

Report

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Report to:	Equal Opportunities Forum
Date of Meeting:	7 June 2011
Report by:	Executive Director (Education Resources)

Subject:	Annual Report on Mainstreaming Equalities and Diversity - Education Resources
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1.1. The purpose of the report is to:-

- ◆ advise the Forum of the strategic and operational work being undertaken and planned by Education Resources to meet the commitments in the Council's Single Equality Scheme and Equality and Diversity Strategy

2. Recommendation(s)

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

- (1) that the work being undertaken by Education Resources in terms of the Council's Single Equality Scheme and Equality and Diversity Strategy 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:-

- ◆ Inclusion and Equality
- ◆ Care and Welfare
- ◆ Learning and Teaching
- ◆ Curriculum
- ◆ Quality Management
- ◆ Communication and Consultation
- ◆ Maximising the use of Resources

4.2. Each of these policies has been impact assessed. Four 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 2011/2012 Improvement Plan priorities for all establishments and services to undertake impact assessment where appropriate

- ◆ 85 impact assessments have now been published on the Council's website. School handbooks will include a list of documents impact assessed by the establishment
- ◆ Education Resources has contributed to the Cross-Resource Impact Assessment Working Group to develop a new single council-wide online impact assessment form
- ◆ an Impact Assessment Sub-group has been established whose remit is to monitor and authorise impact assessments for the Resource
- ◆ training is provided as required and refresher training will be delivered following implementation of the new online impact assessment form
- ◆ current guidance for Impact Assessments for establishments and services will be reviewed following implementation of the new online impact assessment form

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 at 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:-
- ◆ Disability Forum
 - ◆ Forum for Black and Minority Ethnic Forum
 - ◆ Working Parents and Carers Forum
 - ◆ LGBT (Lesbian, Gay, Bisexual and Transgender) Forum
- 5.5. Analysis of recruitment for the period January to December 2010 inclusive indicated that of 1164 applications received, 277 were from men and 875 from women. The remaining 12 applicants either didn't return or declare their gender. Analysis of successful appointments indicated that of 299 appointments made, 51 were men, 245 were women and 3 appointments had not declared their gender. There were 15 applicants who declared a disability and 5 were appointed. Ethnicity is also recorded and the outcomes of appointments monitored. Of the successful appointments, 265 were White-Scottish, 3 were Any other Mixed Background and 25 White-Other.
- 5.6. Employees within Education Resources access a broad range of Corporate training courses 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. Our Disability Equality Statement of Commitment for 2009-12 was published following wide consultation and approval by the Education Resources Committee on 27 October 2009 and our Gender Equality Statement of Commitment was published following approval by the Committee on 1 June 2010.
- 6.3. 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.
- 6.4. Education Resources has established an Equal Opportunities Advisory Group including representatives from all sectors and services within Education Resources, together with a trade union representative. This Advisory Group facilitates the implementation and monitoring of the Statements of Commitment across Education Resources in line with the Education Resources Plan. Education Resources also participates in the Council's Equal Opportunities Working Group to facilitate full participation in the Council's equalities initiatives.
- 6.5. Consultation exercises have taken place on a range of issues including:-
 - ◆ Youth strategy 2011-14 and Youth Action Plan 2010-2011
 - ◆ Scotland's Commissioner for Children and Young People "A Right Blether"
 - ◆ Gender Equality Statement of Commitment
 - ◆ Statutory consultation on review of provision for social, emotional and behavioural needs (SEBN)
 - ◆ Statutory consultation on school holiday and in-service days 2011/12
 - ◆ Psychological Services LGBT leaflet
 - ◆ Education Resources' Resource Plan 2010/11
 - ◆ Scottish Youth Parliament to manifesto
 - ◆ Communications and Consultation Policy
 - ◆ Requirements for providing information for parents and carers about their child's school (The School Handbook)
 - ◆ Education Resources Purpose Statement
 - ◆ Community Learning and Development Strategy
 - ◆ Treat me Well (anti-bullying guidelines)
 - ◆ Primary Schools Modernisation Programme Update
- 6.6. 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.
- 6.7. 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 6 years have been:-

- ◆ No Place for Racism (2006)
- ◆ Anti-sectarianism (2007)
- ◆ Celebrating Different Talents (2008)
- ◆ Promoting Gender Equality (2009)
- ◆ Promoting Equality in Society (2010)
- ◆ Promoting Positive Attitudes to Social-Economic Disadvantage/Poverty (2011)

Young people from shortlisted competing schools present their campaigning ideas at an event in Council headquarters and their presentations have been exceptionally impressive. Trinity High School and Heatherly Knowe Primary School won this year's competition.

6.8. 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
- ◆ raising pupil awareness e.g. in Glengowan Primary School including basic signing for P4 pupils, a silent disco, visitors from Touching Lives and Hearing Dogs for the Deaf during Learn to Sign Week
- ◆ implementation of the Education (Additional Support for Learning) (Scotland) Act 2009 including a focus on key transitions, multi-agency partnership and Getting it Right for Every Child (GIRFEC)
- ◆ 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 drama workshops, Bigot Buster Workshops at St Mungo's Museum, Glasgow, the study of "The Divided City" by all Larkhall primary 7 pupils including a visit by the author Theresa Breslin, and the "Sense over Sectarianism" programme
- ◆ 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 to commemorate the Holocaust which enabled large sections of local communities to participate; examples include a South Lanarkshire-wide event in Larkhall Academy; a special assembly in Victoria Park School, displaying a story on a plasma screen and producing a display by pupils for the assembly hall; work at John Ogilvie Secondary on Untold Stories and modern genocides; a performance at Maxwellton Primary School of poems, music, images and art work; and a joint assembly at Loch and St Anthony's Primary Schools on The Boy in the Striped Pyjamas

- ◆ Social Enterprise – 42 schools took up the challenge to establish and run a sustainable business with social aims and benefits. Many of these encompassed Fair Trade, Community Learning and International Education: Hamilton School for the Deaf created DVD's for signing; St Mary's Primary School fundraised to send a sick child to Lourdes; Stonehouse and Newfield Primary Schools designed a Change Challenge to support Mary's Meals
- ◆ The Micro-Tyco Challenge was taken up by 6 primary schools, 5 secondary schools and 2 nursery schools. It challenged young people to raise as much money as they could from £1 in 4 weeks. The young people involved were very aware of how they could really make a difference to the lives of unfortunate people in other countries by providing micro-finance loans (not charity) to enable them to work their way out of poverty. Calderdale Nursery raised £1100 and Cathkin Nursery £210 – each educating their parents as partners. St Vincent's PS raised over £4000.
- ◆ Enterprise in Education has provided Innovation Funding to support the development of engaging, challenging and modern games-based learning for looked after and accommodated young people in South Lanarkshire
- ◆ Duncanrig Learning Community is holding a series of road shows on '21st Century Families'. These raise awareness of the need for all children to be able to interact and communicate. Real play, interaction and communication is encouraged which promotes fairness, tolerance and harmony in all life situations
- ◆ Several South Lanarkshire schools are working towards achieving their Rights Respecting Schools Award from UNICEF. Three schools have already achieved this with St Peter's Primary School being the first

6.9. 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. Second Life is linking this year to the International Children's Games
- ◆ 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
- ◆ Burning Issues Participation and Advocacy Network (BIPAN) – 2010: BIPAN linked to the Scottish Commissioner for Children and Young People's "A Right Blether" national consultation to find out about young people's issues at home, school and in their communities. 11 schools comprising of 75 additional support needs (ASN) pupils took part in the event, which served as an official voting centre for "A Right Blether", took part in workshops, celebrated the 21st birthday of the United Nations Convention on the Rights of the Child (UNCRC) and delivered their presentations to us, highlighting their issues
- ◆ Skittles (name for LGBT Group) – Young LGBT people approached Youth Learning Service staff indicating that they would like to set up a group specifically to support the needs of LGBT young people. This was partly due to the fact that the nearest groups were in Glasgow and Edinburgh. Over the past 6 months, the group has developed links with these groups and currently has a membership that also includes young people from North Lanarkshire

- ◆ 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. Localities have trialled systems for Getting It Right for Every Child, which will enable more integrated responses for children and families, resulting in better outcomes
- ◆ Psychological Services have created a resource for bereaved children "Give us a Break", in partnership with NHS Lanarkshire and McMillan Cancer Support; this won the COSLA "Best Team" award in 2011
- ◆ The Gypsy/Traveller Education Group began as a collaborative venture between Larkhall Academy and Universal Connections in Larkhall. The aim of the project was to engage children and young people from Gypsy/Traveller families in education beyond primary school. The project's success was commended by HMIE as 'a key strength and example of excellence' (2007). 2009 saw significant changes with the introduction of funding from the Fairer Scotland Fund, now the Tackling Poverty Fund. Two acting Principal Teachers were appointed and their combined knowledge and experience has allowed a refocusing of the Larkhall Project to provide learning opportunities in key subjects which are designed specifically for each individual's level and pace of learning, as well as further developing life skills for future learning. In March 2011 the group's e-learning community was launched - a first for Scotland
- ◆ Childcare is made available to adult learners where possible
- ◆ in South Lanarkshire the number of English as a Second or Other Language (ESOL) learners is 260 and a range of holistic learning opportunities is now available through the Community Learning and Home School Partnership Service
- ◆ Engaging Father Figures – the Community Learning and Home School Partnership Service has had a focus engaging more male carers in their own and their children's learning through the Main Man project. Over the course of the project the involvement of male carers in Home School Partnership activities has risen from **11%** in 2006/07 to **20%** in 2009/10. In terms of actual numbers of men participating, this has risen by **154%** from **409** in 2007/08 to **1038** in 2009/10
- ◆ The Family Man Fun Day, which takes place on Father's Day, involved over 32 services, community groups and local businesses who contributed to a free, fun day out for families across South Lanarkshire. Over 1300 family members participated in activities, watched demonstrations and displays and found out more about what was available to them in their local community
- ◆ Over 50 staff members and 2 students from 14 partner agencies accessed Inset training events on engaging male carers in their children's learning; as a result, 3 of the partner agencies are developing Dad's groups, whilst others have embraced the concept of working with men into their generic work
- ◆ The PROFF (Promoting Roles of Father Figures) group has been developed in the Hamilton area. The group membership consists of over 30 regular male carers with children from pre-school to secondary age. Over the past 19 months the group has successfully constituted themselves, applied for funding and fundraised over £2000 which has been used by the group to fund outdoor camping experiences for the men and their children. Group members have accessed a range of accredited training opportunities, are now volunteering in their local communities and some have moved into employment. The group recently won an Adult Learner's Week national award

- 6.10. 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.
- 6.11. 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; a single equality report is currently being trialled in schools
- 6.12. Education Resources continues to monitor racist incidents on a monthly basis. Guidance on tackling bullying and monitoring of other incidents of harassment (*Treat Me Well*) was issued for consultation and approved by Education Resources Committee in February 2011.
- 6.13. 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 Disability Discrimination Act (DDA) requirements in its new-build and refurbishment programmes. As at May 2011, 55 primary schools have been modernised including 50 new primary schools, 3 major refurbishments and 2 extensions. The new build schools include 29 new build nursery classes, 14 new build bases for children with additional support needs and 11 new build community wings. 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. 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.

7.6. There were no equality-related complaints made to Education Resources over 2010. There was a total of 22 Freedom of Information equality-related requests received during 2010.

8. Progressing Equal Opportunities and Further Areas for Improvement

8.1. Work has continued on the following priorities during 2010:-

- ◆ the consultation on, and publication of, the revised Gender Equality Statement of Commitment (see paragraph 6.2)
- ◆ 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 the equality-related statutory duties. This is undertaken through the Education Resources' Resource Plan and, during 2010/2011, improvement planning priorities for establishments and services included implementation of aspects of equalities legislative duties. Some of the impacts of this work across Education Resources are described in paragraphs 6.8 and 6.9. Further areas for improvement are included in the Education Resources' Resource Plan for 2011/12, which will be considered by the Education Resources Committee in June 2011. Guidance to establishments and services to assist in addressing these priorities for 2011/12 has been issued and is attached as Appendix 2.

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 is also considering the implications of the Equality Act 2010 as details of new duties are published. Preparation includes the drawing together of the current Race, Disability and Gender Statements of Commitment into one Equalities Statement of Commitment.

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. The risk to the Council is that if the Resource does not have due regard to the Public Sector Equality Duty it may lead to non-compliance with equalities legislation. The consequence of this could be an unlimited financial penalty.

11.2. There are no implications for sustainability in terms of the information contained within 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)

23 May 2011

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 – 16 March 2010

List of Background Papers

- ◆ Race Equality Statement of Commitment
- ◆ Disability Equality Statement of Commitment
- ◆ Gender Equality Statement of Commitment

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

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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
- Adult Protection
- Equal Opportunities and Diversity in the workplace
- Discrimination and Harassment (e-learning)
- BSL Level 1 & 2

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
- Meeting the challenge in children with autism
- An introduction to Autistic Spectrum Disorder
- Transitions for children with autism (partnership with Struan House)
- Introduction to management of children with autism
- Introduction to sensory issues for children with autism
- 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
- Supporting bilingual pupils: 2+ languages
- Aware-raising (all levels) for 2009 ASL Act
- Introduction to additional support needs for support assistants
- Introduction to Dyslexia for support assistants
- Introduction to IT for support assistants
- Conference on Dyslexia toolkit
- Challenging behaviour, promoting positive relationships
- Restorative practises
- Bereavement "Give us a Break " training
- Resilience: FAIR training
- Principal Teachers Support for Learning CPD
- Specialist Support Teachers CPD
- Collaboration with educational establishments for partnership working (various groups)
- Child Protection training (various groups)

Extract from Education Resources Improvement Priorities 2010/11

3: Implement key aspects of legislative duties as prescribed in revised/new legislation annually till March 2012.
(All Sectors and Services, as appropriate)

The Additional Support for Learning Act 2009 became law in November 2010. Education Resources has implemented key aspects of the legislation as follows:

- Revised the Operating Procedure A28 – Additional support for learning – information and guidance.
- Revised the Additional Support for Learning Information Leaflets for parents and young people.
- Provided training to support staff in the implementation the new Act.
- Updating the Additional Support for Learning Information available on the Council website to reflect the new legislation.
- Provided updated guidance on the preparation of school handbooks to ensure they cover Additional Support Needs requirements.

Further action to implement the Additional Support for Learning Act 2009 will be taken as follows:

- Liaison with Social Work Resources and the Scottish Children's Reporter Administration (SCRA) to ensure information regarding looked after children is accurate.
- Revision of Placing Request procedures to ensure that the appeals process reflects the roll of the Additional Support Needs Tribunal.
- Revision of the Future Planning Protocol (FPP) to take into account the requirements of the new legislation.

In addressing additional support for learning, establishment and services should:

- Ensure that all relevant staff are familiar with the revised A28 Operating Procedure.
- Make available where appropriate the revised leaflets for parents and young people.
- Ensure relevant staff attend appropriate ASL training, including FPP training.
- Ensure that communications from the SCRA are used timeously to update SEEMIS pupil records.

The Equality Act 2010 became law in April 2011. Education Resources has undertaken the following activity and preparation for full implementation of Act:

- Developed and piloted a combined Equalities Action Planning and Reporting Format.
- Provided initial information and guidance to school Equalities Coordinators on the new act.

Action to implement the Equalities Act 2010 will be taken as follows:

- Preparation of a combined Equalities Statement of Commitment to include the existing statements on race, gender and disability. The revised statement will include the protected characteristics defined in the Equality Act: age, race, disability, gender reassignment, religion and belief, sex and sexual orientation, pregnancy and maternity.
- Roll out of the combined Equalities Action Planning and Reporting Format to all establishments by March 2012.
- Following publication of the Equality Act 2010, Code of Practice: Schools in Scotland and confirmation of the legislative duties, development of appropriate guidance and training for establishments.

In addressing additional support for learning, establishment and services should:

- 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.

- Actively promote equality of opportunity and the fostering of good relations on the grounds of the protected characteristics.
- Eliminate unlawful discrimination and ensure that all anti-bullying procedures actively address harassment in line with the new "Treat me Well" guidance.
- Ensure that the Equalities Action Planning and Reporting Format is completed in accordance with agreed timelines.
- Continue to monitor the attainment of minority ethnic pupils by ethnic group and first language, of disabled pupils and of all learners by gender.
- Assess all new policies, procedures and guidelines for impact on all groups with protected characteristics

Establishments and services should also plan to further build on appropriate aspects of the 'Areas of Work' identified in the Equalities Action Planning and Reporting Format.

- Auditing using the HMIE Promoting Race Equality Self Evaluation Guidelines, CERES (Centre of Education for Race Equality in Scotland) Audit tool, TCATC 2 and HGIOS 3, Equality and Fairness Indicator 5.6.
- Ensuring all equality issues are embedded and mainstreamed into all four capacities of 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.