

ITEM No ...4.....

REPORT TO: POLICY AND RESOURCES COMMITTEE – 30 OCTOBER 2017

REPORT ON: EQUALITY OUTCOMES 2017-2021

REPORT BY: CHIEF EXECUTIVE AND EXECUTIVE DIRECTOR OF CHILDREN & FAMILIES

REPORT NO: 340-2017

1. PURPOSE OF REPORT

1.1 To seek approval for the Equality Outcomes to be adopted by Dundee City Council for the period 2017-2021, including specific requirements for Children and Families Service (Education Authority) in accordance with the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012.

2. RECOMMENDATIONS

2.1 It is recommended that the Committee approve:

- i) Equality Outcomes for Dundee City Council for 2017 – 2021, as outlined in Appendix 1
- ii) Equality Outcomes for Children and Families Service (Education Authority) for 2017 – 2021, as outlined in Appendix 2

3. FINANCIAL IMPLICATIONS

3.1 There are no financial implications. Equality and diversity planning and implementation will continue to be contained within existing corporate and service budgets.

4. BACKGROUND

4.1 The Equality Act 2010 (the Act), came into force on 5 April 2011. The Act places a general equality duty on public authorities to pay due regard to the need to:

- Eliminate discrimination;
- Advance equality; and
- Foster good relations across the range of protected characteristics.

4.2 The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 placed a duty on Dundee City Council and Dundee Education Authority to publish Mainstreaming Equality reports by 30 April 2013 and to report every two years after that on progress. It also requires public authorities to publish a fresh set of equality outcomes every four years.

4.3 Equality Outcomes describe immediate benefits such as changes in awareness, knowledge, skills and attitudes or longer-term benefits such as changes in behaviours, decision-making, or social and environmental conditions, which enable the authority to better perform the general equality duty and report progress towards meeting its Equality Duty. By focusing on outcomes rather than objectives, the aim is to bring practical improvements in the life chances of those who experience discrimination and disadvantage.

4.4 Reference is made to Article VIII of the minute of the meeting of this Committee of 24 April, 2017 and Article II of the minute of meeting of the Children and Families Service Committee of 24 April 2017, when it was agreed that Dundee City Council and Children and Families Service (Education) Equality Outcomes for 2017 to 2021 were to be developed following consultation with protected characteristic communities in Dundee and aligned with our key strategic planning processes being undertaken during 2017. It was agreed by the Equality and Human Rights Commission that Dundee City Council and Children and Families Service (Education) equality outcomes would be published no later than the end of October 2017.

4.5 Earlier this year, Dundee City Council, the Children and Families Service (Education) and partner agencies hosted a Community Consultation event to identify key issues to inform the development

of the City Council's equality outcomes. Over 65 people attended, representing agencies and individuals who are active in the areas of age, disability, sex, gender reassignment, race, religion or belief and sexual orientation communities.

- 4.6 The main issues and comments raised during this event, summarised below, were used in the development of Dundee City Council's new proposed equality outcomes:

Employment:

- Disability: worried about disclosing (disability) and the stigma attached to disability.
- British Sign Language: users and migrant communities not able to read English.
- Young people: want better links between schools and employers to promote the opportunities available and the skills needed.
- Young BME people: encouraged to consider modern apprenticeships.
- Gender: need for inspirational talks at schools from women in traditional men's roles, need to promote work experience opportunities.
- Sensory loss: lack of confidence of some with a sensory loss; literacy levels of some deaf young people poor; need for interaction with Multi-Sensory Service so that Teachers and support staff working with Deaf and with Visually Impaired Children/Young People can encourage those they support to explore this possibility
- LGBT: lack of understanding by employers of basic equalities principles in relation to Lesbian, Gay, Bi-sexual and Transgender issues.

Housing:

- Housing / Communities Officers proactively promoting community engagement in housing issues.
- How do we engage people on housing issues who are on the margins of society?

Community involvement:

- Migrant / Refugee communities: need awareness of how they can be involved in community planning in their first / home language.
- Young BME people: involve S6 pupils from the BME community and the Dundee Youth Council in community planning.
- Deaf / BSL users: forge links/relationships with agencies and individuals to address the uncertainty and mistrust the community often feels when engaging with public authorities.
- LGBT : Engage the LGBT community on bigger city issues
- Older Adults: Need to better connect to older equalities groups.
- Cross cutting: Connect city-wide and equalities discussions; Showcase positive results that emerge from engagement and involvement

Transport:

- People with disabilities: Dundee Partnership need better integrated and accessible transport facilities.
- Frail people: the taxi card subsidy value is reducing as is the use of taxi-card due to costs leading to increased social isolation and subsequent health issues.
- BME women: identified transport costs as a barrier to involvement in community and social opportunities.

- 4.7 Monitoring and reporting on progress on each equality outcome will be recorded on the Council's performance management system. Named service area representatives will report quarterly to the Corporate Equality Steering Group on their progress toward meeting their services equality outcomes. Any updates or policy changes required to continue to meet our equality duties will be subject to Committee approval. The next bi-annual Mainstreaming progress report will be scheduled for Committees in March 2019.

5. POLICY IMPLICATIONS

- 5.1 This report has been subject to an assessment of any impacts on Equality & Diversity, Fairness & Poverty, Environment and Corporate Risk. A copy of the Impact Assessment is available on the Council's website at www.dundee.gov.uk/iiia/reports.

5.2 There are no major issues. The Equality Outcomes will have a positive impact on the lives of some of the most vulnerable and/or marginalised people in Dundee and will support staff and families to promote inclusive communities.

6. CONSULTATIONS

6.1 The Council Management Team have been consulted in the preparation of this report.

7. BACKGROUND PAPERS

7.1 None

David R Martin
Chief Executive

..... 20/10/2017

Dundee City Council Equality Outcomes 2017-21

Driver/Legislation/ Protected Characteristics Groups	Outcome	Evidence	Intermediate Outcome	Timescale
<p>Equality Act 2010</p> <p>City Plan for Dundee 2017-2026</p> <p>DCC Mainstreaming report 2017</p> <p>EHRC Research Report 77 'Opening up work'</p> <p>EHRC reports/good practice</p> <p><i>Relevant protected characteristics: age, disability, sex, gender reassignment, race, religion or belief and sexual orientation communities.</i></p>	<p>1. Increase the level of disclosure of employee equality information</p>	<p>Increase in completion of Employee equality information</p> <p>Employee survey results, particularly for the Equality, diversity and fairness theme</p>	<p>1.1 Better awareness and understanding of the positive impact of equality data gathering and monitoring</p> <p>1.2 Engage with relevant staff/community groups/trade Unions to better understand any barriers to improving completion of equality information</p> <p>1.3 Changed policies and practices, as appropriate, following a review best practice on improving equality data gathering and monitoring</p>	<p>March 2018</p> <p>June 2018</p> <p>October 2018</p>

Lead Service Area / Nominated Officer - Corporate Services / Val Ridley

Driver/Legislation/ Protected Characteristics Groups	Outcome	Evidence	Intermediate Outcome	Timescale
<p>Equality Act 2010</p> <p>Housing (Scotland) Act 1986; Housing (Scotland) Act 2006</p> <p>City Plan for Dundee 2017-2026</p> <p>Where Gypsy/Travellers Live: Equal Opportunities Committee Inquiry, March 2013</p> <p>Engage Dundee Findings</p> <p><i>Relevant protected characteristics: Gypsy traveller communities.</i></p>	<p>2. Dundee City Council's Gypsy/Travellers' sites are well maintained and managed, and meet the minimum site standards set in Scottish Government guidance</p> <p>2a. Residents at the Balmuir Wood site do not experience social exclusion</p>	<p>Feedback from engagement with users of Dundee City Council's gypsy traveller site</p>	<p>2.1 Engage with Gypsy/Traveller communities at the Balmuir Wood site to raise awareness of Scottish Government guidance on standards for traveller sites.</p> <ul style="list-style-type: none"> • Remove current barriers and review existing practices for accessing local amenities and services. • Empower tenants to take part in landlord's decision making process regarding improvements to the site. • Include specific actions to address this outcome in a review of the Balmuir Wood site Action Plan. <p>2.2 Undertake further consultation with Gypsy/Traveller communities to discuss environmental improvements.</p> <p>2.3 Remove current barriers for accessing local amenities. Empower tenants to take part in landlord's decision making process regarding management of the site. Include specific actions to address this outcome in a review of the Balmuir Wood site action plan.</p>	<p>November 2017 then every 3 months</p>

Lead Service Area / Nominated Officer – Neighbourhood Services / John Wolstencroft

Driver/Legislation/ Protected Characteristics Groups	Outcome	Evidence	Intermediate Outcome	Timescale
<p>Community Empowerment (Scotland) Act 2015: Scottish Government Consultation on Community Empowerment:</p> <p>City Plan for Dundee 2017-2026</p> <p>Engage Dundee Findings</p> <p>National Standards for Community Engagement Community Consultation Event June 2017</p> <p><i>Relevant protected characteristics: Age, disability, sex, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sexual orientation.</i></p>	<p>3. Protected characteristic communities and those living in poverty are actively involved in community planning to ensure that policies and practices reflect their needs</p>	<p>Base line understanding of the current CPP members from protected characteristic groups</p> <p>Plan to engage target communities</p> <p>Promotion events, numbers/characteristics/ feedback</p> <p>Changes to practice to support wider engagement (eg Accessible venues/ communication supports/time tabling of meetings, funding etc)</p> <p>Report on changes to composition of CPP's membership</p>	<p>3.1 Establish base line equality monitoring of current membership of CPP's.</p> <p>3.2 Develop engagement strategy and calendar of events to promote and facilitate engagement with community organisations.</p> <p>3.3 Briefing to elected members to engage their support in engaging with equality groups</p> <p>3.4 Strengthen links to CPP processes with equality groups</p>	<p>January 2018</p> <p>February 2018</p> <p>April 2018</p> <p>October 2018</p>

Lead Service Area / Nominated Officer – Chief Executive's / Peter Allan

Driver/Legislation/ Protected Characteristics Groups	Outcome	Evidence	Intermediate Outcome	Timescale
<p>Equality Act 2010</p> <p>City Plan 2017-2026</p> <p>Engage Dundee Findings</p> <p>Community consultation on demand responsive transport</p> <p>Accessible transport policies and practices</p> <p><i>Relevant protected characteristics: Age, disabilities.</i></p>	<p>4. Communities in the City and in particular adults with disabilities/mobility related issues, have accessible and sustainable transport solutions</p>	<p>Consultation with users of existing Taxi Card Scheme solution</p> <p>Engagement with community groups supporting people with disabilities</p> <p>Development a demand responsive transport solution</p> <p>Long term minibus vehicle replacement programme</p>	<p>4.1 Understanding of users like/dislike about the services to ensure that future solutions meet the most important needs for target user groups.</p> <p>4.2 Develop sustainable transport solutions – draft report for consultation</p> <p>4.3 Implement agreed transport solutions</p>	<p>December 2017</p> <p>March 2018</p> <p>March 2019</p>

Lead Service Area / Nominated Officer – City Development / Neil Gellatly

Children and Families Service (Education Authority) Equality Outcomes 2017-21

Introduction

The Education Equality Outcomes identified for 2017-2021 have all arisen from the recent improvement planning processes associated with the Tayside Children, Young People and Families Plan and the Dundee City Plan (Children & Families Service). In particular, the delivery groups with responsibility for Education 5-18+, Health & ASN and Promoting Fairness include priorities, actions and measures which aim to have a positive impact on protected characteristic groups. More detailed outcomes and actions which relate to nurseries and schools are contained within the 'Supporting Learners Policy Framework'. <http://www.dundee.gov.uk/publication/supporting-learners-policy-framework>

Equality Outcomes in Education

The Equality Outcomes which have been developed in 2017 form the basis of planning for Equalities and Accessibility in the Children and Families Service. Each Equality Outcome, and the associated tasks are set out below:

1. Children and young people will not experience discrimination, harassment or victimisation in our education establishments

1.1 Ensure there is a reduction in the number/rate of bullying incidents which are perceived to be motivated by a protected characteristic

The Equality Mainstreaming progress report (April 2017) provided an analysis and baseline measure of bullying incidents which were perceived to be motivated by a protected characteristic. Use of this data, along with implementation of the service's revised Anti-Bullying Guidance, will form part of schools' self-evaluation and improvement planning under 'Equalities, Wellbeing & Inclusion'. The other outcomes and tasks which follow will contribute to ensuring that there is a reduction in the number/rate of bullying incidents.

1.2 Implement policy and practice which supports the development of friendships and support structures for children and young people.

All nurseries and schools will implement the national Nurture Approaches Framework which provides a range of actions and self-evaluation measures related to the central place of relationships in promoting children and young people's wellbeing.

More targeted approaches have been introduced for specific groups of young people. The AIM programme is one which provides access to education and social inclusion for young people who are unable to attend school as a result of mental health and emotional wellbeing needs. AIM has been developed in partnership with young people and in an environment where the young person's emotional need for connection, belonging and to feel success are met in a positive way. AIM is now in place for every secondary school in Dundee, in partnership with The Corner.

Continued implementation of the Autism Strategy (2014-2024) for integrated children's services in Dundee provides a specific focus on the need to raise awareness among the workforce and wider community of the strengths and barriers which those living with Autism can experience. Partnership working across Voluntary Sector providers and the Children & Families Service includes a focus on sign-posting families to activities in Dundee where children can participate in play and learning with their peers.

1.3 Raise awareness of the specific needs of pupils in our education establishments who have a protected characteristic.

We will continue to deliver the annual e-learning module with all Education staff in August with reflective questions and prompts/examples of good practice to refer to. This is based on indicators from Education Scotland. Awareness of the needs of children and young people with a disability is raised regularly through different strategic and planning networks with schools and partners, such as the Supporting Learners Management Groups. These groups meet termly to monitor and plan for meeting diverse learning needs in their local community.

Raising awareness and promoting equality of opportunity for young people who are LGBT has been a focus for improvement over the last two years. With the assistance of LGBT Youth Scotland, we are working towards the Children and Families Service gaining the LGBT Chartermark this year.

2. Children and young people will experience equality of opportunity when accessing education and gain a diversity of attainment and achievement awards

2.1 Implementation of the National Improvement Framework, with regard to closing the Equity gap for children and young people who experience inequalities, including those who are looked after and those with complex needs.

The priorities and measures for this key outcome are addressed mainly through the Education Plan (2017) which takes account of the Attainment Challenge and National Improvement Framework. In order to monitor the extent to which the equity gap is reduced for children and young people with a disability or other protected characteristic, data sampling of targeted cohorts will take place on an annual basis.

The delivery groups will also track and monitor outcomes in relation to children and young people who are looked after and accommodated, and those with additional support needs. Actions include increasing the diversity of attainment and achievement awards gained for those with ASN; ensuring that all schools provide an environment to meet diverse learning and communication needs; and enabling looked after children and Care Leavers to develop or maintain positive relationships with their family, friends, professionals and other trusted adults.

2.2 Use of data sets to ensure that young people with protected characteristics are making progress in education.

All educational establishments are required to report on Equalities through the Quality Improvement framework. School improvement plans monitor and evaluate under the quality indicator 'Wellbeing, Equalities and Inclusion'.

The triangulation of data from different sources is necessary in order to gain meaningful picture of how children and young people with protected characteristics are progressing in education. Performance data related to the National Improvement Framework, such as CfE levels and standardised assessments will be triangulated with sampled data from Seemis (ASN Census); Mosaic (Wellbeing information); and data such as qualifications in other languages and ESOL for those who are bilingual.

Wider outcome measures for children and young people with complex and additional support needs (disabilities) have been agreed through planning for the forthcoming Children's Plan and Local Outcome Improvement Plan. These measures will contribute to data sets for ensuring that meaningful progress is measured and trends identified in improvement for those who may not achieve national benchmarks.

2.3 All schools will provide an environment to meet diverse learning and communication needs

Enhanced Support Areas (ESAs) will be established in identified schools in every local community. Using the ABLe framework (www.abelschools.org.uk) as a basis for universal inclusive classrooms, schools will be validated where they meet the standards for Enhanced Support Areas. This includes practice which meets diverse social and communication needs and is Autism-friendly.

In response to various national and local drivers in relation to Equalities and Additional Support Needs, a new ASN, Equalities & Inclusion Service will be established by August 2018 to provide a

holistic approach and intervention for children and young people who experience inequalities. This service will be a re-structure of current services for Multisensory, Bilingual and Outreach provision. Specialist teachers and support assistants will work alongside nursery and school staff, to plan and deliver programmes for children with diverse and complex needs.

3. Children and young people will experience a sense of inclusion, belonging and participation

3.1 Ensure that children and young people with complex and enduring needs experience high quality support within their local community; and that their views are heard

3.2 Partnership working to increase the opportunities for young people to be included in pupil councils; and leisure and recreation activities in their local community including out-of-school care provision

Learning and workforce development for support assistants in nurseries and schools over the last year has included joint working with D&A College to deliver a professional development award. A new post has been established of Senior Learning & Care Practitioner to build the capacity of support assistants in cluster areas and develop specialisms in intimate health and care needs, communication needs and social and emotional needs.

All pupil councils will include a child or young person with additional support needs or other protected characteristic to ensure that their voice is heard and awareness/understanding of difference is valued across the whole school. We will establish an Inclusion Ambassadors forum in Dundee, similar to the national forum which has Dundee pupils represented on it.

Staff training and development for out-of-school care clubs is being planned in order to build the capacity of both staff and the environment to be more accessible and inclusive for children with additional support needs. The Active Schools programme works in partnership with the Children & Families Service to identify school communities where children with additional support needs can have greater accessibility to sport and leisure facilities.

Strategic planning for children and young people with protected characteristics under the Equalities Act 2010 including those with disabilities, takes place through the Complex and Additional Support Needs Delivery Group. As one of the key delivery groups for the forthcoming Children's Plan and Local Outcome Improvement Plan, the key priority is to improve outcomes for children and young people with complex and additional support needs; and to ensure that they lead lives which ensure that they will have access to the same opportunities as others and have a good quality of life. Therefore partners to the plan address barriers to accessibility, inclusion and equalities which impact on children and young people's development and their participation in their local community.

Our Equality Duty in regard of Education Staff

We have a duty to apply the General Duty in regard to staff employed by Dundee City Council to work within the Children and Families Service. As such, education staff benefit from the support of corporate policy and procedures for recruitment, retention, absence management, and reasonable adjustments.

The Children and Families Service utilises a reporting system to monitor violent incidents involving members of staff. The system allows reports to be run which identify if the incident was motivated by a protected characteristic. Employment information, for Education staff, relating to: protected characteristics, equal pay, recruitment, development and retention can be viewed by clicking on the following link <http://www.dundee.gov.uk/equanddiv> to the corporate Equality Outcomes.

Consultation and Involvement

Consultation and involvement is an ongoing process which promotes dialogue and stimulates change through network groups with parent and partner groups. Focus groups, parental/pupil/staff surveys, school reviews, staff professional development and review process are all examples of methodology used on an ongoing basis as a means of consulting and involving others. The forthcoming Children's

Plan includes an outcome which will ensure that children and young people's voices inform and improve the quality of their experience and outcomes. Increasing the awareness of and use of alternative and augmented communication methods will be central to improvement in this area. Consultation with communities formed part of the wider consultation for establishing the Education Equality Outcomes, along with developing the Supporting Learners Policy Framework.

Children & Families Service (Education Authority) Equality Outcomes 2017 -21

Driver/Legislation/ Protected Characteristics Groups	Outcome	Evidence	Intermediate Outcome	Timescale
<p>Children and Families: Complex ASN Delivery Group Plan; Promoting Fairness Delivery Group Plan</p> <p>Supporting Learners Policy Framework</p> <p>How Good Is Our School 4: QI 3.1 Wellbeing, Equalities and Inclusion</p> <p><i>Relevant Protected characteristics: Disability; Gender re-assignment; Race; Religion or belief; Sex</i></p>	<p>1. Children and young people will not experience discrimination, harassment or victimisation in our education establishments</p>	<p>Equalities Bullying data 2016-17</p> <p>Community Consultation Event June 2017</p> <p>Nurture Bulletin with implementation plan (June 2017)</p> <p>LGBT Chartermark</p>	<p>1.1 Ensure there is a reduction in the number/rate of bullying incidents which are perceived to be motivated by a protected characteristic.</p> <p>1.2 Implement policy and practice which supports the development of friendships and support structures for young people including: Nurture Approaches Framework for all nurseries and schools; AIM for Schools provision for young people experiencing anxiety.</p> <p>1.3 Raise awareness of the specific needs of pupils in our education establishments who have a protected characteristic.</p> <p>1.4 Children and Families Service will gain the LGBT Youth Scotland Chartermark (bronze).</p>	<p>April 2018</p> <p>August 2017</p> <p>April 2018</p> <p>August 2017 and annually thereafter</p>

Driver/Legislation/ Protected Characteristics Groups	Outcome	Evidence	Intermediate Outcome	Timescale
<p>Children and Families: Complex ASN Delivery Group Plan; Education Plan for Dundee City Council</p> <p>Supporting Learners Policy Framework</p> <p>How Good Is Our School 4: QI 3.1 Wellbeing, Equalities and Inclusion</p> <p><i>Protected characteristics: Disability; Gender re-assignment; Race; Religion or belief; Sex</i></p>	<p>2. Children and young people will experience equality of opportunity when accessing education</p>	<p>Data gathered for Attainment Challenge since August 2015</p> <p>Key Performance Indicators identified in LOIP for complex and additional support needs; and LAAC/LAC</p> <p>ASN Census data 2013-2017</p>	<p>2.1 Implementation of the National Improvement Framework across all nurseries and schools, with regard to closing the Equity gap for children and young people who experience inequalities, including those who are looked after and those with complex needs.</p> <p>2.2 Use of data sets ensure that young people with protected characteristics are making progress in education.</p> <p>2.3 All schools will provide an accessible environment to meet diverse learning and communication needs.</p> <p>2.4 Establish a new ASN, Equalities and Inclusion Service to provide a holistic approach and intervention for children and young people who experience inequalities.</p>	<p>August 2018</p> <p>August 2018</p> <p>April 2019</p> <p>August 2018</p>

Driver/Legislation/ Protected Characteristics Groups	Outcome	Evidence	Intermediate Outcome	Timescale
<p>Children and Families: Complex ASN Delivery Group Plan; Education Plan for Dundee City Council</p> <p>Supporting Learners Policy Framework</p> <p>How Good Is Our School 4: QI 3.1 Wellbeing, Equalities and Inclusion</p> <p><i>Protected characteristics: Disability; Gender re-assignment; Race; Religion or belief; Sex</i></p>	<p>3. Children and young people will experience a sense of inclusion, belonging and participation</p>	<p>Number of children and YP with complex and ASN on pupil councils</p> <p>Number of children and YP consulted via symbolized tools, Wheels, talking mats, completed in schools.</p> <p>% of children with a Disability (Physical, Sensory or Learning) participating in school sport activity and/or out-of-school care clubs</p>	<p>3.1 Ensure that children and young people with complex and enduring needs experience high quality support within their local community; and that their views are heard. They say they feel safe, healthy, included, active.</p> <p>3.2 Partnership working to increase the opportunities for young people to be included in leisure and recreation activities in their local community including out-of-school care provision.</p>	<p>August 2019</p> <p>August 2019</p>

