

REPORT TO: EDUCATION COMMITTEE - 28 FEBRUARY 2011

REPORT ON: SINGLE EQUALITY SCHEME 2009-2012 - PROGRESS REPORT

REPORT BY: DIRECTOR OF EDUCATION

REPORT NO: 121-2011

1.0 PURPOSE OF REPORT

1.1 This report informs the Committee of the progress made in implementing the Education Department's Action Plan within the corporate Single Equality Scheme 2009-12

2.0 RECOMMENDATIONS

2.1 It is recommended that the Committee:

- (i) notes the progress made in applying the Education Department's Action Plan, and
- (ii) approves the appended *Annual Report - Single Equality Scheme*.

3.0 FINANCIAL IMPLICATIONS

3.1 This is a retrospective report on progress made during the period of the Single Equality Scheme 2009-2012. As such, there are no financial implications.

4.0 MAIN TEXT

4.1 Reference is made to Report No 548-2009 of the Policy & Resources Committee of 29 November 2009 when the City Council's first Single Equality Scheme (SES) was approved. The scheme recommended that an annual report be submitted outlining the progress within the SES Action Plan and the specific Action Plan for the Education Department.

4.2 The 2010 Equality Act harmonised the existing three duties (race, gender, disability) into one new duty, which covers all seven equality strands: age, disability, gender, gender identity, race, religion or belief, and sexual orientation. Where schools are concerned, age will be a relevant characteristic in considering their duties in their role as an employer but not in relation to pupils.

4.3 The single public sector duty requires public authorities, including schools, to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity; and
- foster good relations.

The duties require public bodies to take steps not just to eliminate unlawful discrimination and harassment, but also actively to promote equality.

4.4 The purpose of the equality duties is not to be process driven and bureaucratic but rather to offer an outcome-based method of ensuring that schools are best meeting the needs of all their pupils. The SES Action Plan set out three objectives to be actioned. Under each objective the Education Department has detailed specific outcomes as follows:

Objective: Meeting our Equality & Diversity duties for age, disability, gender, race, religion or belief and sexual orientation.

Outcome: *A Single Equality Scheme informed by stakeholder involvement with a specific Action Plan for Education*

Objective: Involve communities in the delivery of the Dundee City Council's Single Equality Scheme.

Outcome: *Engagement and involvement of stakeholders results in few inequalities and elimination of discrimination*

Objective: Mainstream sustainability of equalities in Dundee City Council.

Outcome: *Our schools are inclusive communities where staff, pupils and parents feel equally valued and respected.*

Outcome: *Workforce planning ensures appropriate level of experienced staff*

5.0 POLICY IMPLICATIONS

- 5.1 This report has been screened for any policy implications in respect of sustainability, strategic environmental assessment, anti-poverty, equality impact assessment and risk management. There are no major issues. An Equality Impact Assessment has been carried out and will be available on the Council Web Site:
<http://www.dundee.gov.uk/equanddiv/equimpact/>

6.0 CONSULTATIONS

- 6.1 The Chief Executive, Depute Chief Executive (Support Services), the Director of Finance and Head Teachers have been consulted in the compilation of this report.

7.0 BACKGROUND PAPERS

City Council Single Equality Scheme
Equality Impact Assessment

JIM COLLINS
Director of Education

February 2011

JC/EW

Annual Report for 2010 for Single Equality Scheme

Education Department

The Education Department is dedicated to helping all Dundee's children and young people achieve their full potential, including those who suffer disadvantage because of their environment, disability or additional support need.

We are committed to fulfilling our key role in delivering the Council's Single Equality Scheme 2009-12 (hereafter referred to as 'the Scheme').

This report is the first annual report on our progress in implementing the Scheme.

Each educational establishment has adopted the Scheme as policy. Each establishment has implemented relevant aspects of the Action Plan from within the Scheme, as appropriate within the context of the community it serves.

Annual reporting and monitoring takes place with regard to Race, Disability and Gender. Each educational establishment records progress, impact and effectiveness of their equality policy and practice. These arrangements reflect the requirements of the duties placed on the Education Authority within the current legislative framework.

The Education Department provides a service for 17,406 children and young people (September 2010 Census) in 37 primary schools, 9 secondary schools, 1 special school and an offsite education service comprised of 5 learning centres. Of those 17,406 pupils, 51% are boys and 49% are girls. In 2010, more than 2,400 nursery aged children received services in 29 local authority and 20 private provider nursery settings.

The census recorded 220 young people with an assessed disability in mainstream primary and secondary schools. A further 78 young people with an assessed disability are presently educated in Kingspark Special School.

The census also records that over 1,200 children and young people attending Dundee schools are from declared minority ethnic backgrounds including Gypsy and other Travellers. This equates to approximately 7% of the city's school population.

Children and young people for whom English is an additional language are supported by the Education Department's Bilingual Pupil's Support Service. Fluency in English is described using 5 different levels of acquisition, ranging from *New to English* to *Fluent in English*. The 2010 Census shows that in our schools 62 children were described as being *New to English*, 138 were at the stage of *Early Acquisition*, 264 were *Developing Competence* with the remaining 600 children reaching competence or fluency.

The annual Bi-lingual Pupils' Support Service audit for 2010 illustrated the wide range of languages spoken in our establishments as follows:

- Nursery 36
- Primary 63
- Secondary 53

The Education Department strives to promote inclusion and celebrate diversity within all education establishments. To ensure equality of opportunity for pupil, staff and parents, each educational establishment has a nominated Equalities Co-ordinator.

Implementation of Action Plan

Objective 1

Meeting our statutory and regulatory duties on equality

Outcome: Final Review of the Education Department 06-09 Disability Scheme

- The concluding review for the Disability Scheme 06-09 was completed with the support of a wide range of stakeholders. The report was presented and accepted by Committee on the 23 November 2009

Outcome: A Single Equality Scheme (SCHEME) informed by stakeholder involvement with a specific Action Plan for Education

- Involvement was sought from pupils, parents and staff in the compilation of the Scheme
- The Support for Learning Manager attends Core Equality & Diversity Group meetings to contribute to the writing, implementing, monitoring and review of the Scheme
- A specific Action Plan for Education was included within the Scheme
- The Support for Learning Manager attends Equality Champion meetings to ensure operational procedures are current and in line with policy and procedure
- The Support for Learning Manager chairs the Education Equalities Group which is responsible for monitoring and reviewing the implementation of the Action Plan and the Accessibility Strategy
- The Support for Learning Manager provided in-service training for all Equalities Co-ordinators in educational establishments on the Equality Act 2010 and the revised duty with regard to education. Equalities Co-ordinators are responsible for ensuring that staff working in their establishment are aware of the Equalities Act and associated duty
- Impact assessments are completed, as appropriate, for each new or revised policy, practice or procedure that goes before the Education Committee
- Impact assessments are published on the Dundee City Council website (www.dundee.gov.uk) along with the accompanying Committee Report
- All education establishments complete annual progress reports on implementing the Scheme and promoting equality and diversity

Objective 2

Involving communities of interest in the delivery of Dundee City Council's single Equality Scheme

Outcome: Engagement and involvement of stakeholders results in fewer inequalities and elimination of discrimination

- Focus Groups are utilised widely across establishments as part of the regular review process to seek the views of pupils, parents, staff and other key partners
- Parent and pupil surveys are used on alternate sessions to ensure establishments can be responsive to stakeholders' views
- Pupil Councils and the City Wide Pupil Council provide a meaningful voice for pupils to express their views. Pupil Councils operate in our mainstream schools, our Off-site Learning Centres and Kingspark Special School. Many schools report that they seek to encourage the formation of a Pupil Council which is fully representative of their community population.
- Alternative means of communication such as: BSL signing, interpreter, Braille etc, are utilised by establishments, as appropriate, to facilitate participation of stakeholders.
- Monitoring and tracking processes within establishments allows for the analysis of collated data on the achievement and attainment of children and young people who are looked after and protected groups.

Objective 3

Mainstreaming and Sustainability of Equalities in Dundee City Council

Outcome: Our schools are inclusive communities where staff, pupils and parents feel equally valued and respected.

- Over 170 support staff from across the city applied to attend training on Building Positive Relationships. This training is currently being delivered by a multi-agency team. The theme of the training is the promotion of inclusion by developing a positive learning environment through nurturing relationships between staff and pupils.
- Many establishments participated in the training offered by "respectme", Scotland's Anti-Bullying Service. Staff reported that they found this training very informative and helpful in supporting all young people.
- One secondary school benefited from training from the Sensory Service on cochlear implants. This training was supported by the direct involvement of a S6 pupil from another school who has a cochlear implant. The pupil gave a very clear account of what it is like to be a pupil with a cochlear implant in a busy mainstream school.
- Staff from our Bi-lingual Pupils' Support Service attend enrolment and review meetings to support families whose first language is not English. Support at enrolment meetings is particularly important to make such families feel included and welcome.
- A nursery school reports an initiative which involves parents coming into the nursery to read to the children in their home language
- Schools report supporting newly arrived Polish speakers through the creative use of peer support by senior pupils who are also Polish and fluent in English.
- A primary school reports the creation of a Parent/Pupil Homework Club. The school operates the club after school hours and encourages parents to come in and work with their child on homework tasks. Parents can also access resources at school which would otherwise not be possible.
- A cluster involving establishments at nursery, primary and secondary level are working collaboratively with voluntary organisations on a project on domestic abuse within the context of gender inequality. This project seeks to raise awareness of domestic abuse as part of a preventative education programme within the context of Curriculum for Excellence. The National Domestic Abuse Delivery Plan Officer from the Scottish Government has recently visited Dundee to support the continued development of partnership work in this area.
- The recently formed Dundee Domestic Abuse Partnership has strengthened relationships and developments between the Education Department and the City's Violence Against Women Partnership.
- Homophobic bullying is dealt with in secondary school Personal and Social Education programmes. A secondary school reports that additional training has been provided to give staff greater confidence in responding to reports of homophobic incidents, should they occur.
- A primary school reports an initiative to support parents to become proficient in the use of makaton signing. The aim of this initiative is to offer continuity of communication strategies between home and school. Makaton signing continues to be provided as a core aspect of the department's CPD provision to staff.
- Many establishments report the wide variety of events held to encourage parental involvement e.g. Quiz Nights, Concerts etc.
- Parents' Nights in schools are often held as multi-agency discussions with flexible appointments to enable greater access by parents.
- Secondary schools are now working with the Violence Against Women Partnership's Children and Young People's worker to increase involvement in the domestic abuse White Ribbon Campaign.
- Information to parents is tailored to specific needs e.g. Newsletter emailed to parent to allow conversion to Braille.
- Extensive training has been made available to staff on Child Protection issues. Regular updates on child protection are made available to staff through email, GLOW, bulletins etc.
- All training events are evaluated by participants to ensure quality and relevance of training opportunities
- The Research, Training and Support Group jointly chaired by Quality Improvement Officer Support for Learners and the Principal Educational Psychologist continue to identify areas of study which enhance the learning experience.
- The work of the Department and its establishments in promoting equality is underpinned by a number of initiatives. For example, the table below is an extract from the report by the acting

Active Schools Manager entitled *Active Schools 2010-2011*, which illustrates progress made in promoting disability, gender and race equality in school communities.

Key Outcome - Increasing participation amongst “hard to reach groups” by adopting a targeted approach towards:

- girls and young women
- children and young people with a disability
- children and young people from black and minority ethnic backgrounds (BME)
- children and young people in areas of socio-economic disadvantage (regeneration / SIMD areas)
- children and young people not currently involved in physical activity and sport

Performance Indicator	Target	2010 Figure	Achieved	
			Yes	Not yet
10% Increase in participation of girls at primary level	3853	3868	✓	
Increase in participation of girls and young women in physical activity and sport in each secondary	5%	3%		✓
Establish a Fit for Girls Programme in each secondary school	9 Schools	9 Schools	✓	
Increase in disabled pupils participating across the authority	10%	Prim - 18% Sec - 16% AVG - 17%	✓	
Start new classes for BME girls across the authority	2	Prim - 2 & Sec - 1	✓	

Dundee is leading the way for recruiting Students (**339**) as volunteers to support the delivery of active sports in our communities.

Outcome: Workforce planning ensures appropriate level of experienced staff

- Schools report that they have received effective support from Human Resources to tackle levels of short-term absence
- Retention and Redeployment Policy and Procedures have been reviewed and revised to support the continued employment of people with a disability
- Application forms have been revised to reflect the 2010 legislation with regard to the collection of personal data and references.
- Training continues to be offered to managers in recruitment and selection procedures

In Conclusion

Much progress has been evidenced across educational establishments in the implementation of the Action Plan. All establishments strive to understand and meet the diverse needs of the communities they serve. We will continue to seek to advance equality of opportunity and foster good relations to eliminate discrimination, harassment and victimisation.