SOUTH LANARKSHIRE COUNCIL

Report

Report to:	**Equal Opportunities Forum**
Date of Meeting:	**16 March 2010**
Report by:	**Executive Director (Education Resources)**

Subject:	**Annual Report on Mainstreaming Equalities and Diversity - Education Resources**

1. Purpose of Report
1.1. The purpose of the report is to:-

  ♦ inform the Forum of action taken and planned within Education Resources to support the Council's Equal Opportunities Policy, Equality and Diversity Strategy and related statutory duties

2. Recommendation(s)
2.1. The Forum is asked to approve the following recommendation(s):-

  (1)   that the work being undertaken by Education Resources be noted.

3. Background
3.1. Education Resources has continued to work on previous achievements and remains committed to supporting the Council's Equal Opportunities Policy and related policies, procedures and equality schemes.

4. Equalities and Impact Assessment
4.1. The following core policies within Education Resources have been identified as having the highest relevance to the Council's Equal Opportunities Policy:-

Service	Core Policy Statement
♦ Achievement and Attainment	Learning and Teaching Curriculum
♦ Inclusion	Inclusion and Equality Care and Welfare
♦ Quality (including Personnel and Operations)	Quality Management Communication and Consultation
♦ Resources	Maximising the use of Resources

4.2. Each of these policies has been impact assessed and 4 have involved full impact assessments. Education Resources will continue to arrange impact assessments at the point of review of each policy on the 3 year cycle of reviews.

4.3.   Progress on delivering impact assessments includes:-

♦   it continues to be part of the 2009/2010 Improvement Plan priorities for all establishments and services to undertake impact assessment where appropriate
♦   Education Resources has now published 48 impact assessments on the Council's website. School handbooks will include a list of documents impact assessed by the establishment
♦   in collaboration with Corporate Resources, Education Resources arranged for an electronic format to be created and piloted
♦   a small group of Education Resources employees has been established to regularly monitor and authorise impact assessments for the Resource
♦   training has been arranged for appropriate employees. This is ongoing throughout the 2009/2010 session
♦   guidance for impact assessments for establishments and services has been drafted and used in training employees

5.   Employment

5.1.   In terms of recruitment monitoring, Education Resources undertook this responsibility until August 2009 and reported on a quarterly basis to Corporate Resources. Since September 2009, this role has been performed by the Central Recruitment Team within Corporate Resources.

5.2.   Any disabled candidate unsuccessful in the selection process receives a detailed written explanation.

5.3.   The Education Resources Diversity Liaison Officer actively assists employees and managers with reference to issues of disability. She liaises closely with the Corporate Resources Employee Services Officer and Disability Services Agency with reference to provision of aids and adaptations to enable disabled employees to remain in their posts. Support is also available when redeployment is necessary for disabled employees, for example in terms of skills analysis, retraining and work-shadowing.

5.4.   Employees are encouraged to attend the:-

♦   Employee Disability Forum
♦   Forum for Black and Ethnic Minority Employees
♦   Forum for Working Parents and Carers

5.5   Analysis of recruitment for the period January to December 2009 inclusive indicated that of 2,943 applicants received, 688 were from men and 2,232 from women. The remaining 23 applicants either did not return or declare their gender. Analysis of successful appointments indicated that of 118 appointments made, 12 were men and 106 were women. There were 47 applicants who declared a disability and 1 was appointed. Ethnicity is also recorded and the outcomes of appointments monitored. Of the successful appointments, 111 were White-Scottish, 5 were White-English and 2 were White-Other.

5.6.   Employees within Education Resources access a broad range of Corporate training courses (Appendix 1) to support their development in the Equality Duties. In addition, Education Resources employees access courses through the Professional Development Opportunities menu (Appendix 1).

6. Delivering Services

6.1. Education Resources has a Race Equality Statement of Commitment for the period 2008 to 2011 which was published on the Council's website on 30 November 2008, following wide consultation.

6.2. A new Disability Equality Statement of Commitment for 2009/2012 was approved by the Education Resources Committee on 27 October 2009. This has now been published on the Council's website.

6.3. During 2007, Education Resources consulted on the new Gender Equality Duty which took effect from 30 April 2007. The Gender Equality Statement of Commitment was approved by the Education Resources Committee on 3 July 2007. Education Resources is currently undertaking its 3 year review of the Gender Equality Statement of Commitment.

6.4. Education Resources' priorities are closely linked to Council and national priorities. They are set out in the Resource Plan. Priorities and targets are addressed through Learning Community Plans and establishment and service improvement plans. Twice-yearly reports on progress on the Education Resources' Resource Plan are presented to the Education Resources Committee. This ensures that equalities are mainstreamed into all the activities of Education Resources.

6.5. Education Resources has established an Equal Opportunities Advisory Group including representatives from all sectors and services within Education Resources. This Advisory Group facilitates the implementation and monitoring of the Statements of Commitment across Education Resources in line with the Education Resources' Resource Plan. Education Resources also participates in the Council's Equal Opportunities Working Group to facilitate full participation in the Council's equalities initiatives.

6.6. Consultation exercises have taken place on a range of issues including:-

♦ Disability Equality Statement of Commitment
♦ Accessibility Strategy
♦ review of provision for social, emotional and behavioural needs (SEBN)
♦ school holiday and in-service days 2010/11
♦ Education Resources' Resource Plan 2009/10
♦ Children's Services Plan 2009/12
♦ formal consultations on proposals affecting locations of schools

6.7. The above consultation exercises have involved a representative cross-section of service users. They are frequently conducted as part of partnership arrangements with other agencies.

6.8. The format of the John Walker Memorial competition was revised in 2006 to include participation by pupils in primary schools as well as secondary schools. Pupils are now focusing on campaign strategies to promote equality and citizenship. The themes over the last 4 years have been:-

♦ No Place for Racism (2006)
♦ Anti-sectarianism (2007)
♦ Celebrating Different Talents (2008)
♦ Promoting Gender Equality (2009)

Young people from shortlisted competing schools present their campaigning ideas at an event in Council headquarters and their presentations have been exceptionally impressive.

6.9. The implementation of equalities commitments in schools and nurseries across South Lanarkshire has included:-

♦ awareness-raising for all employees of equalities legislation

♦ preparation of establishment position statements on equalities to be shared with the school community, including some on school websites

♦ the use of Persona dolls and other resources in nurseries to raise equalities issues

♦ school assemblies using singers and signers for example at Mount Cameron and Heathery Knowe Primary Schools

♦ implementation of the Education (Additional Support for Learning) (Scotland) Act 2004 including a focus on key transitions and multi-agency partnership

♦ focusing on developing skills and examining issues in Religious and Moral Education, Social Studies and Citizenship Programmes, International Education, at school assemblies, Diversity Days, Health Days, through Fairtrade activities and pupil councils, through international dishes on school menus, Careers Days, equality weeks and All Different All Equal events. These activities will increasingly be taken forward through "A Curriculum for Excellence"

♦ developing anti-sectarian themes: Larkhall Learning Community has a 3 year programme enabling all primary schools in Larkhall to join together in a range of activities, including Bigot Buster Workshops at St Mungo's Museum, Glasgow, the study of "The Divided City", the "Sense over Sectarianism" programme, and an event in the Banqueting Hall involving input from "Nil by Mouth" and football coaches

♦ increasingly positive reports by HMIe on the quality indicator "meeting learning needs" including commendations for a number of schools on their commitment to inclusion for pupils with additional support needs

♦ a range of events in January 2010 to commemorate the Holocaust (see Appendix 3) which enabled large sections of local communities to participate

6.10. Education Resources service delivery in local communities continues to promote equality of opportunity:-

♦ the Youth Learning Service has a 3 year project which explores the use of "Second Life" technology. This has created Dharma, a virtual island where young people can access services normally available in the community near their homes

♦ the Youth Learning Service also works with partners to provide targeted services such as the disabled sports group in East Kilbride Universal Connections and the Additional Support for Learning (ASL) group in Rutherglen Universal Connections

♦ uptake of services by customers with disabilities is monitored through the library management system to inform development of services

♦ locality structures to support the implementation of the Children's Services Plans have been developed in 4 areas covering South Lanarkshire Council, supported through Integrated Children's Services Co-ordinators in Education Resources. Additional services to meet gaps in provision have been established e.g. breakfast clubs, out of school care, cultural and sporting activity for targeted groups. Localities are now trialling systems for Getting It Right for Every Child

- the post-school Psychological Service is developing protocols for pupil transitions in liaison with further education establishments and the Careers Service
- partnership working between the Youth Learning Service, South Lanarkshire Leisure and the Corporate Connections Board has resulted in better access to activities for young people with additional support needs
- Psychological Services have created a leaflet entitled "Challenging Homophobia – a psychological perspective" and in-service training is available for all professionals
- both the Community Learning Service and the Home School Partnership have developed specific programmes targeting men, particularly in information and communication technology (ICT), resulting in increased uptake by men
- Childcare is made available to adult learners where possible
- the Youth Learning Service acted on the results of consultation with Hamilton Mosque to establish community-run targeted provision for young people at Hamilton Universal Connections
- the Libraries Service supports "Remote Reporting" which offers the victims of hate crimes the chance to report incidents in a confidential and supportive environment
- the Youth Learning Service has worked with local schools in Larkhall, utilising Fairer Scotland Funding, to extend provision for gypsy traveller children
- the number of English for speakers of other languages (ESOL) learners in South Lanarkshire has steadily increased to nearly 400 and a range of holistic learning opportunities is now available through the Community Learning Service

6.11. Effective use is made of management information to monitor and analyse data on attainment and achievement in relation to boys and girls and also attendance, exclusions, admissions and uptake of services of all learners. The information is used to identify patterns and trends and implement strategies to address any gaps in attainment and achievement and service delivery, and any practices which might be considered to be discriminatory.

6.12. Monitoring of equality objectives is undertaken using a variety of approaches:-

- analysing quality management data
- dialogue between establishments and senior managers through quality link officers
- information shared through heads of establishment meetings
- information shared through Equality Co-ordinator meetings
- external evaluations e.g. HMIe reports
- through annual reports from schools and services on their activities in relation to disability and gender equality

6.13. Education Resources continues to monitor racist incidents on a monthly basis. Guidance on monitoring of other incidents of harassment has been drafted and will shortly be issued for consultation.

6.14. All Education premises have been audited for accessibility to disabled client groups and appropriate adaptations are being made through the Schools Modernisation Programme or the Asset Management Plan.

6.15. The Council's Schools Modernisation Programme for primary and secondary schools, including schools for children with additional support needs and many early years establishments, is addressing DDA requirements in its new-build and refurbishment programmes. As at March 2010, 34 new primary schools, 3 major refurbishment and 2 extensions to primary schools have been delivered. The new build schools include 22 new build nursery classes, 12 new build bases for children with additional support needs and 7 new build community wings and 1 extended community wing. 5 stand alone new build nursery centres have been built. One of these shares its campus with a high school and an additional support needs school. In the secondary sector, a total of 15 new, 2 refurbished and 2 additional support needs high schools have been delivered. Within the high schools there are 9 bases for young people with additional support needs, including a Visual Impairment unit and a Deaf Education unit.

7.   Access to Information

7.1.   The Education Newsletter and 'The Works' magazine are used to disseminate information and examples of good practice to all establishments and services. Information on data monitoring appears in various committee reports. Progress on development priorities is reported publicly through the Education Progress report. Information on Equal Opportunities, including legislation, appears on the Council's website enabling public access and on the intranet enabling establishments and services to access relevant and updated information. Further public information is made available through "The Reporter".

7.2.   Opportunities are provided to allow parents/carers to access information relating to the educational achievements of their children. This may, for example, involve reassessment of the timing of interview opportunities to take account of parenting and caring responsibilities, or the provision of interpreters.

7.3.   Learners' Forums enable access to information for adult learners, as well as providing opportunities for consultation on relevant issues. The Youth Participation Network, comprising the Youth Council, local young people's user groups and Pupil Councils in schools similarly provide the opportunity to inform young people and seek their views on a wide range of issues.

7.4.   The Education Resources Accessibility Strategy includes arrangements for:-

   ♦   increasing the extent to which pupils can participate in the curriculum
   ♦   improving the physical environment of the schools to make them more accessible
   ♦   improving communication with pupils of school information and in alternative formats

   The Accessibility Strategy was reviewed during 2009. The new strategy has been published on the Council's website.

7.5.   All new publications are now offered in a range of community languages, Braille and other formats to ensure equality of access to information for all.

   Language Line interpreting and translating service has been implemented in all establishments.

Differentiated programmes for pupils with additional support needs are being introduced to libraries. All libraries now have adaptive technology to support customers with particular needs. In Universal Connections, Apple Macintosh computers have been installed which are easily adapted to meet individual needs. The Lanlinks website has been developed as the principal source of information about the Youth Learning Service. The website meets the WC3 accessibility standards.

7.6. There was one equality-related complaint made to Education Resources over the last year. There has been a total of 10 Freedom of Information equality-related requests received during 2009.

8. Progressing Equal Opportunities and Further Areas for Improvement

8.1. Work has continued on the following priorities during 2009:-

♦ the consultation on, and publication of, the revised Disability Equality Statement of Commitment (see paragraph 6.2) and the revised Accessibility Strategy (see paragraph 7.4)
♦ the collation of information from reporting on an annual basis for disability and gender equality by schools
♦ establishing impact assessment throughout Education Resources

8.2. Education Resources has the responsibility of ensuring that education establishments implement equality-related statutory duties. This is undertaken through the Education Resources' Resource Plan and during 2009/2010 improvement planning priorities for establishments and services included implementation of aspects of equalities legislative duties. Guidance to establishments and services to assist in addressing these priorities was issued and is attached as Appendix 2. Some of the impacts of this work across Education Resources as a result of this improvement priority are described in paragraphs 6.9 and 6.10.

Further areas for improvement will be considered as part of the preparation of the Education Resources' Resource Plan for 2010/11.

8.3. Education Resources will continue the Schools Modernisation Programme ensuring an increased number of nursery, primary, secondary and special schools become fully accessible.

8.4. Education Resources intends to review its Gender Equality Statement of Commitment and consult on a new Statement during 2010. Education Resources will also consider the implications of the Single Equality Bill as details of new duties are published.

9. Employee Implications

9.1. Implementation of the initiatives are met from within existing employee resources.

10. Financial Implications

10.1. Implementation of the initiatives are met from existing resources.

11. Other Implications

11.1. There are no other implications arising from this report.

12.   Equality Impact Assessment and Consultation Arrangements
12.1.   This report does not introduce a new policy, function or strategy or recommend a change to an existing policy, function or strategy and, therefore, no impact assessment is required.

12.2.   There was also no requirement to undertake any consultation in terms of the information contained in this report.

Larry Forde
Executive Director (Education Resources)

1 March 2010

Link(s) to Council Objectives
♦   Improve lives of vulnerable children, young people and adults
♦   Fair and open
♦   Working with and respecting others
♦   Excellent employer
♦   Accountable, effective and efficient

Previous References
♦   Equal Opportunities Forum – 4 March 2008

List of Background Papers
♦   Race Equality Statement of Commitment
♦   Disability Equality Statement of Commitment
♦   Gender Equality Statement of Commitment
♦   Education Resources Equal Pay Statement

Contact for Further Information
If you would like to inspect the background papers or want further information, please contact:-
Andrea Batchelor, Head of Education (Inclusion)
Ext: 4452 (Tel: 01698 454452)
E-mail: andrea.batchelor@southlanarkshire.gov.uk

Corporate Training Courses related to Equality Duties

♦ Deaf awareness
♦ Disability awareness
♦ Race and equality awareness
♦ Valuing diversity
♦ Managing diversity
♦ Recruitment and selection
♦ Maximising Attendance
♦ Impact assessment

Education Resources Equality related Professional Development Opportunities

♦ Beginning impact assessment
♦ Challenging sectarianism
♦ Coping with Dyspraxia
♦ Equality co-ordinators: Secondary and primary
♦ Including students with autism in mainstream
♦ An introduction to Autistic Spectrum Disorder
♦ An overview of the child with physical disability and implications for the classroom
♦ Awareness raising for teachers with a visual impaired child
♦ Baby Think It Over
♦ Doorway
♦ Hearing impairment course
♦ Meeting the challenge in children with autism
♦ Supporting bilingual pupils: 2+ languages

Extract from Education Resources Improvement Priorities 2009/10

3. Implement key aspects of equalities legislative duties as prescribed in revised/new legislation in all establishments and services till March 2010

Guidance:

The Race Equality Statement of Commitment 2005-2008 was reviewed in 2008. The Disability Equality Statement of Commitment 2006-2009 issued in 2007 is currently under review. The Gender Equality Statement of Commitment 2007-2010 was issued for consultation in 2007 and was published in April 2008. Action plans have been prepared for all three Statements of Commitment and have been issued through Equality Coordinators and establishments and services are currently reporting on progress. The Accessibility Strategy 2005-2008 is under review and will be reissued for consultation in August 2009.

In addressing this priority establishments and services should remember the legal requirements to implement the following statutory duties:

♦ ensure that all staff are familiar with the requirements of the Race Relations (Amendment) Act 2000, Disability Discrimination Act 2005 and the Equality Act 2006
♦ ensure that staff, parents, pupils and learners are familiar with the Inclusion and Equality policy statement, the Education Resources Race, Disability and Gender Equality Statements of Commitment and the Race, Disability and Gender Equality Position Statements of the establishment or service
♦ ensure that position statements and reports on progress on action plans are completed in accordance with agreed timeline
♦ actively promote equality of opportunity between disabled persons and other persons, good race relations and equality of opportunity between men and women, boys and girls
♦ continue to monitor the attainment of minority ethnic pupils by ethnic group and first language, of disabled pupils and of all learners by gender
♦ eliminate unlawful discrimination and ensure that all anti-bullying procedures actively address harassment on the grounds of disability, race or gender, including transsexual people, and incidents are recorded, reported and monitored in line with SLC procedures
♦ takes steps to take account of disabled persons disabilities, even where that involves treating disabled persons more favourably than others
♦ assess all new policies, procedures and guidelines for impact on all minority groups

Establishments and services should also plan to further build on appropriate aspects of the 'Areas of Work' identified in the Action Plans:

♦ auditing using the HMIe Promoting Race Equality Self Evaluation Guidelines, CERES (Centre for Education for Race Equality in Scotland) Audit tool, and HGIOS?3 (How Good Is Our School? 3) Equality and Fairness Indicator 5.6
♦ ensuring all equality issues are embedded and mainstreamed into all four capacities of the Curriculum for Excellence
♦ ensuring all staff have opportunities for equality training through CPD programmes
♦ ensuring learners' linguistic, social and cultural background or disability is taken into account when undertaking assessment procedures

- ♦ ensuring appropriate support is given for bilingual learners, disabled persons, boys and girls in accessing the curriculum, avoiding gender stereotyping especially in curriculum choices
- ♦ encouraging participation and consultation with all minority groups and with minority ethnic communities , ensuring that translation and interpreting services are provided where needed and external agencies are accessed as appropriate

Holocaust Commemorations January 2010

Hamilton/Blantyre

Venue	-	Hamilton Grammar school
Number of children	-	150
Number of schools	-	9 (3 Secondary and 6 Primary)
Audience	-	400

Rutherglen/Cambuslang

Venue	-	Trinity High School
Number of children	-	162
Number of schools	-	12 (3 Secondary and 9 Primary)
Audience	-	600

East Kilbride/Strathaven

Venue	-	Duncanrig Secondary School
Number of children	-	180
Number of schools	-	14 (4 Secondary, 9 Primary and 1 ASN)
Audience	-	400

Clydesdale

Clydesdale area hosted a range of activities in Carluke High School, Lanark Grammar School, Woodpark Primary School and Biggar Primary School. All elected members and parents and representatives from other schools were invited.

Particular successes (all areas)

The above events were all organised by a steering group led by a Cultural Co-ordinator. Steering groups consisted of a range of nominated teaching staff from both host schools and other schools involved. The commitment and contribution of these staff was key to the success of the events. Staff being supported to attend steering group meetings was also crucial.

Using one model, where the secondary hosted the event and other schools made contributions, ensured a consistent approach to the events. Having a range of inputs, including artwork, drama, music, speakers and presentations also made the events a success. Many schools were able to incorporate work they were already undertaking which was all of a very high standard.

With 'Legacy of Hope' as the theme, a broader approach was taken with the focus not just on the Jewish Holocaust. This helped schools, particularly primaries, to tackle sometimes difficult issues and helped the audience understand the importance of commemorating the Holocaust.

Particular 'stand out' pieces included:-

♦ Calderglen High School Drama presentation 'To Save One Life is to Save the World'
♦ Drama, poetry and music presentation 'We remember them' by pupils from St Leonard's, St Hilary's, Mount Cameron and Blacklaw led by Louise Bradley (DHT St Leonard's) and Wendy McPike (PT Mount Cameron)
♦ Cairns and St Cadoc's Primary Schools – Joint collaboration of "All you Need is Love" and poems "Hope" and "A Bag of Love"
♦ Trinity High School's presentation – "Survivor monologs"

- St Athanasius' Primary School – Drama "Rescued from the Holocaust"
- St Brides Primary School, Cambuslang – "Children from the Holocaust"

Feedback (all areas)

Positive feedback in the form of emails and letters were received from teaching staff involved, local Councillors who attended the events and representatives from Churches.