

**REPORT TO: EDUCATION COMMITTEE - 27 FEBRUARY 2012**

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

**REPORT BY: DIRECTOR OF EDUCATION**

**REPORT NO: 67-2012**

## **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 taken forward. 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 at <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

Michael Wood  
Director of Education

February 2012

MW/EW

# Annual Report for 2011 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 second 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 17,316 children and young people (September 2011 Census) in 36 primary schools, 9 secondary schools, 1 special school and an offsite education service comprised of 5 learning centres. Of those 17,316 pupils, 51% are boys and 49% are girls. In 2011, more than 2,470 nursery aged children received services in 28 local authority and 20 private provider nursery settings.

In 2011, Support for Pupil's, the Education data-base recorded 488 young people with an assessed disability in mainstream primary and secondary schools. A further 113 young people with an assessed disability are presently educated in Kingspark Special School.

The census also records that over 1,287 children and young people attending Dundee schools are from declared minority ethnic backgrounds including Gypsy and other Travellers. This equates to approximately 7.4% 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 2011 Census shows that in our schools 96 children were described as being *New to English* (54% increase on 2010), 161 were at the stage of *Early Acquisition* (14% increase on 2010), 288 were *Developing Competence* (9% increase on 2010) with the remaining 625 children reaching competence or fluency (4% increase from 2010).

The annual Bi-lingual Pupils' Support Service audit for 2011 illustrated the wide range of languages spoken in our establishments as follows:

- Nursery 50 (this reflects a 39% increase on 2010)
- Primary 63
- Secondary 52

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

The examples below are extracts from the annual reports which illustrate how education establishments endeavour to achieve the outcomes within the 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
- A team from the Equalities Group provided training to representatives of all education establishments across the city on values and beliefs
- The Support for Learning Manager makes available to all establishments a power-point presentation for all staff on Equality and Diversity. Leaflets which can be customised are also made available
- 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](http://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 (our Pupil Council ensure that all representatives have the facilities required to express their views e.g. PECS, Dynavox, adult support).

- 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, augmented communication systems 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 within a protected groups.
- A school reported that rigorous scrutiny of self evaluation exercises and collations of surveys informs impact statements in the annual school review process. This builds on previous work and is helping to develop a culture of inclusion, participation and positive behaviour based on respect.
- Every educational establishment has a Parent Council supported by the departments Parental Involvement Officer
- A school reported that it's Parent Council was open to all parents and currently a representative cross section of their parent forum. Parents are also involved in the decision making process and are fully consulted. Parents have been fully informed as to school improvements and their views have been sought, particularly in relation to the implementation of CfE and assessment changes within the school.
- Our special school reported that they have an annual focus group event with partner agencies to discuss how they can improve the way in which they work together
- A secondary school reported that local neighbours are invited into the school for key events, and pupils go out to local care homes, shops and libraries for events (such as carol singing) to encourage integration between the school and the community.

### **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.

- A nursery reported that their staff are aware of parents who do not read or write well and through daily contact ensure they too are aware of developments in the nursery. We organised a 'Make a book' six week block with Adult Literacy to help parents support the children in their learning. We organised a craft evening so families could come into nursery and enjoy making things together, staff and parents used the time to get to know each other better.
- BPSS are involved in the additional teaching of those children with English as an additional language. They support enrolment procedures, this includes enhanced information to support families who are new to English and the country. This service advises teaching staff of how to best meet the needs of our children with EAL.
- A school reported that it's twitter site is now up and running informing parents of school events and the school continues to promote parental involvement through the parent council and open invitations into school at concerts and other school events.
- A school reported on Focus on Literacy Week where parents read to children in their own language.
- A school reported on their Open Tuesdays which offers parents the opportunity to come into school and work alongside their children in the classroom.
- One school reported on it's Pupil Council which has representation from P3 to P7. Older pupils seek the views of the children in classes not represented on the Council. They have been involved in the decision making process with regard to a number of school improvements and developments such as enterprise education, eco projects such as rag bags, additional physical activities, walking to school (WOW project undertaken in conjunction with STRIDE), playground games and activities to name but a few.
- A school described the process of developing Pupil Learning Logs which also seeks the views of parents and pupils regarding their progress and learning.

- Many schools reported that meetings with parents ,who find school buildings create a physical barriers, hold meetings on the ground level in alternative locations.
- A school reported that awareness of religious festivals influences our arrangements for parental engagement events.
- A school reported that their policies including an Equality and Inclusion policy contain solution oriented statement which identifies the centre's values in respect of the uniqueness of each person.
- A secondary school reported on an initiative where senior pupils were trained to support S1 pupils through weekly 'drop-in' sessions. The pupil drop-ins are regularly supported by partner agencies with increasing links with Leisure and Culture Dundee.
- A nursery reported on their different parent groups e.g. a bilingual parents' group with input on play and positive behaviour. They also support individual parents through The New Forest Parenting Programme. Parents are consulted on curriculum planning fortnightly and learning intentions are shared with them. There are information notice boards and leaflets for the parents.
- Newsletters and letters can be translated into Polish and Urdu. Interpreters are invited to meetings (parent's nights and events). Increased numbers of parents attend school events and provide opinions (often written in home language which is then translated)
- A school reported that they ran a Polish Club at lunchtimes where Polish pupils teach basic Polish to other pupils and teachers. Older children provide peer support and translation for younger children.
- A school reported that their extra-curricular clubs are open to all including both genders, e.g. football.
- A nursery reported on their Monday parents' group involving parents in workshops which inform them and help their understanding of child development.
- A school reported that a consistent whole school approach to raising awareness and understanding of rights and responsibilities including equality and diversity has been promoted through all pupils taking part in project work with the RCT teacher based on the UN Convention of the Rights of the Child.
- Our special school reported that training in Makaton, Derbyshire, PECS and other forms of Alternative Augmentative Communication is planned on an ongoing basis in close consultation with Speech and Language Therapy. This year we have had training on Routes for Learning delivered by Educational Psychology and Objects of Reference delivered by our onsite Speech and Language Therapist.
- A school reported that it was host to a PhD Research in collaboration with University of Dundee, looking into developments into the use of the Phonic Stick as an aid to pupils in school. The Phonic Stick aided pupils who have speech difficulties and through manipulating a joy stick, they were able to communicate phonic sounds in their class setting with the aid of the computer.
- A school reported that Lisa Houston from Scottish Government Positive Behaviour Team delivered Restorative Practices Training to all staff.
- For the second year running 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 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.
- 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 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 Active Schools Manager 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	2011 Figure	Achieved	
			Yes	Not yet
<b>10% Increase in participation of girls at primary level</b>	3853	<b>4479</b>	✓	
<b>10% Increase in participation of girls and young women in physical activity and sport in each secondary</b>	<b>1609</b>	1770	✓	
<b>Establish a Fit for Girls Programme in each secondary school</b>	9 Schools	<b>9 Schools</b>	✓	
<b>Increase in disabled pupils participating across the authority</b>	10%	<b>Prim - 18% Sec - 16% AVG - 17%</b>	✓	
<b>Start new classes for BME girls across the authority</b>	2	<b>Prim - 2 &amp; *Sec - 1</b>	✓	

(Revised targets are set annually in regard to Active Schools.)

\*All clusters were offered they opportunity to set up a class for BME girls currently Harris is the only cluster to have advanced this.

**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
- Job descriptions have been revised to provide a more streamlined, coherent approach
- Training continues to be offered to managers in recruitment and selection procedures

- Flexible recruitment and training of sessional bi-lingual workers ensures a responsive approach to address the varying language needs across the city
- An e-learning programme has been developed by the Equality Core Group for use across the council to support induction of new and existing staff with regard to understanding equalities.

### **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.