

**ITEM No ...2.....**

**REPORT TO: CHILDREN AND FAMILIES SERVICES COMMITTEE - 24 APRIL 2017**

**REPORT ON: MAINSTREAMING EQUALITY PROGRESS REPORT 2015-2017**

**REPORT BY: EXECUTIVE DIRECTOR OF CHILDREN AND FAMILIES SERVICE**

**REPORT NO: 151-2017**

**1.0 PURPOSE OF REPORT**

1.1 To gain approval for the Education Equality Progress Report which forms part of the Mainstreaming Equality Progress Report 2017 in accordance with the Equality Act 2010, (Specific Duties) (Scotland) Regulations.

**2.0 RECOMMENDATIONS**

2.1 The Committee is asked to approve:

- (i) Dundee City Council's Children and Families (Education) Mainstreaming Equality Progress Report 2015-2017.

**3.0 FINANCIAL IMPLICATIONS**

3.1 Equality and Diversity planning and implementation will continue to be contained within existing corporate and departmental budgets.

**4.0 MAIN TEXT**

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 and every four years publish a new Mainstreaming Equality report.

The report must contain:

- A mainstreaming report.
- A report on progress made towards achieving equality outcomes.
- Annual employee information together with details of the progress made in gathering and using the information to better meet the duty.
- Updated gender pay gap information.

4.3 Both reports will be published in full on the Council's Equality Web pages and summary versions made available in British Sign Language, Easy Read versions and in other community languages on request.

- 4.4 The Dundee City Council Equality Outcomes for 2017 to 2021 are to be developed over the coming months in consultation with protected characteristic communities in Dundee. This will be after the Local Outcome Improvement Plan (LOIP) has been agreed by the Dundee Partnership and the subsequent Dundee Council Plan has been formulated for agreement by the new Council. This will allow for the new Equality Outcomes to be part of the strategic planning of the Council as per the previous mainstreaming of the 2013-2017 Equality Outcomes and be an integral part of the Council's activities.

The Equality Outcomes will be based on the Dundee LOIP's city-wide strategic themes and partnerships as well as the cross-cutting themes and partnership development priorities.

This will be the subject of a subsequent report to the Policy and Resources Committee.

- 4.5 Dundee City Council is succeeding in its aim to place Equality and Diversity at the heart of all it does. The 2016 Employee Survey, undertaken in August and September 2016, found that of the four Our People Strategy themes, Dundee City Council employees were most positive about Equality, Diversity and Fairness.

## **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 and Risk Management.

No major issues were identified.

## **6.0 CONSULTATIONS**

The Council Management Team has been consulted on this report.

## **7.0 BACKGROUND PAPERS**

None.

Paul Clancy  
Executive Director, Children and Families Service

April 2017

## APPENDIX 1

### Equality Outcomes 2015-17

#### Children and Families Service (Education), Dundee City Council

##### Introduction

The Children and Families Service provides an education service for a pupil population of 17,414 (September 2016 Census) in 35 primary schools, 8 secondary schools and 1 special school. In June 2016, 3257 children aged between 3 and 5 years received services in 28 local authority and 24 private provider nursery settings.

The annual census, taken in September of each year, shows that in 2016 there were over 2630 bilingual children and young people in Dundee schools and nurseries using 88 different languages. This equates to 9.5% of the school population. The census shows that over 3500 children and young people have additional support needs, of which 860 are assessed as disabled. This shows an increase of 7% since the 2015 census and the previous Equalities Report.

##### Equality Outcomes in Education: update on progress

The Equality Outcomes which were agreed in 2013 formed the basis of planning for Equalities and Accessibility in the Children and Families Service. The update since 2015 for each Equality Outcome, and the associated tasks follow.

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

*1.1 Ensure there are appropriate reporting procedures with regard to reporting incidents which are perceived to be motivated by a protected characteristic*

Authority-wide analysis of incidents perceived to be motivated by a protected characteristic has been improved with the full introduction in August 2015 of the Bullying Equalities module on Seemis (management information system). This facilitates recording, analysis and reporting of incidents at school, sector and authority levels. The data indicates that there were 400 Bullying & Equalities Incidents from April 2014 to the present. However, the system was not formally adopted until September 2015 so records prior to this date may be incomplete. It is not possible therefore to have any meaningful comparison with data which schools recorded at school level between 2013 and 2015.

Interpretation of the incidents to date indicates that: 33% (133) of them were recorded as 'not known' with regard to protected characteristics; 20% (83) were motivated by racial characteristics; 17.5% (69) related to body image; 5% (21) related to family circumstances; 4.5% (18) related to homophobia/sexual orientation; and 3.5% (14) related to disability. The majority of incidents were recorded in relation to pupils in S1/S2 at secondary school. This information will be shared with schools within the Equalities and Bullying staff awareness e-learning programme and through School Improvement Partnerships. It will be addressed by schools as part of their quality improvement planning in relation to Wellbeing, Equalities and Inclusion (HGIOS 4). The authority's Anti-Bullying Policy is currently being revised and will emphasise the actions which should be taken to ensure that children and young people will not experience discrimination, harassment or victimisation in our education establishments. An annual report will be provided to committee on progress.

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

The core approaches which were reported on in 2015 such as 'How Nurturing Is Our School', Restorative and Co-operative Learning, have all been sustained and continue to be central to school and nursery improvement planning. These city-wide approaches promote resilience and positive relationships between pupils. In addition, with the introduction of the authority's Play Strategy in 2016, all schools and nurseries in their local communities are promoting the importance of play and playfulness in our lives. A training day in 2016 for over 200 support assistants introduced school staff to a wide variety of indoor and outdoor opportunities for play across all age ranges.

In addition to the universal support structures referred to in the 2015 Equalities Report, 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. All of those who have participated in the last 2 years have gone on to positive post-school destinations. Plans are underway to introduce AIM for every secondary school in Dundee.

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

An annual e-learning module is shared 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 LGBTI 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. Three secondary schools and two primary schools are working towards gaining their Chartermarks at different levels (bronze and silver) and there has been increased awareness of the barriers which young people who are transgender face through the sharing of guidance with schools. 'Purple Friday' on 24 February was recognised across the authority to mark the end of LGBT history month. We will continue to work with LGBT Youth Scotland and local partners to raise awareness and promote equality of opportunity for young people.

**2. Children and young people will experience equality of opportunity when accessing education**

*2.1 Ensure both the Literacy and the Numeracy Strategies reflect the different learning needs of boys and girls, those with a learning disability and those with English as an additional language.*

***Gender differences in learning***

The Literacy Strategy continues to embed evidence-based active approaches to literacy which are having a positive impact on boys. The ABLe framework ([www.ableschools.org.uk](http://www.ableschools.org.uk)) is used by all schools to identify and address any specific barriers to learning which may be related to

protected characteristics. An ABLe school is one that continually adapts what is available universally to meet the needs of the greatest range of pupils in the school. ABLe includes research and strategies which address gender-related factors in numeracy, including motivation, mind-set and active approaches which engage boys. This work will also inform the development of the service's numeracy strategy.

### ***Pupils with a learning disability***

Alongside the universal ABLe Framework, targeted approaches are put in place to address barriers to learning and the need for reasonable adjustments for pupils with disabilities. The city-wide specialist services for Additional Support Needs which provide targeted support for staff and pupils are the Multisensory Support Service; The Outreach Team (0-18); and Kingspark Outreach Support. All services deliver staff training, advice and resources in partnership with NHS Tayside in relation to overcoming accessibility requirements for the physical environment; communication; and the curriculum.

For children and young people with a visual or hearing impairment, barriers to learning are addressed through the Multisensory Support Service (MSS) which supports over 200 children and young people from 0 -18 across Dundee. MSS staff support children and families with transitions into nursery, primary, secondary schools and on to work, college or university education. Of the 12 pupils with sensory loss who left school in 2016, all went on to college or university.

Some of the specialist tasks undertaken by the range of specialist staff include personalised adaptation of resources, assessments and exams for pupils to ensure that pupils can access the work of their class, can participate fully in assessment and can achieve in all aspects of their education.

Members of the service are qualified in Braille and in British Sign Language, skills that are specialised and not widely available to class teachers. Makaton is also used with some pupils and increasingly work is being done to enhance the learning of pupils with sensory loss and complex needs.

Pupils with visual impairment have been able to participate fully in a range of activities such as the Dundee Schools' Orchestra and school trips to France as a result of MSS habilitation and mobility workers familiarising pupils with routes and facilities enabling pupils to be suitably challenged yet safe and gain independence.

Staff at Claypotts Castle PS provide communication support, allowing Deaf pupils to join their peers in after-school activities and lunchtime clubs such as ukulele; hip hop dance; basketball; and football. Some represent their school in citywide competitions and events. With the BSL support, pupils can understand the rules of the games, the input required in dance formations, and the interactions of other young people involved.

Pupils at Claypotts Castle PS have been included in the Scottish Government's Youth Consultation on the BSL Act. Older deaf pupils will have the opportunity to put their views forward at the planned Discovery Day, an event bringing together deaf pupils (P7-S6) from across Tayside and beyond to share views on what it is like to be a young deaf learner, in school and outside and to take part in the consultation.

One of the teachers of VI has contacted a member of the Muslim community to access an electronic copy of the Quran. This will be presented in an alternative format to allow VI pupils to access it for learning at the Mosque.

There are currently 180 young people with profound and complex additional support needs in Kingspark Special School. Of this number 14 have English as an additional language.

### ***Bilingual Pupils***

Across Dundee education establishments there are 88 different languages spoken, with the BPSS supporting young people in the following languages: Polish, Urdu/Punjabi, Arabic, Hindi, Russian, Romanian, Mandarin, Bulgarian, Kurdish, Persian and Thai. Polish is the most commonly spoken language, closely followed by Urdu / Punjabi and then Arabic. Literacy in a child's first language is recognised and valued. There is a direct correlation between level of literacy in a child's home language and the child's ability to progress with acquiring English. BPSS ensure that Dundee's local multilingual schools, and their benefits are promoted to parents. In Dundee, there are Chinese, Polish, Urdu/Punjabi, Russian and Arabic schools. Classes run at weekends and enjoy full attendance. The Polish school is the largest with 180 pupils.

Of the total number of bilingual children and young people 578 are at stage one (New to English) or stage two (Early Acquisition). Stage one and two children and young people are supported by the Bilingual Pupils' Support Service (BPSS).

In our nurseries and schools, BPSS support families and 'New to English' and 'Early Acquisition Pupils' by:

- providing PEEP and Bookbug sessions in mother tongue for families with pre-school children to raise educational attainment, especially literacy
- An English Language Learning programme ('Teddy Talk') to children and parents in selected nurseries
- providing direct teaching to small groups and team-teaching with mainstream teachers
- sharing teaching strategies and advice about 'New to English' learners with staff
- adapting mainstream materials to ensure accessibility for bilingual learners
- facilitating pair and group work (discussions, research, projects) with speakers of the same first language and providing lesson summaries in mother tongue
- involving parents in the learning of curriculum content in the home language
- providing translation and interpreting services: Team Around the Child Meetings, parent contact evenings, interpreting content of school letters and other day-to-day home school communication
- delivering in service training
- offering family learning programmes where children and parents learn English together
- In- class, first language support across timetabled subjects at secondary school
- alternative pathways to national qualifications including tuition for SQA ESOL exams
- provision of JCQ/AQA community language exams (GCSE, GCE, AS level and A level)

Over the last three years, 66 bilingual young people have been presented for SQA ESOL exams (National 4, National 5 and Higher). The pass rate (candidates who were awarded grades A-C) was 97%. 62 bilingual young people have been presented for JCQ /AQA exams in Polish, Russian, Dutch, Arabic, Bengali, Urdu and Mandarin. The pass rate (candidates who were awarded grades A-C) was 90%.

For Bilingual children with additional support needs, BPSS provides a specialist clinic, in collaboration with the Speech and Language Therapy Service, in order to assist in mother tongue assessments; and work with parents in their first language to ensure support and participation of clinic work. For Polish children who are on the autistic spectrum, BPSS provides a music therapy programme led by a Polish specialist teacher.

Recently, Dundee has welcomed 17 refugee families who have arrived from Syria/Lebanon. Between them, these families have 24 school age children and young people who are settling into their new schools. All are new to English.

*Case Study: The arrival of a refugee family from Syria.*

A BPSS staff member (Arabic speaker) is the first person to meet the family at the airport. Working collaboratively with social work colleagues, BPSS provide the family with reassurance and answer questions to reduce anxiety before they are settled into their new home. Council colleagues from housing, social work, finance and NHS are supported by Bilingual staff to explain the practical steps the family must take to organise their day to day family living.

The BPSS remit is then to support the families with education and gather their educational history. Due to war, some children have not been in education for several years and now have a significant educational gap. The BPSS uses a clear admission and induction procedure with school staff and parents which ensures a positive welcome to school and sharing of assessment information with teachers so they can effectively plan for inclusion, peer support and tracking and reviewing of progress. The children are assigned carefully chosen 'buddies' who ensure they are offered the chance of help and friendship, ensuring that the class teacher and children know how to pronounce the names of new children and learn how to say a few welcoming words in Arabic.

Children receive regular English lessons and the support of a Bilingual Assistant (Arabic speaking) to access the curriculum. Depending on the age and engagement of older pupils, some may attend ESOL classes at college on a part time basis while continuing to attend a few classes at school. Families and staff report that school provides much needed stability and normality for children and young people who have experienced significant disruption and trauma of war in their lives.

*2.4 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 Outreach support from Kingspark School has enabled schools to identify more diverse achievement awards for children and young people with complex needs who may not meet national benchmarks. The use of ICT is gradually increasing universal assessment arrangements such as digital exam papers across secondary schools although there is still variance between schools.

While the use the Insight tool continues to provide a basic level of benchmarking in relation to pupils who are Bilingual and those with Additional Support Needs, it has a number of limitations which require more detailed analysis of the reasons behind why some young people are not succeeding at the same level as their peers. For both those who are Bilingual and those with more complex needs, benchmarking is not a fair means of measuring progress as the type and nature of attainment/awards have substantial differences.

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 identifies trends in improvement for those who may not achieve national benchmarks.

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

#### *3.1 Continue to celebrate and share good practice from all sectors across the city in regard of creative approaches to engaging with young people and their families.*

Information from school annual reviews indicates a range of ways in which they are engaging with families. There are many different ways for parents to provide feedback on the service they receive from our nurseries and schools. These include:

- Analysis of interventions which many of our nurseries and schools have initiated over the last 2 years includes activities which promote health and wellbeing including: gardening projects; family movie nights; and family baking afternoons
- School Family Development Workers continue to provide an important link between school staff and parents.
- Twitter is used by many schools and nurseries to engage with parents and families

The National Improvement Hub includes examples of Dundee Nurseries and Schools practice in relation to engaging with children and families as a means of sharing approaches which are having appositive impact. The Children's Plan for Dundee includes a key outcome of improving school engagement which is being taken forward by the Primary and Secondary/Post-School delivery groups.

#### *3.2 Offer yearly awareness raising presentations to educational establishments to promote a shared understanding and to encourage inclusion*

The e-learning module for all education staff is updated each year in light of new national guidance. Schools are sign-posted to good practice examples on Education Scotland's website. Feedback and analysis of annual reviews indicates that all schools deliver this e-module on the first day of term in August. The focus of the e-learning module for 2016 was the rights of young people who are LGBTi. The 2017 module will draw attention to the Bullying and Equalities data and challenge questions for staff to address with regard to fostering good relations and eliminating discrimination.

#### *3.3 Promote partnership working with partner agencies to increase the opportunities for young people to be included.*

Education staff work in close partnership with staff from other council services, NHS Tayside and the voluntary sector to support children and young people with protected characteristics under the Equalities Act (2010) to access as full an education as possible. This partnership can begin from birth, and supports the implementation of the Children and Young People (Scotland) Act 2014.

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 of 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 not a single event which takes place to inform the development of Equality Outcomes. Consultation and involvement is an on-going process which promotes dialogue and stimulates change. Focus groups, parental/pupil/staff surveys, school reviews, staff professional development and review process are all examples of methodology used on an on-going basis as a means of consulting and involving. 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.

## **Summary**

In conclusion, some good progress has been made on the tasks in relation to children and young people experiencing a sense of inclusion, belonging and participation and equality of opportunity when accessing education. The areas for continuing improvement will be implemented and monitored through the Children and Families Service Improvement Plan in relation to the new Equality Outcomes.



Dundee City Council Education Department  
Authority Improvement Plan 2013 -17

Action Plan

Project/ Service Improvement **Develop Equality Outcomes to eliminate discrimination, advance equality and foster good relations.**

Impact/Outcome	Tasks	Responsibilities	Date Due	Resources	Status
<ul style="list-style-type: none"> <li>Children and young people will not experience discrimination, harassment or victimisation in our education establishments</li> </ul>	Ensure there is appropriate reporting procedures with regard to reporting incidents which are perceived to be motivated by a protected characteristic i.e. disability, race, sexual orientation etc.	Support for Learning Strategic Group	Aug 2013	Electronic reporting capabilities	Completed.
	Develop policy and practice which supports the development of friendships and support structures for young people	SMT of education establishments	2013-17	Policy on Positive Relationships	Completed
	Raise awareness of the specific needs of pupils in our education establishments who have a protected characteristic	Education Equality Group	Aug 2013	Produce information for schools on issues related to protected characteristics.	Completed
		Learning and Teaching Group	Aug 2014	Learning and Teaching Policy, within which sits the Literacy and Numeracy Strategy	Completed and ongoing as policy is revised
<ul style="list-style-type: none"> <li>Children and young people will experience equality of opportunity</li> </ul>	Ensure both the Literacy and the Numeracy Strategy reflect the				

Impact/Outcome	Tasks	Responsibilities	Date Due	Resources	Status
<p>when accessing education</p> <ul style="list-style-type: none"> <li>Children and young people will experience a sense of inclusion, belonging and participation</li> </ul>	different learning needs of boys and girls, those with a learning disability and those with English not as a first language.	Support for Learning Strategy Group, Health and Safety Officer	June 2013	Revised Trip Guidance	Completed
	Ensure that guidance on activities outside the school environs provides advice in regard of assessing risk, to facilitate inclusion of all young people	SMT of all educational establishments	2013-17	Impact Assessment Guidance	Ongoing
	Impact assess individual educational establishments policy and practice to ensure that no young person is disadvantaged due to a protected characteristic	Performance Analysis Group, SMT in education establishments	2013-17	Current data sets	Ongoing
	Use of data sets to ensure that young people with protected characteristics are making progress in education	Education Equality Group	April 2015	Report on progress every two years	Ongoing
	Continue to celebrate and share good practice from all sectors across the city in regard of creative approaches to engaging		Aug 2013		Annual and Ongoing

Impact/Outcome	Tasks	Responsibilities	Date Due	Resources	Status
	<p>with young people and their families</p> <p>Offer yearly awareness raising presentations to educational establishment to promote a shared understanding and to encourage inclusion</p> <p>Promote partnership working with partner agencies to increase the opportunities for young people to be included.</p>	<p>Education Equality Group</p> <p>Support for Learning Strategic Group, SMT in educational establishments</p>	2013-17	<p>Annual presentation made available to all establishments at the start of the session.</p> <p>Involve partner agencies at a strategic level</p>	Ongoing