

**REPORT TO: EDUCATION COMMITTEE - 27 APRIL 2015**

**REPORT ON: EQUALITY OUTCOMES 2013-2017**

**REPORT BY: DIRECTOR OF EDUCATION**

**REPORT NO: 138-2015**

## **1.0 PURPOSE OF REPORT**

- 1.1 This report informs the Committee of progress made towards the Equality Outcomes set by the Education Department for the period 2013-2017. The Education Department are required by law to prepare Equality Outcomes. The Education Equality Outcomes form part of the corporate Mainstreaming Equality Progress Report 2013-15.

## **2.0 RECOMMENDATIONS**

- 2.1 It is recommended that the Committee:

- (i) notes the Education Department's Equality Outcomes; and
- (ii) approves the progress made towards implementation of the Equality Outcomes.

## **3.0 FINANCIAL IMPLICATIONS**

- 3.1 There are no financial implications. All outcomes can be met from within existing budget allocation.

## **4.0 MAIN TEXT**

- 4.1 The Equality Act (Specific Duties) Scotland Regulations required public authorities by no later than 30 April 2013, to publish a set of equality outcomes which it considered would enable the authority to better perform the general equality duty and report progress toward meeting its Equality Outcomes. Equality Outcomes are the changes that result for individuals, communities, organisations or society as a consequence of the action you have taken that will further one or more of the following needs: eliminate discrimination, advance equality of opportunity and foster good relations. Outcomes may describe immediate benefits such as changes in awareness, knowledge, skills and attitudes or longer-term benefits such as changes in behaviours, decision-making, or social and environmental conditions.

- 4.2 The public sector duty requires public authorities, including schools, to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity; and
- foster good relations.

The duties require public bodies to take steps not just to eliminate unlawful discrimination and harassment, but also actively to promote equality.

- 4.3 The purpose of the equality duties is not to be process driven and bureaucratic but rather to offer an outcome-based method of ensuring that schools are best meeting the needs of all their pupils. The Equality Outcomes set out three outcomes to be progressed. Under each outcome the Education Department has tasks to support the implementation of the outcome.

## **5.0 POLICY IMPLICATIONS**

- 5.1 This Report has been screened for any policy implications in respect of Sustainability, Strategic Environmental Assessment, Anti-Poverty, Equality Impact Assessment and Risk Management. An Equality Impact Assessment has been carried out and is attached to this report.
- 5.2 There are no major issues. The Equality Outcomes will have a positive impact on the lives of some of the most vulnerable children and young people in Dundee and will support staff and families to promote inclusive communities.

## **6.0 CONSULTATIONS**

- 6.1 The Chief Executive, Director of Corporate Services, Head of Democratic and Legal Services and Head Teachers have been consulted in the compilation of this report.

## **7.0 BACKGROUND PAPERS**

- 7.1 None.

Michael Wood  
Director of Education

March 2015

MM/JK

## **Equality Outcomes 2013-17**

### **Education Department, Dundee City Council**

#### **Introduction**

Our schools, from early years to secondary schools, are diverse communities where children, young people, staff and parents interact and work in partnership to improve the outcomes for all.

The Education Department provides a service for a pupil population of 17,414 (September 2014 Census) in 35 primary schools, 9 secondary schools and 1 special school. In February 2015 approximately 2970 children aged between 3 and 5 years received services in 27 local authority and 22 private provider nursery settings.

There are currently 178 young people with profound and complex additional support needs in Kingspark Special School. Of this number 14 have English as an additional language.

The annual census, taken in September of each year, shows that in 2014 over 2,000 pupils attending Dundee schools were from declared ethnic minority backgrounds, including Gypsy and other Travellers. This equates to approximately 12% of the school population within the city. The census shows that over 2500 children and young people have additional support needs, of which 760 are assessed as disabled. This data is treated with some caution as it is affected by a number of factors including: consistency in recording; moderation of additional support needs; and the current transition between electronic databases.

#### **Accessibility Strategy/duties**

The department's Equality Outcomes are achieved in part through implementation of its Accessibility Strategy, which was published in 2013 and received recognition in the Scottish Government's report (September 2014). The Accessibility Strategy sets out how the Department will:

- improve access to education in mainstream schooling for present and prospective pupils with disabilities
- improve visitor access to school buildings
- improve communication and consultation with, and involvement of, people with disabilities in the planning process
- assist with the Education Department's obligation in meeting its general and specific duties under the Public Sector Duty of the Equality Act 2010

#### **Working in Partnership**

Partnership working is fundamental to embedding a culture of inclusion for all regardless of disability, gender, race, religion or belief and sexual orientation. Working with parents to support both their involvement and the involvement of their child/ren in the life of the school is essential to building relationships and breaking down barriers. Communicating with families in ways which they can understand and reciprocate is integral to meeting our general duty.

Education staff work in close partnership with staff from other council departments, NHS Tayside and the voluntary sector to support our most vulnerable young people to access as full an education as possible. This partnership can begin from birth, and supports the implementation of the Children and Young People (Scotland) Act 2014.

Children and young people for whom English is an additional language are supported by the Education Department's Bilingual Pupils' Support Service (BPSS). Across the sectors there is a range of approximately 70 different languages spoken. The BPSS currently supports young people in the following languages Arabic, Polish, Romanian, Bulgarian, Mandarin, Cantonese, Latvian, Russian, Urdu, Punjabi, Hindi, Turkish, Kurdish, Malay, Spanish and Portuguese.

Allied Health Professionals (Occupational Therapists, Speech and Language Therapists, Physiotherapists) work closely with education staff to ensure that our establishments are accessible for those young people with communication needs and physical disabilities.

The Outreach (0-18) Support Service promotes inclusion in the home, school and community for children and young people who experience difficulties in their development, providing specialist advice on social communication needs including ASD. The team support parents/carers, staff and other agencies to assess children's strengths and barriers to learning and work collaboratively to develop appropriate strategies and approaches. Examples are modelling appropriate language levels, the use of objects of reference to support change and transitions, photographs and visuals to support communication and understanding. They routinely support schools in their implementation of the department's Visuals Policy, including the use of Boardmaker Studio to ensure a consistent approach across all settings. Based on Outreach support some nursery staff are now engaged in developing a small sensory room, a primary staff team is developing an individual work station in a busy classroom environment and the confidence of a secondary pupil with anxiety issues has grown to such a degree that she can now attend art and language groups in the community.

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

The Equality Outcomes which were agreed in 2013 form the basis of planning for the Equalities and Accessibility IPAA group. The update for each Equality Outcome, and the associated tasks follow.

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

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

From August 2013, all schools have recorded reported incidents on the Bullying Incident Report Form, as part of the Anti Bullying Guidelines. These are monitored through the annual review meetings with schools. Manual reporting and analysis at school level enables immediate responses to individual cases or themes within schools. Collation from individual school records indicates that there has been a reduction in recorded incidents from 2013/14 to 14/15. However an authority-wide analysis will be significantly improved with the full introduction in August 2015 of the Bullying Equalities module on the Seemis (management information system) which facilitates recording, analysis and reporting of incidents at school, sector and authority levels.

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

The key developments in practice which contribute to support structures for children and young people, enabling friendships include: 'How Nurturing Is Our School' (HNIOS); and Restorative Approaches. Co-operative Learning and PALS (Positive Attitude to Life Skills) are city-wide approaches to learning which promote resilience and positive relationships between pupils. All secondary schools have support structures in place for young people which range from the role of the Guidance teacher and PSE lessons, to bases in schools where young people can be supported in their relationships with peers and adults at different points in the school day.

The department's report on the '*Review of Targeted Support for Pupils with Social, Emotional and Behavioural Needs (SEBN)*' highlighted a number of targeted provisions which are in place across the city for young people.

HNIOS is a self-evaluation framework which supports schools to identify experiences and outcomes which promote nurture and wellbeing for all pupils including those who are most vulnerable. It is being led and evaluated by Dundee Educational Psychology Service in consultation with the GIRFEC Implementation Group and aims to reduce exclusions and promote inclusion across the city. Schools which adopt nurturing approaches are characterised by:

- Every learner feeling a sense of belonging to the community of their school and class
- The classroom environment meeting the identified social and emotional development needs of all learners

- Emotional literacy being a key part of the Health and Wellbeing curriculum and also evident
- across the whole school

Whole school nurturing approaches will be included in all school improvement plans for 2015-18.

Restorative approaches are defined as restoring good relationships when there has been conflict or harm, and developing school ethos, policies and procedures to reduce the possibility of such conflict and harm arising. The underpinning principles of restorative approaches emphasise the importance of:

- Fostering positive social relationships in a school community of mutual engagement
- Taking responsibility and accountability for one's own actions and their impact on others
- Empathy with the feelings of others affected by one's own actions
- Commitment to an equitable process and active involvement of everyone in school with decisions about their own lives

Both Nurturing and Restorative approaches are central to the department's forthcoming 'Relationships and Behaviour Strategy'.

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

An annual e-learning module is shared with all Education staff in August with reflective questions and prompts/examples of good practice to refer to. This is based on indicators from Education Scotland. Awareness of the needs of children and young people with a disability is raised regularly through different strategic and planning networks with schools and partners, such as the Supporting Learners Management Groups. These groups meet termly to monitor and plan for meeting diverse learning needs in their local community. Awareness of the specific needs of children and young people with a hearing or visual impairment is raised through the termly newsletter which the Multisensory Support Service (MSS) distributes, along with their guidance to schools. The MSS peripatetic team designed a series of twilight sessions, providing information about deafness and its implications, aimed at primary teachers of children with significant permanent hearing loss. These meetings also offered the opportunity for networking between mainstream colleagues who were facing similar challenges in delivering the curriculum. Similarly, the Bilingual Pupils Support Service provide training and share guidance with education and council teams and on request signposts staff to local community groups which are more specific to faith and religion. They have designed an e-learning module which is available for all council staff.

Awareness of LGBT is raised through PSE programmes for all secondary age pupils. An LGBT twilight staff development programme is being planned in consultation with Perth & Kinross. Consultation with young people has taken place through regular links with LGBT Youth. This is an area which requires further development.

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

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

The Literacy Strategy has introduced an evidence-based active approach which is having a positive impact on boys' engagement. The content of reading materials reflect boys' interests and the structure/pace of lessons ensures that activities and learning take place in short blocks of time with immediate feedback on how learners are doing. While this approach works for all learners, research indicates that boys respond better to such approaches. Evaluation of Read Write Inc for P1 pupils is showing improvements in literacy skills for all pupils. The gender difference shows however that boys continue to do less well than girls, as reflected in national data.

The ABLe framework ([www.ableschools.org.uk](http://www.ableschools.org.uk)) is used by all schools to identify and address any specific barriers to learning which may be related to protected characteristics, in particular disability. An ABLe school is one that continually adapts what is available universally to meet the needs of the greatest range of pupils in the school. ABLe includes research and strategies which address gender-

related factors in numeracy, including motivation, mind-set and active approaches which engage boys. This work will also inform the development of the department's numeracy strategy.

The Bilingual Pupils Support Service works closely with schools to enable access to literacy for bilingual pupils through translation as well as alternative pathways to national qualifications for older pupils. Being literate in a pupil's first language is promoted as a recognised attainment wherever possible. All Bilingual pupils in Dundee schools are assessed in line with the Scottish Government's 'Stages of English Language Acquisition' and those who are at the early stages are supported by the Bilingual Pupils' Support Service. A pupil who is at an early stage may not attain good results which does not reflect their cognitive ability and this should be taken into account in an overview of school attainment. Future recommendations to schools ('Learning in 2+ Languages- Learning and Teaching Scotland') and HGIOS Equality and Inclusion Part 4 will raise awareness that these stages be used in conjunction with Tracking and Monitoring Data.

In the Senior Phase (S4 upwards) Bilingual young people at the early stages of English language Acquisition are offered SQA ESOL (English for Speakers of Other Languages) at National 3 to Higher level. These courses focus on English language skills and therefore appropriately support pupils across the curriculum. In schools where there are larger numbers of bilingual pupils, ESOL is an integrated course choice. The BPSS supports these courses across the city.

Bilingual pupils who are literate in their first language are encouraged to take SQA or JCQ exams in their first language. The exams are organised by BPSS in recognition of the diversity of Dundee's young people and results are available annually. In 2014/15 there are entries for Arabic, Dutch, Cantonese, Mandarin, Polish, Portuguese and Urdu at N5, Higher, GCSE and GCE levels. The addition of these exams to the curriculum can aid progression and support a positive destination. Accreditation in these exams can make a difference to University entrance, recruitment into fields such as engineering or business where there are international markets and to the self-esteem of the bilingual young person.

For pupils with visual impairment, technology has helped overcome barriers to accessing Read Write Inc by using the technology such as tablets. This has enabled pupils to access print and graphics in their own preferred font, size, colour and viewing position. The next word or page can be read with a swipe of the finger. Multisensory Support Staff (MSS) staff have worked, in collaboration with the Staff Tutor for Literacy and the publishers, to produce high quality adapted resources appropriate to the needs of individual pupils across the city, allowing them to be fully included in class work.

Positive destinations for pupils who have a sensory impairment have been attained through a range of assessment arrangements and support from the MSS. A secondary age pupil who is profoundly deaf and bilingual had Latvian sign language as his first language. He could write in Latvian with a little understanding of written English. In order to access the curriculum he was taught British Sign Language by MSS staff and his written English was developed. Through the use of appropriate assessment arrangements and the pupil's own efforts, he passed Higher and Advanced Higher Art and Graphic Communication. He was accepted by Dundee University and is now studying architecture.

Staff in MSS regularly work with colleagues in BPSS to support communication with pupils and their families, both in nursery/school and at home. Polish Language Assistants have arranged and then attended home visits with MSS staff, passed on information from phone calls and text messages and helped facilitate a family embracing the opportunity to attend a specialist family information weekend run by the National Deaf Children's Society.

Secondary aged deaf pupils have a period of Deaf Studies each week, looking at different issues surrounding the deaf community - from learning international sign language to raising awareness with a local bus company of the difficulties of deaf passengers.

Peripatetic teachers of Visual Impairment (VI) are working with mainstream colleagues in nursery to develop the use of Canaan Barrie on body signing for deaf blind young children with complex needs. They provide training, support materials (annotated diagrams) and ongoing encouragement during their regular visits to the children.

*2.2 Ensure that guidance on activities outside the school environs provides advice in regard of assessing risk, to facilitate inclusion of all young people.*

Updated guidance 'Planning for Inclusion: Trips and Activities' was issued to schools in August 2013. As part of the 3-18 curriculum pupils access a wide range of trips and activities outwith the school environment. To ensure that all pupils are included, additional planning is required for some young people. Pupils may have additional support needs of a physical, emotional or social nature which makes their inclusion in a trip or activity more challenging than it is for others. At the initial stage, staff identify:

- those young people within the cohort of the proposed trip/activity who have additional support needs and will require additional planning
- the challenges the trip/activity will pose for the young person (if the young person has a physical disability consideration will need to be given at this stage as to transport, access and appropriate facilities)
- aspects of the trip which will require consideration with regard to specific measures or reasonable adjustment

This guidance was used by a local primary school in 2014 in order to ensure a residential trip for all of their primary 7 pupils. The school staff identified the following areas as key to the success of the trip:

1. Pre visits to the site of the trip were essential to assess the centre's accessibility for all pupils
2. All staff including support staff should be involved – 'different sets of eyes' to provide additional information
3. Schools to be aware or familiar with the availability of any additional transport requirements
4. TORTE to create an inventory of all equipment available for any outdoor trips
6. Residential Centre staff training on awareness of wheelchair users

Further detailed guidance on how to organise such a trip is available from the school who have shared their practice with other establishments.

*2.3 Impact assess individual educational establishments policy and practice to ensure that no young person is disadvantaged due to a protected characteristic.*

The Quality Improvement Framework for educational establishments identifies key quality indicators which schools plan and report on. SIPs are informed by authority level policies which are equality impact assessed. It is unlikely at this stage that this outcome will be fully achieved for all educational establishments to have every school-based policy EQIAed. Rather, the impact of schools' policies is monitored through school improvement plans and annual reviews which identify key data sets in relation to protected characteristics.

*2.4 Use of data sets to ensure that young people with protected characteristics are making progress in education.*

The department is in the early stages of using the Insight tool which provides benchmarking in relation to attainment and achievement across Scotland with comparator schools. Next steps in the wider use of the tool will be to apply 'filters' in relation to pupils who are Bilingual and those with Additional Support Needs. Initial feedback suggests that this data will need to be triangulated alongside other data sets for finer analysis.

All educational establishments are required to report on Equalities through the Education department's Quality Improvement framework. School improvement plans monitor and evaluate under the quality indicator 'Equality and Fairness'. In addition Annual Reviews report on protected characteristics which are analysed by the link Education Officer and Head Teacher for any targeted discussion and areas for improvement.

At sector level, the Primary and Secondary Education Management Teams do further analysis for themes which emerge across schools which require a 'closer look'. Some recent themes which have been identified include: building capacity of staff to adapt the learning environment and meet diverse learning needs in partnership with specialist teams such as Outreach, Multisensory and Bilingual Pupils Support Services; continuing to need to address boys' motivation in literacy experiences and

activities; the use of ICT in increasing universal assessment arrangements such as digital exam papers.

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

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

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

- Parent focus groups developed to provide parents with opportunities to give feedback. For example, at a recent focus group meeting, parents had asked for more 'come and play' days. In response to this request, parent's events such as 'come and play' days were now being held monthly instead of twice a term. Parents were given feedback from the parents' focus group in the nursery newsletter.
- At Parent's events, parents were asked to record their comments when they attended events such as 'come and play' days. The feedback album recorded and included comments such as, 'Had a good day. Kids have lots of things to do. Very modern nursery.' 'Come and play days are brilliant. Let's me see X (child) in his own little social environment.'

Twitter is a relatively new initiative for one nursery and parents are encouraged to provide feedback on any aspect of nursery practice through the nursery's blog and twitter site. Parents attending the focus group wanted to find out more about blogging and twitter and the nursery had agreed to arrange a day in the coming weeks for parents to come in for a demonstration.

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

The e-learning module for all education staff is updated each year in light of new national guidance. Schools are sign-posted to good practice examples on Education Scotland's website. Feedback and analysis of annual reviews indicates that all schools deliver this e-module on the first day of term in August.

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

Partnership working takes place across a range of strategic groups in the authority and with NHS Tayside. Central to these is the Strategic Planning Group for Complex Additional Support Needs which promotes aims and outcomes aimed at increasing meaningful inclusion. The group consults with parents/carers to identify ways in which its work can be improved. The strong and continuing partnership with Voluntary Sector providers enables young people being included in universal opportunities in the city. For example, Enable have organised work experience opportunities over a 3 year period for young people in transition who have Autism.

Partnership working at Kingspark School includes many opportunities where partners work closely with school staff to facilitate inclusion. Recent work in the Senior Phase with older pupils has identified creative opportunities with Social Enterprise and Skills Development Scotland to develop pathways into the world of work for young people with complex additional support needs.

### **Our Equality Duty in regard of Education Staff**

We have a duty to apply the General Duty in regard of staff employed by Dundee City Council to work within the Education Department. As such, education staff benefit from the support of corporate policy and procedures for recruitment, retention, absences management, reasonable adjustment etc.

The Education Department utilises an electronic reporting system to monitor violent incidents involving members of staff. The system allows reports to be run which identify if the incident was motivated by a protected characteristic.



Reasonable adjustments for staff are negotiated and implemented, wherever reasonable, to allow the staff member to fulfil their duties to the best of their ability.

Employment information, for Education staff, relating to: protected characteristics, equal pay, recruitment, development and retention can be viewed by clicking on the following link <http://www.dundee.gov.uk/equanddiv> to the corporate Equality Outcomes.

### **Consultation and Involvement**

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

Children and young people with additional support needs and who benefit from individualised planning are supported to participate in the planning for their education. It is crucial that, where appropriate, young people are supported to contribute to discussions around provision, delivery and how things could be better for them. For some children participating in this process involves the use of an augmentative communication aid or perhaps an interpreter or British Sign Language user.

### **Reporting and Monitoring**

The Education Equality Group's purpose is to ensure that the Education Department complies with its duty under equality legislation and a link is maintained with the corporate Equality Steering Group. The Education Equality Group consists of colleagues from across all sectors of education and representatives from a range of educational services. Their role is to monitor and report on the impact of the Equality Outcomes. Impact Assessment is an integral part of the development of any policy, practice or procedure. It is important, however, to monitor the impact of existing policy and practice to ensure that the Department is meeting our duty under the Equality Act. Through monitoring and recording the Group can seek to establish trends and identify development needs.

### **Summary**

In conclusion, good progress is being made on the tasks in relation to children and young people experiencing a sense of inclusion, belonging and participation and equality of opportunity when accessing education. The areas for continuing improvement need to focus on making better use of data sets to know how children/young people with protected characteristics are doing; and our reporting procedures with regard to incidents which are perceived to be motivated by a protected characteristic.

### **LINKS WITH OTHER PLANS**

The context of these Equality Outcomes is shared with other planning frameworks such as:

- Accessibility Strategy 2013-16
- 'Planning improvements for disabled pupils' access to education: Guidance for education authorities, independent and grant-aided schools' Scottish Government, September 2014
- Education Department Service Improvement Plan
- School Improvement Plans
- Integrated Children's Services Plan
- Equality Outcomes for Dundee City Council
- 'Involved and Informed': the Education Department's Consultation and Communication Strategy
- Single Outcome Agreement

Dundee City Council Education Department  
Authority Improvement Plan 2013 -17

Action Plan

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

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

Impact/Outcome	Tasks	Responsibilities	Date Due	Resources	Status
<ul style="list-style-type: none"> <li>Children and young people will experience a sense of inclusion, belonging and participation</li> </ul>	Ensure that guidance on activities outside the school environs provides advice in regard of assessing risk, to facilitate inclusion of all young people	Support for Learning Strategy Group, Health and Safety Officer	June 2013	Revised Trip Guidance	Completed
	Impact assess individual educational establishments policy and practice to ensure that no young person is disadvantaged due to a protected characteristic	SMT of all educational establishments	2013-17	Impact Assessment Guidance	Ongoing
	Use of data sets to ensure that young people with protected characteristics are making progress in education	Performance Analysis Group, SMT in education establishments	2013-17	Current data sets	Ongoing
	Continue to celebrate and share good practice from all sectors across the city in regard of creative approaches to engaging with young people and their families	Education Equality Group	April 2015	Report on progress every two years	Ongoing
	Offer yearly awareness raising presentations to educational establishment to promote a shared understanding and to encourage inclusion	Education Equality Group	Aug 2013	Annual presentation made available to all establishments at the start of the session.	Ongoing

Impact/Outcome	Tasks	Responsibilities	Date Due	Resources	Status
	Promote partnership working with partner agencies to increase the opportunities for young people to be included.	Support for Learning Strategic Group, SMT in educational establishments	2013-17	Involve partner agencies at a strategic level	Ongoing

# Equality and Diversity Rapid Impact Assessment Tool

## Part 1

<b>Date of assessment</b> January 2013	<b>Title of document being assessed:</b> Education Department Equality Outcomes
1) This is a new policy, procedure, strategy or practice being assessed (If yes please tick box) <input type="checkbox"/>	This is an existing policy, procedure, strategy or practice being assessed (If yes please tick box) <input checked="" type="checkbox"/>
2) Please give a brief description of the policy, procedure, strategy or practice being assessed.	The Equality Act (Specific Duties) Scotland Regulations require public authorities by no later than 30 April 2013 to publish a set of equality outcomes which it considers will enable the authority to better perform the general equality duty and report progress toward meeting its Equality Outcomes.
3) What is the intended outcome of this policy, procedure, strategy or practice?	<b>Equality Outcomes are</b> the changes that result for individuals, communities, organisations or society as a consequence of the action you have taken that will further one or more of the following needs: eliminate discrimination, advance equality of opportunity and foster good relations.
4) Please list any existing documents which have been used to inform this Equality and Diversity Impact Assessment.	Equality Act 2010 Accessibility Strategy 2013-2016 Additional Support for Learning Act 2004/09 ASN Census 2014 Education Department Service Plan 2012 - 2017 Single Outcome Agreement for Dundee 2012-17 Dundee Council Plan 2012-2017 A Right to Speak Reasonable Adjustments for Disabled Pupils EHRC
5) Has any consultation, involvement or research with protected communities informed this assessment? If yes please give details.	No. The policy in 2013 was informed by consultation. This update report has not directly involved those with protected characteristics.
6) Please give details of council officer involvement in this assessment. (E.g. names of officers consulted, dates of meetings etc)	Jennifer King, Education Manager Members of the Equality and Accessibility Group Scott Mands, Equality and Diversity Officer
7) Is there a need to collect further evidence or to involve or consult protected communities?  (Example: if the impact on a community is not known what will you do to gather the information needed and when will you do this?)	Children and young people with additional support needs and who benefit from individualised planning are supported to participate in the planning for their education. This allows the Department to continually involve young people in decisions which affect their education.

Part 2

Which groups of the population will be positively or negatively affected by this policy, procedure or strategy?

NB Please place an X in the box which best describes the "overall" impact. It is possible for an assessment to identify that a positive policy can have some negative impacts and visa versa. When this is the case please identify both positive and negative impacts in Part 3 of this form.

	Positively	Negatively	No Impact	Not Known
<b>Ethnic Minority Communities including Gypsies and Travellers</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Gender</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Gender Reassignment</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Religion or Belief</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>People with a disability</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Age</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Lesbian, Gay and Bisexual</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Socio-economic</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Pregnancy &amp; Maternity</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Other (please state)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Part 3

<p>1) Have any positive impacts been identified?</p> <p>(We must ensure at this stage that we are not achieving equality for one strand of equality at the expense of another)</p>	<p>If yes please give further details</p> <p>Good examples of :</p> <ul style="list-style-type: none"> <li>• creative approaches</li> <li>• partnership working</li> </ul>
<p>2) Have any negative impacts been identified?</p> <p>(Based on direct knowledge, published research, community involvement, customer feedback etc. If unsure seek advice from your departmental Equality Champion.)</p>	<p>If yes please give further details</p>
<p>3) What action is proposed to overcome any negative impacts? (Without changing the aims of the policy or practice</p> <p>(For example: talking directly to community groups about the policy or practice, providing information in community languages, appropriate staff training, ensuring venues are accessible etc. Seek advice from your departmental Equality Champion.)</p>	<p>Please give further details</p>
<p>4) Is there a justification for continuing with this policy even if it cannot be amended or changed to end or reduce inequality without compromising its intended outcome?</p> <p>(If the policy that shows actual or potential unlawful discrimination you must seek legal advice)</p>	<p>If yes please give further details</p> <p>N/A</p>
<p>5) Has a 'Full' Equality Impact Assessment been recommended?</p> <p>(If the policy is a major one or is likely to have a major impact on protected communities a Full Equality Impact Assessment may be required) Seek advice from your departmental Equality Champion.</p>	<p>If yes please give further details</p> <p>NO</p>

Part 4

Name of Department or Partnership Education

**Type of Document**

<b>Human Resource Policy</b>	<input type="checkbox"/>
<b>General Policy</b>	<input type="checkbox"/>
<b>Strategy/Service</b>	<input checked="" type="checkbox"/>
<b>Change Papers/Local Procedure</b>	<input type="checkbox"/>
<b>Guidelines and Protocols</b>	<input type="checkbox"/>
<b>Other</b>	<input type="checkbox"/>

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Signature of author of the policy:



Signature of Director / Head of Service area:


**Date: 19/03/15****Name of Director / Head of Service:****Michael Wood****Date of next policy review:****April 2017**