



Council Offices, Almada Street
Hamilton, ML3 0AA

Tuesday, 16 November 2021

Dear Councillor

Equal Opportunities Forum

The Members listed below are requested to attend a meeting of the above Forum to be held as follows:-

Date: Wednesday, 24 November 2021

Time: 14:00

Venue: By Microsoft Teams,

The business to be considered at the meeting is listed overleaf.

Yours sincerely

Cleland Sneddon
Chief Executive

Members

Bert Thomson (Chair), Janine Calikes, Maureen Devlin, Mary Donnelly, Eric Holford, Ann Le Blond, Katy Loudon, Joe Lowe, Jim McGuigan, Mo Razzaq

Substitutes

Maureen Chalmers, Peter Craig, Martin Lennon, Lynne Nailon, Margaret B Walker, Jared Wark

BUSINESS

1 Declaration of Interests

- 2 **Minutes of Previous Meeting** 3 - 8
Minutes of the meeting of the Equal Opportunities Forum held on 15 September 2021 submitted for approval as a correct record. (Copy attached)

Item(s) for Consideration

- 3 **Annual Report on Mainstreaming Equalities and Diversity – Education Resources** 9 - 22
Report dated 4 November 2021 by the Executive Director (Education Resources). (Copy attached)
- 4 **Amna's Story**
Presentation by F Thomson, Locality Manager, Clydesdale (Education Resources)
- 5 **Review of Equalities Training** 23 - 26
Report dated 3 November 2021 by the Executive Director (Finance and Corporate Resources). (Copy attached)

Urgent Business

- 6 **Urgent Business**
Any other items of business which the Chair decides are urgent.

For further information, please contact:-

Clerk Name:	Elizabeth-Anne McGonigle
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Clerk Email:	elizabeth-anne.mcgonigle@southlanarkshire.gov.uk

EQUAL OPPORTUNITIES FORUM

2

Minutes of meeting held via Microsoft Teams on 15 September 2021

Chair:

Councillor Bert Thomson

Councillors Present:

Councillor Mary Donnelly, Councillor Eric Holford, Councillor Katy Loudon, Councillor Mo Razzaq (*substitute for Councillor Maureen Devlin*)

Councillors' Apologies:

Councillor Janine Calikes, Councillor Maureen Devlin, Councillor Ann Le Blond, Councillor Martin Lennon, Councillor Joe Lowe, Councillor Jim McGuigan

Attending:

Community and Enterprise Resources

L Hughes, Fair Trading Officer; A McKinnon, Head of Facilities, Waste and Grounds Services

Finance and Corporate Resources

A Bell, Personnel Officer; G Cochran, Administration Assistant; E Maxwell, Personnel Adviser; G McCann, Head of Administration and Legal Services; E A McGonigle, Administration Officer; K McVeigh, Head of Personnel Services

Housing and Technical Resources

A Craigen, Section Leader (Surveys); J Forbes, Property Manager (Assets and Estates Services)

Also Attending:

H Williams, Women's Aid, South Lanarkshire and Renfrewshire; K Wallace, Trade Union Representative, Unite the Union; M Kennedy, Chair of the Joint Consultative Forum

Order of Business

The Forum decided: that the items of business be dealt with in the order minuted below.

1 Declaration of Interests

No interests were declared.

2 Minutes of Previous Meeting

The minutes of the meeting of the Equal Opportunities Forum held on 16 June 2021 were submitted for approval as a correct record.

The Forum decided: that the minutes be approved as a correct record.

3 Gender Inequality and Why it is Important

H Williams, Women's Aid, South Lanarkshire and East Renfrewshire, gave a presentation on gender inequality and why it was important.

The presentation provided information on the following areas:-

- ◆ a definition of men's violence against women from 'Equally Safe' which highlighted the need to understand this within a societal context and not in isolation from the norms, social structure and gender roles within the community
- ◆ disparities and inequalities between the sexes had become embedded in the baseline of public policies and allocation of public resources
- ◆ detailed analysis on why gender mattered which included statistics from 2018 that highlighted gender disparities including:-
 - ◆ 85% of those aged 16 to 64 who were inactive due to caring duties were women
 - ◆ 8% of women in employment aged 16+ were self employed compared to 16% of men
 - ◆ 13% of women in employment aged 16+ were employed in an occupation within the health and social care sector compared to 3% of men
 - ◆ the median hourly earnings (excluding overtime) for women was £11.81 per hour compared to £13.89 per hour for men
 - ◆ only 761 women completed a STEM Modern Apprenticeship in 2018/2019 compared to 8,144 men
- ◆ Public Sector Equality Duties – gender equality should be positively advanced through policy and practice
- ◆ recognition that equality did not equal sameness

H Williams, having responded to members' questions, was thanked for her informative presentation.

The Forum decided: that the presentation be noted.

4 Accessibility Report on Operational Properties

A report dated 25 August 2021 by the Executive Director (Housing and Technical Resources) was submitted providing an update on the activities being carried out by Property Services, Asset and Estates Team regarding the development of a new customer focused accessibility survey and property summary.

Accessibility had started as a Statutory Performance indicator (SPi) which was a very technically focused appraisal which took into account several factors such as building regulations, time of construction, ability to be adapted and service being delivered. In recent years, this had been changed to a Key Performance indicator (KPi), however, the methodology for assessing buildings had remained substantially the same.

Following customer feedback, it was recognised that whilst the KPi was useful for benchmarking properties, it was not of much assistance to service users. A review was, therefore, carried out into what information on accessibility was collected and how this could be presented differently to assist customers, visitors and building users.

To date, the following activities had been progressed:-

- ◆ the Access Audit checklist survey sheet, used to capture information on each building, had been reviewed and amended, as outlined in Appendix 1 to the report
- ◆ a new Property Accessibility summary sheet, where technical information was translated into a customer focused statement on key areas of accessibility, had been created, attached as Appendix 2 to the report
- ◆ at the start of 2021, an initial pilot programme of 6 properties to test the process had been completed
- ◆ a set list of terms used in a summary sheet to provide consistency had been agreed

All operational properties were surveyed by the Council's in-house Building Surveyors as part of a 4-year rolling programme. This survey activity captured information on legislative responsibilities which included fire compartmentation, condition and insurance details. The new

accessibility assessment would now form part of that survey programme. The next step would be to discuss how the results from the surveys could be shared with service users, for example, adding information to the South Lanarkshire Leisure and Culture (SLLC) website and booking information.

Discussion took place in relation to the Council HQ building in Almada Street, Hamilton and the following matters were raised:-

- ◆ concerns about disability access which required to be addressed as a matter of urgency
- ◆ consideration to be given to what adaptations could be implemented to the building given its listed building status
- ◆ the needs of all councillors, members of the public and Council staff were not currently being met
- ◆ disability should be given the same level of priority as health and safety issues, such as fire safety
- ◆ further consideration on this issue to be given at an early meeting of this Forum

The Chair, on behalf of the Forum, would write to the Chief Executive to ask about disability access at Council HQ and other Council facilities to see if there could be a review programme and implement any works that were required.

Officers responded to members' questions on various aspects of the report.

The Forum decided:

- (1) that the changes in the Council's approach to surveying and reporting on accessibility be noted; and
- (2) that the Chair, on behalf of the Forum, write to request that consideration be given to the matters raised and that any necessary improvements be programmed and implemented as soon as possible.

5 Annual Report on Mainstreaming Equalities and Diversity – Community and Enterprise Resources

A report dated 31 August 2021 by the Executive Director (Community and Enterprise Resources) was submitted on strategic and operational work being undertaken by Community and Enterprise Resources to meet the commitments within the Mainstreaming Equalities Progress Report 2019 to 2021 and Mainstreaming Equalities Report 2021 to 2025.

The Council had published its "Mainstreaming equalities progress report 2019 to 2021" and "Mainstreaming equalities report 2021 to 2025" in April 2021. The new Equality Outcomes set for 2021 to 2025 would focus on actions to produce results intended to achieve specific and identifiable improvements in people's life chances. The Resource would lead on Equality Outcome 2:-

- ◆ 'Older people, those from vulnerable groups and individuals who live alone are protected from scams and nuisance calls and their wellbeing is improved through increased awareness and preventative action'

This Outcome would be progressed by Environmental Services Consumer and Trading Standards Services and details were attached at Appendix 1 to the report.

The Resource continued to build on progress and remained committed to embedding equalities across all aspects of service provision. The equality activity of the Resource was aligned to and reported against the following 7 Council plan “Connect” objectives:-

- ◆ improve services in later life
- ◆ protect vulnerable children, young people and adults
- ◆ improve the road network, influence improvements in public transport and encourage active travel
- ◆ support local economy by providing the right conditions for inclusive growth
- ◆ support our communities by tackling disadvantage and deprivation and supporting aspirations
- ◆ improve achievement, raise educational attainment and support lifelong learning
- ◆ work with communities and partners to promote high quality thriving and sustainable communities

Progress of activity against each of the 7 equality objectives and details of the differences each had made was detailed at Appendix 2 to the report.

Service delivery arrangements for the Resource had been impacted by the COVID-19 pandemic and resilience arrangements and controls were put in place to manage the impacts of the pandemic. The Resource had responded at pace to changing guidance and ensured all safety measures were in place so that services continued to be delivered where possible. Where physical distancing was not possible, some services were either transformed or temporarily ceased. Equality initiatives that had been impacted by COVID-19 across the Resource were detailed in Appendix 2.

The Resource had a key role in delivering the Council’s Equality Outcomes and the following actions were detailed in the Resource Plan:-

- ◆ ensure there was adequate provision for the community to travel within South
- ◆ monitor the parking requirements for disabled users on an ongoing basis
- ◆ ensure the transport provision reflected the needs of the community
- ◆ help businesses within the community grow and develop
- ◆ ensure inclusive design was adhered to when designing buildings in South Lanarkshire
- ◆ ensure vulnerable groups were consulted regarding changes to buildings in their communities

Over the course of 2020/2021, the Resource carried out 3 Equality Impact Assessments (EQIAs), as detailed in paragraph 4.2 of the report. An additional 9 EQIAs were completed for the 2021/2022 savings proposals.

The Chair, on behalf of the Forum members, welcomed the report and expressed appreciation of the work and activities being undertaken by Community and Enterprise Resources to take forward the Council’s commitment to mainstreaming equality and diversity in strategic planning and performance.

The Forum decided: that the report be noted.

[Reference: Minutes of 6 March 2019 (Paragraph 5)]

6 Scams Prevention Project

L Hughes, Fair Trading Officer, Community and Enterprise Resources gave a presentation on the Scams Prevention Project.

The aim of the project was to:-

- ◆ reduce financial harm for vulnerable people on the doorstep, by telephone, mail or online
- ◆ support people to live independently in their homes for longer

The presentation provided detailed information on:-

- ◆ methodology:-
 - ◆ a package of preventative measures, including practical solutions and assistive technology
 - ◆ Scam Alert Network, Friends Against Scams and Scam Marshalls
 - ◆ promotion of Buy With Confidence scheme
 - ◆ creation of links between relevant departments
 - ◆ taking a more holistic approach
 - ◆ creation of a referral system with clear lines of communication
- ◆ referral partners
 - ◆ Fire and Safety
 - ◆ Care and Repair
 - ◆ Seniors Together
 - ◆ Neighbourhood Watch Scotland
 - ◆ Home Energy Scotland
 - ◆ Police Scotland
 - ◆ Banks
- ◆ data relating to scams, including costs, numbers and the age demographics of victims
- ◆ referral routes

The Forum decided: that the presentation be noted.

7 Urgent Business

There were no items of urgent business.

Report

3

Report to:	Equal Opportunities Forum
Date of Meeting:	24 November 2021
Report by:	Executive Director (Education Resources)

Subject:	Annual Report on Mainstreaming Equalities and Diversity – Education Resources
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ♦ update the Forum of the strategic and operational work being undertaken by Education Resources to meet the commitments within the Mainstreaming Equalities Progress Report 2019 to 2021 and the Mainstreaming Equalities Report 2021 to 2025

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 commitment to mainstreaming equalities be noted.

3. Background

3.1. Education Resources has continued to build on progress made and remains committed to embedding equalities across all aspects of service provision, delivering against outcomes highlighted in the Mainstreaming Equalities: Outcomes Report 2021 to 2025.

4. Equalities and Impact Assessment

4.1. Education Resources continues to progress on delivering impact assessments as follows:-

- ♦ it continues to be part of the 2021/2022 Improvement Plan priorities for all establishments and services to undertake impact assessment where appropriate
- ♦ Education Resources contributes to the cross-Resource Impact Assessment Working Group
- ♦ an Impact Assessment sub-group is in place. Its remit is to create, monitor and authorise impact assessments for the Resource
- ♦ from 1 April 2020 to 31 March 2021, 10 impact assessments were carried out by Education Resources

5. Delivering Services

5.1. The focus for Education remains on recovery from COVID-19 and on raising achievement and attainment, inspiring learners, transforming learning and working in partnership to strengthen our communities.

Our priorities are:-

- ◆ to raise standards in literacy and numeracy and close the poverty related attainment gap
- ◆ improve health and wellbeing to enable children and families to flourish
- ◆ support children and young people to develop their skills for learning, life and work
- ◆ ensure that inclusion and equality are at the heart of what we do

5.2. All schools and services across Education Resources demonstrate a commitment to work together to support the best interests of the forty thousand children and young people who attend schools and educational settings. Creative use of platforms such as Google classroom and development of online learning resources provided vital resources to support home learning during the recent pandemic. Physical learning packs were developed and distributed to families who had difficulty accessing online resources, as well as distribution of Chrome books to support pupils without access to a home PC. Additional resources were made available via Scottish Government to provide IT resources and internet access targeted to 250 families unable to access due to poverty related issues.

5.3. Vulnerable families, including Gypsy/Traveller families, those subject to child protection measures, children who were looked after or had additional support needs, were supported with regular phone contact from schools during lockdowns. Colleagues from Inclusion, Early Years and Psychological Services met with Social Work Managers on a weekly basis to assess need and allocate spaces in the Emergency Childcare Hubs. The Youth, Family and Community Learning (YFCL) Service provided an extensive range of targeted supports during the summer holidays to support young people and families.

5.4. Staff worked in partnership with community based services to mitigate the effects of social isolation, financial issues and food poverty including supporting the delivery of food parcels. Free school meal vouchers were distributed to families and continued throughout the school holidays to ensure that families had the means to provide food for their children.

5.5. Psychological Services and Education Resources have established the counselling through school's service for children and young people aged 10 and over providing a one-to-one counselling support. There are termly multi-agency meetings with Education, Educational Psychologist, CAMHS and the Social Work Trauma Recovery Service staff focusing on counselling support for children and young people. A mental health guidance for schools has been developed which is shared with Education, Social Work and Police Scotland.

6. Progressing Equal Opportunities and Further Areas for Improvement

6.1. Education Resources' agenda for improvement is reflected in the actions and measures identified for 2021/2022, and to take forward our priorities we will:-

- ◆ provide high quality learning experiences for all
- ◆ deliver a meaningful curriculum to support the learner journey
- ◆ use evidence to effect improvement
- ◆ build leadership capacity within a strong framework of governance
- ◆ encourage innovation and creativity
- ◆ strengthen partnership working

- 6.2. The planning and reporting for education establishments is embedded in the Improvement Planning of establishments and in the production of Standards and Quality Reports. Establishment Guidance is updated on a regular basis to reflect current priorities.
- 6.3. Education remains both a local and national priority. Our aim is that “all learners in South Lanarkshire achieve the highest possible levels of achievement and attainment”. This means delivering learning opportunities and committing to improving literacy and numeracy, health and wellbeing, knowledge, skills, confidence and creativity which will inspire learners, transform learning and strengthen communities and ensuring inclusion is at the heart of what we do

A breakdown of some of our contributory interventions and activities is outlined in Appendix 1.

- 6.4. Education Resources will continue to deliver safe educational environments in line with the Scottish Government and Public Health guidelines.
- 6.5. In order to support pupils regarding mental health which for many has been made more challenging by the COVID-19 pandemic, a Counselling through Schools service has been established for children and young people 10 years of age and over. As part of this strategy 10 counselling providers are available to schools and thus far, 425 children and young people have benefitted from counselling support.
- 6.6. Literacy and numeracy and supporting learners with literacy difficulties as early as possible to ensure support is offered at the right time is a targeted approach on an individual learners basis.
- 6.7. A robust training programme for staff has promoted active literacy in phonics, spelling and reading and is well established as part of South Lanarkshire Literacy Strategy. 34 schools have been part of the Active Literacy project (2017 to 2020), receiving additional training and support. Evidence from schools to date demonstrates a positive upward trend in reading attainment. Education Resources has recently developed a new Literacy Pathway for Identifying, Assessing and Addressing Weak Literacy Skills and Dyslexia. Ongoing training of staff members and literacy coordinators is taking place over the winter of 2021/2022.
- 6.8. Education Resources recently hosted an Inclusion Conference which highlighted for all staff the importance of working to embed the UN Convention on the Rights of the Child into practice. Along with that, staff have received in-service training on the key aspects of the national “Promise” for care experienced children and young people. Education Resources, in partnership with Social Work Resources, have placed specialist teachers in each geographic area to work as teachers supporting the most vulnerable care experienced children to enable them to be present at school, participate, be supported and achieve.
- 6.9. *English for Speakers of Other Languages (ESOL)*
ESOL support is offered through joint working between YFCL and Global Refugee Programme. Class sizes are maximised through joint working across both teams. During 2020/2021 the locality-based delivery model has been adapted to take account of COVID-19 restrictions.

- 6.10. Inclusion is at the heart of what schools and educational settings and services do and is a strong value which helps to ensure that equalities is not seen as an add on but something which is seen as a norm and something we should always be striving to achieve.

7. Employee Implications

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

8. Financial Implications

- 8.1. Implementation of the initiatives are met from existing resources, or from external funding where noted in the report.

9. Climate Change, Sustainability and Environmental Implications

- 9.1 There are no climate change, sustainability or environmental implications associated with this report.

10. Other Implications

- 10.1. 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.

- 10.2. There are no implications for sustainability in terms of the information contained within this report.

11. Equality Impact Assessment and Consultation Arrangements

- 11.1. 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.

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

Tony McDaid

Executive Director (Education Resources)

4 November 2021

Link(s) to Council Objectives

- ◆ Improve achievement, raise educational attainment and support lifelong
- ◆ Ensure schools and other places of learning are inspirational
- ◆ Protect vulnerable children, young people and adults
- ◆ Tackle disadvantage and deprivation and support aspiration
- ◆ Encourage participation on physical and cultural activities

Link(s) to Council Values

- ◆ Focused on people and their needs
- ◆ Working with and respecting others
- ◆ Accountable, effective, efficient and transparent
- ◆ Ambitious, self-aware and improving
- ◆ Fair, open and sustainable
- ◆ Excellent employer

List of Background Papers

None

Contact for Further Information

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

Anne Donaldson, Head of Education (Inclusion)

Ext: 4452 (Tel: 01698 454452)

E-mail: anne.donaldson@southlanarkshire.gov.uk

The following provides an overview of some of the work that has been done across Education Resources as part of our activity to contribute towards achieving the Council's equality outcomes.

Outcome 2 – Protect vulnerable children, young people and adults	
What we have done so far	The difference it has made
<p>Counselling through schools</p> <p>Established the Counselling through Schools service for children and young people aged 10 and over. This is a one-to-one counselling support.</p> <p>Provided ongoing support and detailed operational guidance for schools and counselling providers.</p>	<ul style="list-style-type: none"> • 43 schools accessed the service • 452 children and young people attended counselling • Overall, 65% of children and young people reported improved outcomes after attending counselling • 10 counselling providers are now available to schools
<p>Keeping Children safe online</p> <p>Child Exploitation Online Protection Training has continued to be delivered to ensure professionals have the knowledge to support and advise pupils with online safety.</p> <p>Regular training sessions have taken place throughout the year. Supporting literature has been issued to professionals, parents/cares, pupils and staff.</p> <p>As part of this training the most up to date information as been obtained from a broad range of sources including The National Crime agency, Police Scotland, Europol and The Internet Watch Foundation.</p> <p>A multi-agency Online Safety sub-group has been meeting as part of the Child Sexual Exploitation Strategy Group.</p>	<p>Numbers participating in training opportunities:-</p> <ul style="list-style-type: none"> • 263 parents/carers • 619 primary pupils • 4690 secondary pupils • 260 Professionals • Professionals, parents/carers and pupils equipped with the knowledge of the potential dangers online and how to respond to any concerns • Increased knowledge of the steps that can be taken to minimise risk online • Increased confidence to report a concern • Clear strategy for dealing with Child Sexual Exploitation and supporting professionals and keeping children safe
<p>Developed opportunities for multi-agency awareness raising of Togetherall, an online mental health support for young people aged 16 to 19 years old in South Lanarkshire.</p>	<ul style="list-style-type: none"> • Staff across each agency will use Togetherall information to highlight the service and share with young people. • Young people can be referred/directed to Togetherall through a multi-agency approach . • Young people can access online mental health support immediately. • Since its launch in South Lanarkshire, 141 young people have accessed it • 534 self-assessments have been completed with 78 courses being accessed
<p>Established termly multi-agency meetings with Education, Educational Psychologist, CAMHS and SW Trauma Recovery Service staff focusing on counselling support for children and young people.</p> <p>Developed Mental Health Services for Schools guidance which outlines information regarding each counselling service. This will be shared within Education, Social Work, Health and Police.</p>	<ul style="list-style-type: none"> • Staff across each agency will have an increased understanding of each counselling service and know when and how to refer.

<p>All schools will now support the School Nursing Service to meet their statutory duties of completing a Health Needs Assessment for a child or young person at the point they become care experienced. School staff who know the child or young person best will complete a strength and difficulties questionnaire (SDQ) within 5 days of receipt and return to the school nurse. The SDQ is used to assess the emotional wellbeing through a short behavioural screening questionnaire for children and young people aged 4 to 17 and forms one part of the overall Health Needs Assessment. Information will then be used to identify supports</p>	<p>When fully implemented and being consistently completed:-</p> <ul style="list-style-type: none"> • ensure that all children and young people have a robust health needs assessment at the point they become care experienced • by working on a multi-agency basis support the Scaffolding foundation with The Promise by ensuring that agencies work together and make sure the right support is in place at the right time • enable the school nursing service, without delay, to implement the appropriate pathway to support a child or young person with identified health care needs • enable school staff to build into their individualised planning supports from other agencies • ensure regular and ongoing health reviews consistently for children and young people who are Care Experienced • produced a practitioners Practice Guide for Inclusion in the Framework for Inclusion and Equity <p>Support the School Nursing Service to implement their statutory duties around Health Needs Assessments which they are required to report on nationally.</p>
<p>Promoting Positive Relationships and Understanding Distressed Behaviour (PPRUDB) and Harmful Sexual Behaviour (HSB): A new appendix has been added to the SLC Guidelines for PPRUDB Supporting Documents. It includes information on what HSB is and how to manage it in education establishments. This was needed after an increase in instances following lockdown</p>	<ul style="list-style-type: none"> • It has increased confidence in managing such an instance which can be concerning for all. • It has given confidence to parents that staff have guidance to keep all safe if an instance occurs

Outcome 5 – Tackle disadvantage and deprivation and support aspiration	
What we have done so far	The difference it has made
<p>Autism Support</p> <p>A range of National Autistic Society Early Bird Courses continued this year with online training taking place for a range of multi-agency staff in Early Bird, Early Bird+ and Teen Life.</p> <p>Courses for parents/carers in the above courses were able to be delivered online.</p>	<ul style="list-style-type: none"> • Every locality now has staff who are trained in these courses. • Every locality has a new set of resources Early Bird, Early Bird+ and Teen Life Training this year. • With staff now trained in Teen Life, parents/carers have a seamless journey of support for themselves and their Autistic children from Nursery to Primary through to Secondary school. • Increased understanding of ASD across all staff. • Increased understanding of Autism for parents and carers who are equipped with a range of skills to support their children and themselves.
<p>Strategies to support schools and nurseries to manage ASD with an Extreme Demand Avoidant (EDA) Profile booklet was compiled by Inclusive Education in consultation with Psychological Services, NHS Lanarkshire and CAMHS. This was added to the Framework for Inclusion guide for all schools. This will also be distributed to other agencies such as Social Work. The booklet will also be available in schools for parents.</p>	<ul style="list-style-type: none"> • 3000 Booklets have been printed to be distributed to all schools, nurseries and Social Work Fieldwork Managers in all localities. • Attachment Strategy was launched by Psychological Services this year and the EDA Booklet corresponds with approaches recommended. • All school staff will be informed in strategies to support the managing EDA, improving outcomes for children and young people. • All school staff will understand the distressed behaviour associated with EDA.
<p>All secondary schools use the 16+ Matrix to identify the pupils who are at most risk of entering a negative destination when they leave school. Education staff work in partnership with a variety of external agencies to ensure a smooth transition from school. Skills Development Scotland (SDS) supports the young people within the school setting in a range of ways: one-to-one support, targeted group work, class lessons, options evening, parent meetings and in the use of the My World of Work (My Wow) online toolkit.</p> <p>The Developing Scotland's Young Workforce guidance highlights the need for a flexible approach to the learner pathway, introducing work experience when each young person is ready.</p> <p>Secondary schools are actively developing their portfolio of business partners and introducing new opportunities for schools and the world of work to blend.</p>	<ul style="list-style-type: none"> • The most vulnerable group of young people at most risk have an enhanced support package created to suit their education needs and future aspirations. They benefit from a bespoke timetable including group work to enhance their skills for Learning, Life and Work. • Young people have benefitted from improved partnerships with local businesses, volunteer groups, local training providers and FE/HE establishments to create individualised education packages and pathways that enable the young person to achieve qualifications whilst developing their employability skills. • Young people with additional support needs, the Future Planning Process continues to ensure that partnership working and planning well in advance will secure the desired positive destination.
<p>Following work to consolidate and align the delivery and management of youth employability services within Education Resources, a range of services and supports have been developed which are assisting young people to develop the vocational and work readiness skills required to progress to sustained and appropriate post-school destinations.</p>	<ul style="list-style-type: none"> • Year on year improvements in positive school leaver destinations • Evidence that the gap between areas with most and least deprived 20% is narrowing on an annual basis

<p>These services, along with robust tracking and monitoring processes, are achieving positive results for young people and their communities</p>	
<p>Corporate Parenting Communication of information regarding Care Experienced children and young people has improved between Social Work and Education Inclusion has significantly improved and guidance for Designated Senior Managers in schools on how to manage this information to meet needs more effectively for learners on Compulsory Supervision Orders, Voluntary Supervision Orders and Unaccompanied Asylum Seeker Children. Teachers for care experienced children in each area have been assigned to support the children who are most in danger of not accessing education. The aim is to provide early intervention before damaging trends are ingrained and in so doing support higher levels of attainment.</p>	<ul style="list-style-type: none"> • The Promise is closer to being fulfilled in that we are improving outcomes for Compulsory Supervision Orders, Voluntary Supervision Orders and Unaccompanied Asylum Seeking Children by having the knowledge and inclusive ethos needed to meet needs. Staff have confidence in their management of this at managerial level and welcome the improvements by the use of the Curriculum for Excellence Senior Phase Tuition Service and CE P7-S3 Teachers in each locality.
<p>Pathfinder project This project was initially set up across the three secondary schools in Cambuslang and Rutherglen. Each school was allocated two YFCL workers. Their remit was to support care experienced young people, or those of the 'edges of care' to better engage in school. A crucial aspect was lining with families and supporting them to access relevant benefits, supports, housing, employment and training. Programmes were organised for pupils over both Easter and Summer holidays to keep that ongoing engagement with school. The noted success of the programme prompted IAP to fund a Junior Pathfinders worker in Cathkin PS and Burgh PS to support those young people categorised above to make a successful transition to high school.</p>	<p>An independent evaluation of the project was undertaken, and it was very positive about the impact the workers have had on both pupils and families. To date pathfinders have engaged with 418 Young people and families. With 218 young people being key referrals. Engagement is through a mixture of 1:1, group work and thematic partnership programmes as well as informal needs led engagement.</p> <p>Pathfinders work with parents/ carers includes:-</p> <ul style="list-style-type: none"> • Funding support- to date pathfinders have obtained £14990 of direct funding. • Advocating with formal agencies such as social work and housing. • Engagement in family learning programmes such as holiday food project. <p>The project is now being rolled out to other identified schools in the authority due to its success. Junior Pathfinders is part of a test of change project run by IAP and the evaluation of this should be available December 2021</p>

Outcome 6 – Improve achievement, raise educational attainment and continue to support lifelong learning	
What we have done so far	The difference it has made
<p>Adult Literacy and Numeracy (ALAN)</p> <p>Throughout 2020/2021 ALAN delivery was offered through a blended model of delivery. Learners who were most vulnerable and most affected by digital exclusion, due to lack of skill or resources, were supported through face-to-face, postal or telephone support.</p> <p>Roll out of the Connecting Scotland programme allowed devices and MiFi support to be directed towards ALAN learners.</p> <p>Learning is delivered through a social practice delivery model and is Individual Learning Plan based to ensure needs-led delivery. Thematic groups are offered to support learners with particular needs and interests, this included: budgeting, using social media, creative writing etc.</p> <p>'Red Letter Days', such as International Literacy Day, World Book Night, Maths Week and National Numeracy Day, are celebrated through themed activities. This year, World Book Night was marked through a collaboration of activity between ALAN learners and Vertigo Youth Theatre whereby Adult Learners creative writing was performed by the young people and streamed on YouTube.</p>	<ul style="list-style-type: none"> • 101 learners improved their literacy skills • 47 learners improved their numeracy skills • 75 learners have improved their IT skills through regular engagement with our Connecting Scotland Digital Champions • World Book Night performance https://youtu.be/aNego2yM-BY
<p>Gypsy/Traveller Group Support</p> <p>The Gypsy/Traveller Education Group is facilitated by management, teaching and support staff with an extensive knowledge and experience in this field. The group runs in Larkhall and Hamilton for Secondary aged Gypsy/Traveller pupils offering academic and pastoral support.</p> <p>Teachers also support families (and former pupils) through regular home visits and phone calls. Support is often given to family members in literacy matters such as completion of passports and other literacy-based issues. Individual Learning Plans or Additional Support Plans have been put in place for every pupil who attends regularly. Robust methods of tracking and monitoring student progress were introduced which has improved the identification of gaps in learning. Formative and summative assessment is now embedded in Reading, Maths, Spelling and Writing.</p> <p>Enhanced transition programmes are in place to support school attendance and promote cultural awareness in schools</p> <p>During lockdown, staff created a virtual school online, using Google Drive and Google Classrooms. The area is populated with learning opportunities, resources and admin which can now be accessed more readily.</p>	<ul style="list-style-type: none"> • 30 young people (who have refused to attend mainstream Secondary School) were supported by staff in the 2020/2021 academic year. • Attainment levels have improved, with several students attaining qualifications at National 3 and above. • Students are involved in deciding their next steps in learning and in planning their learning journey • Regular school visits by ASPIRE afford improved chances of positive destinations for the senior students • Students have also been provided with input and literature to help keep them safe online

<p>An Exceptions Forum Protocol now operates and formalises the assessment process which considers the needs of pupils in current educational placements that are causing concern, with a view to a more appropriate ASN placement. Schools are required to assess the child on a holistic basis, gathering the views of a range of professionals. A Wellbeing Assessment, including parent/pupil views must be submitted before consideration by a multiagency panel.</p>	<ul style="list-style-type: none"> • Pupil placements are determined by a multiagency panel who fairly and consistently consider identified needs • children and young people with ASN have their needs met more effectively.
<p>English for Speakers of Other Languages (ESOL) ESOL support is offered through joint working between YFCL and Global Refugee Programme. Class sizes are maximised through joint working across both teams. During 2020/2021 the locality-based delivery model has been adapted to take account of COVID-19 restrictions. Almost all classes are offered on Teams to maintain social distancing. Classes are adapted on a term-by-term basis to take account of learner needs with the learning offer being delivered through generic language learning classes at 4 different levels (literacy, beginners, elementary and intermediate) and thematic provision (employability and family learning). No less than 36 distinct learning opportunities are offered on a weekly basis.</p>	<ul style="list-style-type: none"> • 95 learners have improved their language level • Piloted transition programme to support parents of children transitioning from Early Years/P1 and P7/S1.
<p>Youth Family and Community Learning (YFCL) Emergency childcare for key workers</p> <p>Provision of 5 days a week, childcare support using a Community Learning and Development Youth Work approach across 10 locations during summer of 2020. Fun programmes included arts and crafts, films, physical activities, fitness fun sessions, planting sunflower seeds and growing plants, treasure hunts, stop frame animation, old school games (skipping, hula hoops etc.), group games and non-bake baking.</p>	<ul style="list-style-type: none"> • 346 children aged 3 to 13 years attended the school based provision with 39 having additional support needs. • Parents and carers reported improved social skills and development skills in their children. • Children and young people reported improved confidence and new skills learned through their engagement. • Children and young people supported in their return to school
<p>COVID lockdown YFCL outreach provision Activity packs</p> <p>A range of activities and supports were established to maintain contact with vulnerable learners and families during the lockdown period across YFCL provision. These activities drew on the pre-Summer COVID-19 experience and continued to meet the needs of new learners and maintain well established relationships with communities. The purpose of this activity was to promote engagement of children, young people and families who may have found themselves increasingly isolated and vulnerable during the period of lockdown.</p> <p>The activity packs had diverse content and included the resources required to enable young people and families to carry out the activities. Themes for packs included: health and wellbeing, STEM, family learning, family movie, family sports, cooking on a budget, gardening and back to school.</p>	<ul style="list-style-type: none"> • Weekly packs distributed • Over 4,000 packs distributed • Sustained engagement of children, young people and families during lockdown • Improved relationships between family members • Parents and carers reported improved social skills and focus in their children. • Continuity of engagement with YFCL Service and wider Council and partner services • Children and young people supported in their return to school

Virtual connections.

YFCL have maintained connections with learners, families and communities has been through social media, telephone and provision of online learning activity.

Learners have been engaged through learning videos on social media in subjects including positive mental health; mindfulness; healthy eating and cookery; physical exercise; arts and crafts; dance; drama; online guitar lessons and weekly challenges and quizzes, with regular group work sessions taking place across a full range of topics, allowing learners to remain in contact with staff and have an opportunity to talk to people from out with their own household. Further examples of the broader social media engagement include: Stay at Home Challenge; GBX Workout; What A Load of Craft & Rainbow Pics; Arts and Crafts sessions; Photography Competition; Throwback Thursdays; Mental Health Check In; Movie Night; Tik Tok Challenge; Drawing Challenge; Question Time; Toilet Roll Keepie-Uppie Challenge; virtual 'drop ins'; IT 'drop in' and Employment Gateway groups.

- Continuity of engagement with YFCL Service and wider Council and partner services
- Learners supported remotely
- Learners empowered to produce content for other learners

Report

5

Report to:	Equal Opportunities Forum
Date of Meeting:	24 November 2021
Report by:	Executive Director (Finance and Corporate Resources)

Subject:	Review of Equalities Training
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ update the Forum on the progress of the review of equalities training for employees and elected members

2. Recommendation(s)

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

- (1) that the contents of the report be noted.

3. Background

3.1. Equalities training is part of a wide range of training offered to all employees as part of their work with the Council, and there are several training courses and e-learning modules available.

3.2. Employees and elected members in particular roles are required to undertake equalities training in relation to that role. In regulated services such as education and social work, equalities/diversity learning is embedded in the professional training, registration and post registration requirements and codes of conduct.

3.3. For newly elected members, some aspects of equalities training are covered in induction and code of conduct briefings. For others, it is part of the role they might undertake - being part of recruitment selection panel or part of the adult protection committee.

4. Outcome of review

4.1. The review showed that:-

- ◆ a range of general and specific equalities training both classroom and online content is available
- ◆ the content requires regular review to make sure it is current and up to date, as this is an area where language and legislation, policy and approaches can change regularly
- ◆ there is no requirement on all employees to undertake equality training as part of their employment with the Council, although some employee groups do this as a matter of course
- ◆ generic learning on equalities/diversity is not mandatory for all employees, however, there is learning provision where this is embedded

- ◆ once equalities training has been undertaken, there is currently no requirements to undertake further training on a refresh cycle, as is the case for other types of training provision such as health and safety. As this is a subject where change is frequent, this means employees are not necessarily aware of current thinking and approaches, and is an area for improvement

5. Programme of mandatory equalities training

- 5.1. It was agreed by Council that a programme of mandatory equalities training is introduced for all employees and elected members, with a refresh period of 5 years. This training will cover a general introduction to equality and diversity issues and specific modules on each of the protected characteristics. This content will supplement existing training for professional groups, and for those undertaking specific roles, such as managers.

The agreed programme of equality and diversity training for all is shown below.

Group schedule	Month 1	Month 1-3	Month 4-6	Month 7-9	Month 10-12	Refresh
New employees	Introduction to equality and diversity	Race equality Marriage and partnerships	Disability equality Equality and employment	Gender equality LGBTI issues	Equality in age Religion and belief	5 years
Existing employees	Introduction to equality and diversity	Race equality Marriage and partnerships	Disability equality Equality and employment	Gender equality LGBTI issues	Equality in age Religion and belief	5 years
Newly Elected Members	Introduction to equality and diversity	Race equality Marriage and partnerships	Disability equality Equality and decision-making	Gender equality LGBTI issues	Equality in age Religion and belief	5 years
Existing Elected Members	Introduction to equality and diversity	Race equality Marriage and partnerships	Disability equality Equality and decision-making	Gender equality LGBTI issues	Equality in age Religion and belief	5 years

- 5.2. A review of the content of available training has been undertaken with some of the content of the training being revised. This is now available for employees and elected members to complete on the Council's e-learning platform. This includes:-

- ◆ Equality and Diversity Awareness
- ◆ Age Discrimination
- ◆ Race Discrimination

6. Next Steps

- 6.1. The review of the current equality and diversity learning is continuing, revised/new modules will be released as these are available.

7. Employee Implications

- 7.1. New and existing employees will be expected to undertake a programme of equalities training as outlined in the report considered by the Equity Working Group on 26 April 2021.
- 7.2. New and existing elected members will also be expected to undertake a similar programme of equalities training, outlined in the same report.

8. Financial Implications

- 8.1. There are no financial implications.

9. Climate Change, Sustainability and Environmental Implications

- 9.1. There are no implications for climate change, sustainability, or the environment as a result of this proposal.

10. Other Implications

- 10.1. There is a public commitment to equality on the Council's website, and our progress will be monitored and reported through our Equalities Mainstreaming update reports.

11. Equality Impact Assessment and Consultation Arrangements

- 11.1 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.

Paul Manning

Executive Director (Finance and Corporate Resources)

3 November 2021

Link(s) to Council Values/Ambitions/Objectives

- ◆ Promote economic growth and tackle disadvantage
- ◆ Improve Quality of Life for Everyone in South Lanarkshire
- ◆ Focussed on People and Their Needs

Previous References

None

List of Background Papers

None

Contact for Further Information

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

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