up to devise the Council's first set of Education Equality Outcomes; membership comprised a depute head teacher, a secondary school teacher, two primary head teachers, an early years' member of staff, together with representation from psychological services, CLD, and the teacher trade unions. In 2017, those Outcomes were altered to take account of the educational curriculum at that time.

4.9 Following consultation with the Head of Inclusive Education, Culture and Communities and the Acting Head of Education, the Education Outcomes 2017/21 were refreshed at the start of 2019. Additionally, a proposed new improvement action around the setting up of a Locality ASN has been inserted at Education Equality Outcome 3.

## 5.0 EDUCATION EQUALITY OUTCOMES 2017/21 – PROGRESS

5.1 The Council's Education Mainstreaming Report 2017 included details of our Education Equality Outcomes 2017/21. Attached as Appendix 1 are details of progress made with delivery of the Outcomes during the last two years. Particular highlights include:

Appendix 1

- support on the Inverclyde GIRFEC Pathways Model is now fully embedded in all educational establishments;
- plans are in place to make schools more autism- and communication-friendly and ensure that pedagogy reflects the needs of young people who have been diagnosed with ASC; and
- the Council's CLD Team achieved the LGBT Bronze Youth Charter Award which acknowledges the commitment CLD makes to local LGBT young people.

5.2 Attached as Appendix 2 is the Education Authority Mainstreaming Report 2019. Points to note include:

Appendix 2

- during the last two reporting years, the male/female split of Education Services' employees was almost unchanged - our workforce comprised just under a quarter (around 22%) male employees, while females made up just over three quarters (around 77%) of our staff; and
- it is encouraging to note that there was a significant decrease (of 8.14%) in the number of Education Services' staff who opted not to provide any information about their Ethnicity.

5.3 It should also be noted that, where the number of responses was the equivalent of five or less, the data in the tables contained in Appendix 2 has been suppressed to protect the identity of the respective employees.

5.4 The following Case Studies are included in Appendix 2 with the aim of highlighting specific progress made with delivery of the Education Equality Outcomes 2017/21:

- LGBT Bronze Charter Award; and
- implementation of the Council's Autism Strategy.

## 6.0 IMPLICATIONS

6.1 Financial implications - one-off costs:

Cost centre	Budget heading	Budget year	Proposed spend this report	Virement from	Other comments
n/a	n/a	n/a	n/a	n/a	n/a

Financial implications - annually recurring costs/(savings):

Cost centre	Budget heading	With effect from	Annual net impact	Virement from	Other comments
n/a	n/a	n/a	n/a	n/a	n/a

6.2 Human Resources: There are no direct human resources implications arising from this report.

6.3 Legal: There are no direct legal implications arising from this report.

6.4 Equalities: This report aims to progress the Council's commitment to equalities and, in

doing so, comply with the associated legislative requirements for the Education Authority. There are no direct equalities implications arising from this report.

- 6.5 Repopulation: Provision of Council Services which are subject to close scrutiny with the aim of delivering continuous improvement for current and potential citizens of Inverclyde support the Council's aim of retaining and enhancing the area's population.

## **7.0 CONSULTATION**

- 7.1 The Corporate Equalities Group, together with the Head of Inclusive Education, Culture and Communities and the Acting Head of Education, were consulted on the contents of this report and their input has been included, as appropriate. The report was also considered by the Corporate Management Team at its meeting on 14 February 2019.

## **8.0 CONCLUSION**

- 8.1 The Committee is asked to note the contents of this report; approve the refresh of the Education Equality Outcomes 2017/21; and approve the insertion of a new improvement action at Education Equality Outcome 3.

## **9.0 BACKGROUND PAPERS**

- 9.1 There are no background papers regarding this report.

**Inverclyde Council – Education Equalities Outcomes 2017/21**

**Outcome 1: All children and young people have the support that they need in relevant areas**

	<b>How will we get there?</b>	<b>How will we know?</b>	<b>Commentary – March 2019</b>	<b>Protected Characteristics</b>
a.	Continue training for appropriate staff on GIRFEC well-being assessments and the GIRFEC pathways model (ongoing training on amendments to SEEMIS applications [the education management information system])	<ul style="list-style-type: none"> <li>Support is provided through the Inverclyde GIRFEC Pathways Model</li> <li>Inverclyde has implemented Named Person service provision, when appropriate</li> </ul>	<p>Support on the Inverclyde GIRFEC Pathways Model is now fully embedded in all educational establishments. In the recent inspection of Integrated Children's Services, the multi-agency training was highlighted as a key strength.</p> <p>SEEMIS is continually updated and reviewed, as appropriate.</p> <p>The Named Person service has been embedded in all primary and secondary schools. The responsibilities of the More Choices, More Chances Team as Named Persons for 16-18 year olds are also in place. Information is awaited from the Scottish Government around information-sharing/the General Data Protection Register.</p> <p>Staff are more confident with the use of the GIRFEC pathways model, procedures and protocols, as well as with their responsibilities as Named Persons.</p> <p>The multi-agency Children's Services Plan has been updated and is complemented by a Strategic Needs Assessment which includes data around health, education and social work. The Plan is also developed on an annual basis.</p> <p>Work around anti-bullying continues, including, for example, the delivery of an in-service opportunity (based on national advice) to Head Teachers in May 2019. The PRPB Policy has been updated to incorporate the</p>	Gender reassignment Pregnancy and maternity Race Religion or belief Sex Sexual orientation
b.	Continue to work with the national guidance from the Scottish Government in order to implement the Named Person Scheme (dates to be confirmed)	<ul style="list-style-type: none"> <li>Staff report that they have increased confidence to meet the diverse needs of learners in their schools</li> </ul>		
c.	Continue to provide appropriate training and support for staff who are working with pupils who have a disability	<ul style="list-style-type: none"> <li>Areas for development identified through the collation and analysis of data inform improvement planning for Education Services and schools</li> </ul>		
d.	Inverclyde's Positive Relationships, Positive Behaviour (PRPB) Policy continues to be updated to take account of recent national recommendations on anti-bullying and exclusions from schools (by June 2019)			

	How will we get there?	How will we know?	Commentary – March 2019	Protected Characteristics
e.	Collate and analyse anti-bullying returns for schools, identifying any trends or training needs (from 2019)		<p>Scottish Government's guidance document entitled <i>Included, engaged and involved Part 2: preventing and managing school exclusions</i> which refreshed the national policy on school exclusions.</p> <p>We are currently developing Multi-Agency Guidelines to Support Children and Young People at Risk of Suicide and Self-Harm. As LGBT groups are over-represented in young people who self-harm, one of the aims of the Guidelines will be to support young people earlier and improve wellbeing.</p>	

**Outcome 2: Outcomes for all pupils are improved regardless of gender, ethnicity or any barriers to learning**

	<b>How will we get there?</b>	<b>How will we know?</b>	<b>Commentary – March 2019</b>	<b>Protected Characteristics</b>
a.	<p>All schools continue to use Quality Indicator 3.1: Ensuring well-being, equality and inclusion from <i>How good is our school 4?</i> as part of their self-evaluation process</p> <p>Education Services and establishments will look to consider recommendations from research and published reports, for example, the Children’s Commissioner, to inform future planning</p>	<ul style="list-style-type: none"> <li>Schools report that they are effectively ensuring well-being and equality through their Annual Standards and Quality Reports</li> <li>School reviews show that teaching approaches are improved to meet the diverse needs of all pupils</li> </ul>	<p>All schools report annually to the Corporate Director – Education, Communities and Organisational Development on the relevant Quality Indicators.</p> <p>Quality Indicator 3.1 is considered in the process of school reviews and the Council’s Education Officers (formerly Quality Improvement Officers) report on progress.</p> <p>Substantial progress has been made on professional learning which focusses on health and well-being, literacy and numeracy, and the development of pedagogy.</p> <p>Education Scotland’s reports on inspections of our educational establishments commended the Council on the implementation of the Attainment Challenge, highlighting it as an example of sector-leading good practice. Recent inspections have taken account of outcomes and progress was highlighted including, for example, the health and well-being surveys (#ClydeConversations), our Rights Respecting Schools (RRS) work, the implementation of the Period Poverty initiative and the setting up of the Clyde Poverty Action Group.</p>	<p>Disability Gender reassignment Pregnancy and maternity Race Religion or belief Sex Sexual orientation</p>
b.	<p>Provide opportunities for continuing professional development for staff through a Coaching and Modelling approach to ensure that differentiated approaches to learning, teaching and assessment are used in the classroom to meet the needs of all learners</p>		<p>In 2017, the Council approved £250,000 to support the work of the Autism Strategy Implementation Group (ASIG) which was set up to deliver the Inverclyde Autism Strategy by 2020. The ASIG works with families and individuals affected by autism, as well as staff in the public and voluntary sectors, to deliver the priorities identified to improve the lives of local people with autism.</p> <p>The initiative includes pre- and post-diagnosis support; support in transition to adult services; and raising awareness in the community</p>	



	How will we get there?	How will we know?	Commentary – March 2019	Protected Characteristics
			<p>An Autism Officer is also now in post to co-ordinate the implementation of the Strategy and build a communication network to develop existing support groups.</p> <p>Plans are in place to make schools more autism-and communication-friendly and ensure that pedagogy reflects the needs of young people who have been diagnosed with ASC.</p> <p>The Health and Social Care Partnership and Education Services are currently piloting two initiatives around mental health and anxiety (LIAM Project, Port Glasgow).</p>	

**Outcome 3: All school communities recognise and respect people of diverse age, race, faith, gender, sexual orientation, disability and ethnic culture**

	How will we get there?	How will we know?	Commentary – March 2019	Protected Characteristics
a.	Continue to deliver national and local initiatives that promote diversity	<ul style="list-style-type: none"> <li>This will be evidence through an increased participation in initiatives such as RRS etc</li> </ul>	<p>We continue to deliver the Mentors in Violence Prevention and RRS initiatives in educational establishments across Inverclyde; for example, all children's units have achieved RRS Level 1.</p>	<p>Race Religion or belief Sexual orientation</p>
b.	Continue to review and update the Health and Well-Being and Personal, Social and Health Education (PSHE) curriculum delivered to children and young people in schools. This includes the implementation and evaluation of the revised Sexual Health and Relationship Strategy.	<ul style="list-style-type: none"> <li>All schools are confident in the delivery of equalities aspects of the Health and Well-Being and PSE Curriculum</li> </ul>	<p>The Council's CLD Team achieved the LGBT Bronze Youth Charter Award which acknowledges the commitment CLD makes to local LGBT young people. The Award also acknowledges the work of the local LGBT support group – <i>Clyde Pride</i> – for its significant contribution and notes the range of Officers from across the Council who made the positive changes required to achieve the Award.</p> <p>The Council is establishing a framework to engage and consult with young people on a regular basis and feed back to schools with a view to updating their PSHE Programmes.</p> <p>At a Council-wide level, young people have been consulted on the relevance of PSE.</p> <p>We deliver sexual health information workshops to parents and contribute to work to reduce teenage pregnancies. For example, we support young women through the <i>Girl Power</i> project which is targeted at young people who may have stated that they would consider having a baby at a young age. The project is open to girls from 14 years of age and covers topics including sexual health, contraception, budgeting for a baby, the social and emotional consequences of being a teenage parent, a day in the life of <i>teenager versus teen parent</i> and health and safety.</p> <p>By April 2019, we will have finalised the design and</p>	

	How will we get there?	How will we know?	Commentary – March 2019	Protected Characteristics
			<p>implementation of a framework of support for the primary and secondary school aged children of families placed in Inverclyde as part of the Syrian Vulnerable Person Resettlement Programme. Elements of the framework will include language support; CLD; English for Speakers of Other Languages; educational psychology; and links with partner agencies.</p>	
c.	<p><b>New improvement action:</b> Locality ASN</p>	<p>The former Inverclyde ASN Forum structure has been replaced with three Locality Forums comprising the school clusters working collaboratively, namely:</p> <ul style="list-style-type: none"> <li>• St Stephen’s High School (HS) and Port Glasgow HS;</li> <li>• Notre Dame HS and Inverclyde Academy; and</li> <li>• St Columba’s HS and Clydeview Academy</li> </ul>	<p>Progress is being made on the move from centralised ASN support to a locality-based format. A pilot was established in Port Glasgow in August 2018, with a roll-out across the other two Locality Areas anticipated in August 2019.</p> <p>The ongoing programme for further devolution of empowerment of responsibilities to Head Teachers on funding to reduce the poverty gap, staffing and curriculum has enabled Education Services to allocate ASN support staff at transition to the Locality ASN Forum.</p>	<p>Disability Gender reassignment Pregnancy and maternity Race Religion or belief Sex Sexual orientation</p>

**Inverclyde Council  
Education Authority Mainstreaming Report 2019  
Progress on Equality Outcomes 2017/21**

**Education Authority Equality Mainstreaming Report  
Progress on Equality Outcomes 2017/21**

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## 1.0 Introduction

Inverclyde Council believes in, and is committed to, the principle of equality of opportunity. The Council recognises its responsibilities as a community leader, service provider and employer to encourage the fair treatment of all individuals and to tackle social exclusion and inequality. It also recognises the benefits this brings to the community, the Council and its employees.

The vision for the Inverclyde area is *Getting it right for every child, citizen and community*. This means that the Council and its Partners will work in partnership to create a confident, inclusive Inverclyde with safe and sustainable, healthy, nurtured communities, and a thriving, prosperous economy, with active citizens who are resilient, respected and responsible and able to make a positive contribution to the area.

Community planning brings all the public sector Partners in an area together to plan and co-ordinate action and resources to improve outcomes for local people. The Inverclyde Alliance is the Community Planning Partnership for the local area. The Local Outcomes Improvement Plan 2017/22 (LOIP) sets out the Outcomes that Community Planning Partners will seek to improve. The LOIP does not cover everything that is being delivered in Inverclyde but focuses on three key Priorities:

1. **Population:** Inverclyde's population will be stable and sustainable with an appropriate balance of socio-economic groups that is conducive to local economic prosperity and longer term population growth
2. **Inequalities:** There will be low levels of poverty and deprivation and the gap between the richest and the poorest members of our communities will be reduced
3. **Environment, culture and heritage:** Inverclyde's environment, culture and heritage will be protected and enhanced to create a better place for all Inverclyde residents and an attractive place in which to live, work and visit.

There are also a number of Wellbeing Indicators that the Inverclyde Alliance has adopted:

1. **Safe:** Protected from abuse, neglect or harm and supported when at risk. Enabled to understand and take responsibility for actions and choices. Having access to a safe environment to live and learn in.
2. **Healthy:** Achieve high standards of physical and mental health and equality of access to suitable health care and protection, while being supported and encouraged to make healthy and safe choices.
3. **Achieving:** Being supported and guided in lifelong learning. Having opportunities for the development of skills and knowledge to gain the highest standards of achievement in educational establishments, work, leisure or the community.
4. **Active:** Having opportunities to take part in activities and experiences in educational establishments and the community, which contribute to a healthy life, growth and development.
5. **Respected and Responsible:** Respected and shared responsibilities. Citizens involved in decision-making and play an active role in improving the community.
6. **Included:** Overcoming social, educational, health and economic inequalities and being valued as part of the community.

The delivery of Outcomes across the Council should also take into consideration how they impact on the delivery of the Wellbeing Indicators.

Our *Nurturing Inverclyde* approach aims to *get it right for every child, citizen and community*; this includes how we ensure that people with Protected Characteristics are safe, healthy, achieving, nurtured, active, respected, responsible and included. There are particular issues for those with Protected Characteristics within these Wellbeing Outcomes. For example, keeping people safe from hate crime; ensuring that leisure

services are accessible; and making sure that no-one is excluded from being a valued part of the local community.

It should be noted that, where the number of responses was the equivalent of five or less, the data in the tables contained in this Appendix has been suppressed to protect the identity of the respective employees.

## 1.1 Our legal obligations

The Equality Act 2010 includes the Public Sector Equality Duty which covers the Protected Characteristics of Age; Disability; Gender Reassignment; Marriage and Civil Partnership; Pregnancy and Maternity; Race; Religion or Belief; Sex; and Sexual Orientation.

The Equality Duty comprises a General Duty and Specific Duties. The General Duty requires the Council to have *due regard* to the need to:

- eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by The Equality Act 2010;
- advance equality of opportunity between people from different groups; and
- foster good relations between people from different groups.

*Due regard* means that, during decision making, conscious consideration is given to the three aims of the General Duty.

The Specific Duties require the Council to:

- set specific, measurable Equality Objectives and publish information about our performance on equality (in an easily accessible format)
- publish sufficient information to show we have considered the three aims of the General Duty across our functions;
- publish evidence of equality analysis undertaken to establish whether our policies and practices would further, or have furthered, the three aims of the General Duty;
- gather, use and publish employment information;
- publish Gender Pay Gap information;
- publish an Equal Pay Statement; and
- consider award criteria and conditions in public procurement.

In terms of The Equality Act 2010, the Council is required to publish Equality Outcomes every four years and report on their progress via a Mainstreaming Report every two years. Additionally, Education Authorities are required to publish their Equality Outcomes and Mainstreaming Report separately from their partner local authority.

## 1.2 Equalities governance and organisational culture

The equalities remit sits with the Head of Organisational Development, Policy and Communications in the Education, Communities and Organisational Development Directorate. The Corporate Equalities Group (CEG) is chaired by the Corporate Director - Education, Communities and Organisational Development Directorate and its terms of reference are to reinforce and progress the Council's commitment to equalities and, in doing so, comply with associated legislative requirements.

The role of the CEG is to:

- drive the Council's commitment to equalities consistently across all Council Services to ensure better equality outcomes;
- ensure the Council is meeting its legislative duties, as outlined in The Equality Act 2010; and
- establish a robust performance and planning framework for equalities.

The focus of the CEG meetings is primarily on understanding and ensuring compliance with the legislative duties arising from The Equality Act 2010. The Group also monitors progress against the published Equality Outcomes, facilitates support for staff directly involved in delivering those Outcomes, and offers

the relevant Council Services an opportunity to showcase work or projects that relate directly to one or more of the Protected Characteristics.

### **1.3 Supporting Education Services to meet the General Duty and Specific Duties**

The Corporate Policy Officer, who has responsibility for equalities, is located in the Organisational Development, Policy and Communications Service but works alongside all Directorates and Services to help build capacity to effectively mainstream equality and diversity across the Council.

During the last two years, examples of interventions for Education Services include:

- supporting staff across the Education Authority to complete the Equality Impact Assessments required as part of the Council's budget-setting process; and
- the provision of an awareness-raising session on hate crime and third party reporting for staff at Education Headquarters on 24 May 2018.

### **2.0 Education Equality Outcomes 2017/21**

The first set of Education Equality Outcomes were produced in 2013 by an Education Focus Group comprising a depute head teacher, a secondary school teacher, two primary head teachers and an early years' member of staff, as well as representation from Psychological Services, CLD and the teacher trade unions. In 2017, those Outcomes were altered to take account of the educational curriculum.

Additionally, following consultation with the Head of Inclusive Education, Culture and Communities and the Acting Head of Education, the Education Outcomes 2017/21 were refreshed at the start of 2019. A proposed new improvement action has also been included at Education Outcome 3 around the setting up of a Locality ASN.

#### **Education Equality Outcome 1: All children and young people have the support they need in relevant areas**

- Continue training for appropriate staff on GIRFEC well-being assessments and the GIRFEC pathways model (ongoing training on amendments to SEEMIS applications [the education management information system])
- Continue to work with the national guidance from the Scottish Government in order to implement the Named Person Scheme (dates to be confirmed)
- Continue to provide appropriate training and support for staff who are working with pupils who have a disability
- Inverclyde's PRPB Policy continues to be updated to take account of recent national recommendations on anti-bullying and exclusions from schools (by June 2019)
- Collate and analyse anti-bullying returns for schools, identifying any trends or training needs (from 2019).

#### **Education Equality Outcome 2: Outcomes for pupils are improved regardless of gender, ethnicity or any barriers to learning**

- All schools continue to use Quality Indicator 3.1: Ensuring well-being, equality and inclusion from *How good is our school 4?* as part of their self-evaluation process
- Education Services and establishments will look to consider recommendations from research and published reports, for example, the Children's Commissioner, to inform future planning
- Provide opportunities for continuing professional development for staff through a Coaching and Modelling approach to ensure that differentiated approaches to learning, teaching and assessment are used in the classroom to meet the needs of all learners.

#### **Education Equality Outcome 3: All school communities recognise and respect people of diverse age, race, faith, gender, sexual orientation, disability and ethnic culture**

- Continue to deliver national and local initiatives that promote diversity



- Continue to review and update the Health and Well-Being and PSHE curriculum delivered to children and young people in schools. This includes the implementation and evaluation of the revised Sexual Health and Relationship Strategy.
- New improvement action: Locality ASN.

### 3.0 Education Authority – Employee Profile

#### 3.1 Employee Profile – Head count information

For the purposes of this Report, the head count represents each unique individual who works for Education Services at Inverclyde Council. Some employees have more than one job at the Council, therefore, the head count figures used here, and for the breakdown of the Protected Characteristics, will be less than other figures which express the number of jobs at the Council.

#### 3.2 Employee Profile – Gender

Employee Profile – Gender		
	2016/17 %	2017/18 %
Male	22.26	22.2
Female	77.74	77.8

#### What the data tells us:

The data shows that, between 2016/17 and 2017/18, there was a very small decrease (0.06%) in the number of male employees in Education Services at the Council; meanwhile, the number of female employees increased by the same amount (0.06%). This means that, during the last two reporting years, the male/female split of employees was almost unchanged - our workforce comprised just under a quarter (around 22%) male employees, with females making up just over three quarters (around 77%) of our staff. This is perhaps not unexpected as it reflects the main roles in Education Services, namely, teaching and support functions.

#### 3.3 Employee Profile – Age

Employee Profile – Age				
	2016/17		2017/18	
	No.	%	No.	%
<b>Age in years</b>				
16-19	0	0	0	0
20-29	118	14.2	131	15.3
30-39	236	28.4	249	29.09
40-49	219	26.36	233	27.22
50-59	214	25.75	203	23.71
60-65	43	5.17	39	4.56
> 65	≤5	0.12	≤5	0.12

#### What the data tells us:

The data shows, during both 2016/17 and 2017/18, the majority of the Council's employees in Education Services were aged 30-39 years. During the two reporting years, we did not employ any staff between the ages of 16 and 19 years in this part of the Council. However, it is encouraging to note that there was a small increase (of 1.1%) in members of staff aged 20-29 years.

### 3.4 Employee Profile – Disability

Employee Profile – Disability				
	2016/17		2017/18	
	No.	%	No.	%
Disability	7	0.84	11	1.29
No disability	366	44.05	445	51.98
Prefer not to answer	≤5	0.6	≤5	0.35
Null/Blank	453	54.51	397	46.38

#### What the data tells us:

Between 2016/17 and 2017/18, there was an improvement in the disclosure figures around Disability: we saw a fall of 8.13% in the number of people who opted for the *Null/Blank* response when asked if they had a Disability, complemented by a very small decrease (of 0.25%) in the number of people who preferred not to answer this question. It should be noted that choosing the *Prefer not to answer* option is preferable to choosing not to respond at all (i.e *Null/Blank*).

### 3.5 Employee Profile – Ethnicity

Employee Profile – Ethnicity					
		2016/17		2017/18	
		No.	%	No.	%
<b>White</b>					
a.	Scottish	341	41.03	418	48.83
b.	English	6	0.72	6	0.7
c.	Welsh	0	0	0	0
d.	Northern Irish	≤5	0.36	≤5	0.35
e.	British	16	1.93	14	1.63
f.	Irish	≤5	0.24	≤5	0.23
g.	Gypsy/Traveller	0	0	0	0
h.	Eastern European	≤5	0.12	≤5	0.12
i.	Other British	≤5	0.48	10	1.17
<b>Mixed or Multiple Ethnic Groups</b>					
a.	Any mixed or multiple ethnic group	≤5	0.24	≤5	0.23
<b>Asian, Asian Scottish or Asian British</b>					
a.	Pakistani, Pakistani Scottish or Pakistani British	≤5	0.12	≤5	0.12
b.	Indian, Indian Scottish or Indian British	≤5	0.24	≤5	0.24
c.	Bangladeshi, Bangladeshi Scottish or Bangladeshi British	0	0	0	0
d.	Chinese, Chinese Scottish or Chinese British	0	0	0	0
e.	Other Asian, Asian Scottish or Asian British	0	0	0	0
<b>African</b>					
a.	African, African Scottish or African British	0	0	0	0
<b>Caribbean or Black</b>					
a.	Caribbean, Caribbean Scottish or Caribbean British	0	0	0	0
b.	Black, Black Scottish or Black British	0	0	0	0
c.	Other Caribbean or Black	0	0	0	0

Employee Profile – Ethnicity					
		2016/17		2017/18	
		No.	%	No.	%
<b>Other Ethnic Group</b>					
a.	Arab	0	0	0	0
b.	Other	≤5	0.12	≤5	0.12
<b>Prefer not to answer</b>		≤5	0.48	≤5	0.35
<b>Null/Blank</b>		448	53.92	393	45.91

#### What the data tells us:

It is encouraging to note that there was a significant decrease (of 8.14%) in the number of Education Services' staff who opted not to provide any information about their Ethnicity.

### 3.6 Employee Profile – Sexual Orientation

Employee Profile – Sexual Orientation					
		2016/17		2017/18	
		No.	%	No.	%
Lesbian, Gay or Bisexual		6	0.72	6	0.7
Heterosexual/Straight		285	34.3	363	42.41
Prefer not to answer		10	1.2	11	1.28
Null/Blank		530	63.78	476	55.61
Other		0	0	0	0

#### What the data tells us:

The figures show that, while there was a very small increase (of 0.8%) in the number of employees who chose the *Prefer not to answer* option when asked about their Sexual Orientation, it is complemented by a significant decrease (of 8.17%) in the number of staff who opted for the *Null/Blank* response when they were asked this question. This may indicate that the Inverclyde Education Authority's employees are becoming more comfortable in providing information about their Sexual Orientation.

### 3.7 Employee Profile – Religion or Belief

Employee Profile – Religion or Belief					
		2016/17		2017/18	
		No.	%	No.	%
Buddhist		≤5	0.24	≤5	0.35
Church of Scotland		72	8.67	84	9.81
Hindu		≤5	0.12	≤5	0.12
Humanist		0	0	0	0
Jewish		0	0	0	0
Muslim		≤5	0.12	≤5	0.12
None		65	7.82	81	9.46
Other Christian		20	2.41	23	2.69
Other Religion		0	0	≤5	0.12
Pagan		0	0	0	0

Employee Profile – Religion or Belief				
	2016/17		2017/18	
	No.	%	No.	%
Prefer not to answer	11	1.32	10	1.17
Roman Catholic	130	15.64	175	20.44
Sikh	0	0	0	0
Null/Blank	529	63.66	477	55.72

#### What the data tells us:

The figures show that, between 2016/17 and 2017/18, the number of staff who chose the *Prefer not to answer* option when asked about their Religion or Belief was relatively stable (at 1.32% and 1.17% respectively). However, it is encouraging to note there was a significant decrease (of 7.94%) in the number of our Education employees who opted for *Null/Blank* when asked about their Religion or Belief.

### 3.8 Employee Profile – Marriage and Civil Partnership Status

Employee Profile – Marriage and Civil Partnership Status				
	2016/17		2017/18	
	No.	%	No.	%
Divorced/Separated	26	3.13	29	3.4
Living with Partner	33	3.97	30	3.5
Married/Civil Partnership	286	34.42	330	38.55
Single	137	16.49	169	19.74
Widowed	6	0.72	≤5	0.58
Prefer not to answer	39	4.69	37	4.32
Null/Blank	304	36.58	256	29.91

#### What the data tells us:

During the last two reporting years, when asked about their Marriage and Civil Partnership Status, there was a very small decrease (of 0.37%) in the number of Education Services' staff who chose the *Prefer not to answer* option. It is pleasing also to note that the number of employees who opted for the *Null/Blank* response when asked this question fell by 6.67% between 2016/17 and 2017/18.

### 4.0 Education Authority - Leavers

#### 4.1 Leavers – Gender

Leavers – Gender				
	2016/17		2017/18	
	No.	%	No.	%
Male	24	26.37	16	21.92
Female	67	73.63	56	76.71
Prefer not to answer	0	0	≤5	1.37

### What the data tells us:

Between 2016/17 and 2017/18, there was a decrease in the number of people who left the Education Authority's employment.

In 2016/17, just over a quarter of leavers (26.37%) were male, while in 2017/18, male employees comprised just over a fifth (21.92%) of Education Services' leavers, a fall of 4.45%.

In terms of female leavers, the number of female employees who left increased by 3.08% during the last two reporting years (rising from 73.63% in 2016/17 to 76.71% in 2017/18).

### 4.2 Leavers – Age

Leavers – Age				
Age group in years	2016/17		2017/18	
	No.	%	No.	%
16-19	0	0	0	0
20-29	19	20.88	14	19.18
30-39	17	18.68	7	9.59
40-49	<5	3.3	6	8.22
50-59	14	15.38	13	17.81
60-65	37	40.66	33	45.21
Over 65	<5	1.1	0	0

### What the data tells us:

Between 2016/17 and 2017/18, there was a decrease of around 50% in the number of staff aged 30-39 years who left the Council's Education Services.

### 4.3 Leavers – Disability Status

Leavers – Disability Status				
	2016/17		2017/18	
	No.	%	No.	%
Disability	0	0	0	0
No disability	37	40.66	26	35.62
Prefer not to answer	0	0	<5	2.74
Null/Blank	54	59.34	45	61.64

### What the data tells us:

When asked about their Disability Status, the level of non-disclosure among the Education Authority's staff was fairly high during both reporting years, rising from 59.34% in 2016/17 to 61.64% the following year.

#### 4.4 Leavers – Ethnicity

Leavers – Ethnicity					
Education staff		2016/17		2017/18	
		No.	%	No.	%
<b>White</b>					
a.	Scottish	30	32.97	26	35.62
b.	English	≤5	1.1	0	0
c.	Welsh	0	0	0	0
d.	Northern Irish	≤5	1.1	0	0
e.	British	≤5	1.1	≤5	2.74
f.	Irish	0	0	0	0
g.	Gypsy/Traveller	0	0	0	0
h.	Eastern European	0	0	0	0
i.	Other British	≤5	1.1	0	0
<b>Mixed or Multiple Ethnic Groups</b>					
a.	Any mixed or multiple ethnic group	0	0	0	0
<b>Asian, Asian Scottish or Asian British</b>					
a.	Pakistani, Pakistani Scottish or Pakistani British	0	0	0	0
b.	Indian, Indian Scottish or Indian British	0	0	0	0
c.	Bangladeshi, Bangladeshi Scottish or Bangladeshi British	0	0	0	0
d.	Chinese, Chinese Scottish or Chinese British	0	0	0	0
e.	Other Asian, Asian Scottish or Asian British	0	0	0	0
<b>African</b>					
a.	African, African Scottish or African British	≤5	1.1	0	0
<b>Caribbean or Black</b>					
a.	Caribbean, Caribbean Scottish or Caribbean British	0	0	0	0
b.	Black, Black Scottish or Black British	0	0	0	0
c.	Other Caribbean or Black	0	0	0	0
<b>Other Ethnic Group</b>					
a.	Arab	0	0	0	0
b.	Other	≤5	1.1	0	0
<b>Prefer not to answer</b>		0	0	≤5	1.37
<b>Null/Blank</b>		55	60.44	44	60.27

#### What the data tells us:

There was a small rise (of 1.37%) from a figure of zero in 2016/17 in terms of the number of Education staff who left the Council's employment and chose not to disclose any details about their ethnicity. Meanwhile, the number of staff who opted for the *Null/Blank* response when asked about their Ethnicity on leaving the Council was relatively unchanged at around 60% (60.44% in 2016/17 and 60.27% in 2017/18).

#### 4.5 Leavers – Sexual Orientation

Leavers – Sexual Orientation				
	2016/17		2017/18	
	No.	%	No.	%
Lesbian, Gay or Bisexual	≤5	1.1	≤5	2.74
Heterosexual/Straight	35	38.46	23	31.51
Prefer not to answer	≤5	1.1	≤5	2.74
Null/Blank	54	59.34	46	63.01
Other	0	0	0	0

#### What the data tells us:

The figures appear to indicate that staff who left the employment of Education Services are not comfortable sharing information about their Sexual Orientation. Between 2016/17 and 2017/18, there were small increases in the number of employees who chose the *Prefer not to answer* and *Null/Blank* responses (of 1.64% and 3.67% respectively). Additionally, while the *Null/Blank* response rate was already fairly high in 2016/17 (at 59.34%), it rose to 63.01% the following year.

#### 4.6 Leavers – Religion or Belief

Leavers – Religion or Belief				
	2016/17		2017/18	
	No.	%	No.	%
Buddhist	0	0	0	0
Church of Scotland	8	8.79	6	8.22
Hindu	0	0	0	0
Humanist	0	0	0	0
Jewish	0	0	0	0
Muslim	0	0	0	0
None	13	14.29	9	12.33
Other Christian	≤5	4.4	0	0
Other Religion	0	0	0	0
Pagan	0	0	0	0
Prefer not to answer	0	0	≤5	4.11
Roman Catholic	12	13.19	9	12.33
Sikh	0	0	0	0
Null/Blank	54	59.34	46	63.01

#### What the data tells us:

From a figure of zero in 2016/17, there was an increase to 4.11% in 2017/18 in the number of Education Services' leavers who opted for the *Prefer not to answer* response when asked about their Religion or Belief. Additionally, 3.67% more staff chose *Null/Blank* when they responded to this question during the last reporting year (rising from 59.34% in 2016/17 to 63.01% in 2017/18).

#### 4.7 Marriage and Civil Partnership Status

Leavers – Marriage and Civil Partnership Status				
	2016/17		2017/18	
	No.	%	No.	%
Divorced/Separated	≤5	4.4	≤5	2.74
Living with Partner	≤5	1.1	≤5	5.48
Married/Civil Partnership	23	25.27	15	20.55
Single	18	19.78	15	20.55
Widowed	0	0	0	0
Prefer not to answer	≤5	1.1	≤5	1.37
Null/Blank	44	48.35	36	49.32

#### What the data tells us:

During both 2016/17 and 2017/18, around half of the staff who left the employment of Education Services opted not to disclose any information about their Marriage and Civil Partnership Status (49.45% and 50.69% respectively for the combined number of *Prefer not to answer* and *Null/Blank* responses).



## 5.0 Case studies

### Case study 1: LGBT Youth Charter Award

The Council has recently been awarded the LGBT Bronze Charter Award by LGBT Youth Scotland. The LGBT Charter Mark is awarded to schools, organisations and community groups that can demonstrate a commitment to inclusion and equality. Awards are made at Foundation, Bronze, Silver or Gold Level.

LGBT Youth Scotland is the country's leading organisation working to promote equality, rights and inclusion for LGBT young people. It is the largest youth and community-based organisation for LGBT young people in Scotland. Inverclyde Council's Award acknowledges the work of the local LGBT Group, *Clyde Pride*, together with the input from a number of Officers from across the Council who made the positive changes required to achieve this status.

The LGBT Charter is a straightforward programme that enables organisations to positively include LGBT people in every aspect of their work. The CLD's Youth Work Team worked with LGBT Youth Scotland to acknowledge the commitment CLD makes to local LGBT people. During the last year, the Team was supported by LGBT Youth Scotland to undertake training, consider and make amendments to its practices and resources, and review its policies and those of the Council.

Additionally, during the last few years, CLD and *Clyde Pride* have made good progress in raising awareness of the issues affecting LGBT young people. A number of projects have been delivered to help address some of those issues, examples of which include:

- the creation of a Champions' Group to provide support to young people and staff to encourage their involvement in the LGBT Programme;
- the delivery of LGBT training to volunteers and staff to enable them to support LGBT young people; and
- the delivery of a number of briefing sessions to staff on the most up-to-date information from LGBT Youth Scotland.

Plans are now in place to work towards achieving the Silver Charter Award and thereafter the Gold Award.

### Case study 2: Implementation of the Council's Autism Strategy

Working with people with ASC, their families and third sector partner agencies, we developed the Inverclyde Autism Strategy which is based on a number of themes:

- developing positive, enabling and supportive networks;
- developing a co-ordinated Autism Training Plan for Inverclyde;
- equal and timely access to an evidence-based pathway for assessment and diagnosis and the support that should follow;
- a co-ordinated system for advice and information about autism;
- co-ordinated services based on accurate data; and
- services that can be robustly evaluated.

The Council approved £250,000 to support the aspiration that Inverclyde achieves recognition as an *autism friendly authority*. The key objectives required to achieve that recognition are:

- developing community services and support for people with autism that will assist in achieving an *autism friendly Inverclyde*;
- developing services that will help to bridge the gaps that develop for young people impacted by autism at the transition period, including signposting, resources and support; and
- early years, including pre- and post-diagnostic support and services.

The Autism Strategy Implementation Group was set up to deliver the Strategy by 2020. Additionally, we created the post of an Autism Strategy Development Officer to co-ordinate the implementation of the Strategy and build a communication network for existing support