

**REPORT TO: EDUCATION COMMITTEE - 22 APRIL 2013**

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

**REPORT BY: DIRECTOR OF EDUCATION**

**REPORT NO: 176-2013**

## **1.0 PURPOSE OF REPORT**

- 1.1 This report informs the Committee of the Equality Outcomes set by the Education Department for the period 2013 and 2017. The Education Department are required by law to prepare Equality Outcomes. The Education Equality Outcomes form part of the Corporate Equality Outcomes.

## **2.0 RECOMMENDATIONS**

- 2.1 It is recommended that the Committee:
- (i) notes the Education Department's Equality Outcomes; and
  - (ii) approves the 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 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. 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 2010 Equality Act harmonised the existing three duties (race, gender, disability) into one new duty, which covers all seven equality strands: age, disability, gender, gender identity, race, religion or belief, and sexual orientation. Where schools are concerned, age will be a relevant characteristic in considering their duties in their role as an employer but not in relation to pupils.

- 4.3 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.

- 4.4 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 detailed specific task 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

8 April 2013

## 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 17,364 (September 2012 Census) in 35 primary schools, 9 secondary schools and 1 special school. In May 2012 approximately 3,192 children aged between 3 and 5 years received services in 29 local authority and private provider nursery settings. The Education Department is dedicated to helping all Dundee's children and young people achieve their full potential including those who suffer disadvantage because of their environment, disability or learning difficulties.

There are currently 158 young people with profound and complex additional support needs in our Kingspark special School. Of this number 13 have English as an additional language.

The annual census, taken in September of each year, shows that in 2012 over 2,066 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. Children and young people for whom English is an additional language are supported by the Education Department's Bilingual Pupil Support Service.

Across the sectors there is a range of approximately 73 different languages spoken. The Bilingual Assistants are currently supporting young people in the following languages Arabic, Polish, Mandarin, Cantonese, Latvian, Russian, Urdu, Punjabi, Hindi, Turkish, Kutchi, German, Spanish and Portuguese.

#### Legislative Background

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.

**The general equality duty requires public authorities, in the exercise of their functions, to have due regard to the need to:**

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- Foster good relations between people who share a protected characteristic and those who do not.

**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.

Schools and education authorities have had a duty to make **reasonable adjustments** for disabled pupils since 2002 (originally under the Disability Discrimination Act 1995 (the DDA) and, from October 2010, under the Equality Act 2010). From 1 September 2012 the reasonable adjustments duty for schools and education authorities includes a duty to provide auxiliary aids and services for disabled pupils. The duty is 'to take such steps as it is reasonable to have to take to avoid the substantial disadvantage' to a disabled person caused by a provision, criterion or practice applied by, or on behalf of, a school or by the absence of an auxiliary aid or service. A school's duty to make

reasonable adjustments is an anticipatory one owed to disabled pupils generally and therefore, schools need to think in advance about what disabled pupils might require and what adjustments might need to be made for them.

The duty to make reasonable adjustments in relation to provisions, criteria and practices is not a new duty for schools. The new element of the duty for schools is the provision of auxiliary aids and services for disabled pupils. This duty sits alongside the duty applied through the Education (Disability Strategies and Pupils' Educational Records) (Scotland) Act 2002 ('the 2002 Act') which requires responsible bodies to prepare and implement accessibility strategies to improve, year-on-year, access to education for disabled pupils.

### **Curriculum for Excellence**

*Curriculum for Excellence* aims to provide a coherent, more flexible and enriched curriculum from 3 to 18 which focusses on the needs of the child and young person, enabling them to develop within the four capacities; *Successful Learners, Confident Individuals, Responsible Citizens* and *Effective Contributors*.

This offers school communities and practitioners the possibility to design a flexible and tailored curriculum, conducive to the children and young people they serve. In striving to achieve this, and acknowledging our commitment to eliminate discrimination and promote equality, the Education Department actively promotes autonomy for schools to seek individualised and targeted partnership working which best suits their needs.

### **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 together with parents and partners from both statutory and non-statutory organisations we can achieve better outcomes for the young people of Dundee.

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 NHS to support our most vulnerable young people to access as full an education as possible. This partnership can begin from birth, for example our Sensory Service becomes involved with families of newly born babies where there is either a hearing or sight impairment. Our Bilingual Service supports the Speech and Language therapists by providing an interpretation service at their clinics for 2 year olds.

Occupational Therapists work closely with education staff to ensure that our establishments are accessible for those young people with physical disabilities.

The Education Department works in partnership with other Council Departments to support vulnerable young people, for example:

- The Communities Department offers an alternative experience for many young people with social communication difficulties for whom mainstream education is challenging.
- Members of the Community Safety Team deliver training in schools to raise young people's awareness of safety issues within their community

The Case Study below illustrates how services within Education can work together to provide specialist interventions to support improved outcomes.

Child S was nearly 3 years old when referred to the Pre-School Home Visiting Team (PSHV). His parents are from Poland and S is their only child. On-going assessment at Armitstead Child Development Centre indicated a possible diagnosis of Autism Spectrum Disorder (ASD). The family have no extended support structure within Dundee.

PSHV made referral to Bilingual Pupils' Support Service who then provided an interpreter to support communication between PSHV teacher and parents during home visits.

Mother had attended classes at Dundee International Women's Centre and child S accessed their crèche facility. This, unfortunately, ended as crèche staff were unable to support child S in that setting due to his physical and emotional behaviours.

Mother recognised her child's difficulties although his father put everything down to typical boyish behaviour. Mother was very emotional and did not want her child to be given a diagnosis. With the support of the interpreter it became evident that the mother was worried that a result of diagnosis of ASD would mean their child being sent to an institution as this is what would happen in Poland. The interpreter was able to discuss advice and information given by PSHV teacher which allayed mother's fears and she was then able to relax and take on board suggested support strategies. Working with PSHV teacher the interpreter supported the family at Speech and Language Therapy appointments, a multi-disciplinary planning for transition meeting and then accompanied them on a visit to the nursery recommended by the local authority. Child S is now settled and receiving appropriate support to meet his needs in an enhanced local authority nursery provision.

The partnership between LGBT Youth Scotland and Dundee City Council's Education Department on Challenging Homophobia Together Schools Project has, over the last three years, been successfully operating in seven of our secondary schools. The project is funded by the Big Lottery until February 2013. The aim of the project is to reduce homophobia and homophobic bullying in Scottish Schools with a focus on four Local Authorities including Dundee, The Scottish Borders, Glasgow, and Dumfries and Galloway.

The Education Department's involvement as part of the Hate Incident Multi Agency Partnership (HIMAP) has also proved to be an effective means of tackling incidents of discrimination within our communities. What happens in the local community too often spills into schools and impacts negatively on relationships within the school. However, where there is good partnership working and sharing of information effective measures can be put in place to support positive change.

## Case Study

### Issue

Local ethnic shop keepers were concerned with the number of incidents where young people from the local school were crowding into their shops at lunchtime, being verbally abusive and pilfering some goods. The shop keepers reacted by banning many of the young people and engaged in negative, verbal dialogue with others. The shop keepers were unhappy, the young people were unhappy. The young people began to show their frustrations, at the perceived injustice of treating all young people as guilty, by being disrespectful to others in the community. The local sheltered accommodation began to have litter thrown into the garden and, if challenged, the young people became abusive.

### Response

The situation was raised at a HIMAP meeting and following further gathering of information a co-ordinated approach was agreed. The Police Liaison Officer working closely with the school explored the opportunity, through Curriculum for Excellence, to create a learning experience for young people which focused on respect within the community. Alongside this, work by the police is on-going with the local shop keepers to develop their skills and understanding of how to de-escalate a situation. Young people became involved with the shop keepers as part of the solution not the problem.

Active Schools continue to work in partnership to deliver innovative opportunities for the children and young people of Dundee.

The Paralympics also came to Dundee in October. Seventy-five pupils with disabilities from across the city attended a Paralympic themed event.

Pupils were given the opportunity to participate in sitting volleyball, goalball, javelin and various running events.

This event was delivered in partnership with the Dundee Disability Sports Officers, Dundee College and The University of Abertay. The pupils were also lucky to have two torchbearers from the 2012 Olympic Games in attendance.

The Pre School Home Visiting Team engages with families of children of pre school age. They also work alongside other services to enhance the opportunities for those children and families.

Child B is a 3 year old boy who has Global Developmental Delay and Social Interaction Difficulties. He has recently joined a swimming group for children with Additional Support Needs run by the Early Years Physical Activities Team (Disabilities). His mother is not confident about taking him to public events as a result of negative reaction by members of the general public to his challenging behaviours. These small group swimming sessions are not only beneficial for the child but also to the parent in raising her own self esteem and giving her confidence to access other suitable groups with her child.

### **Creative Approaches**

Involving young people and parents in creating an inclusive culture within our establishments is fundamental not only to meeting our duty but also reinforcing that it is everyone's responsibility to eliminate discrimination, advance opportunity and foster good relations. The culture within a school should be both reflective of the community which it serves and responsive to the changing need within that community.

As part of the previous Single Equality Scheme (SES), schools reported annually on their progress in meeting the Actions set out in the Education SES Action Plan. The response from schools illustrated the wide range of creative approaches used by schools to overcome inequality. It is very evident that schools are listening and responding in ways which break down barriers and support inclusion.

#### **Issue**

Staff in a nursery class were unable to support the children of Polish-speaking families if they became upset or unwell. They did not have the words to tell the young child that mummy or daddy was on their way and they would be there soon.

#### **Response**

Supported by a Bilingual Assistant small laminated cards were created and placed on a key chain. The cards contained phonetically spelt Polish phrases so that staff could then reassure the children by telling them what was happening in their first language.

#### **Issue**

Staff and Parent Council at a primary school wanted all families to feel part of their small community. The community comprised of a wide range of families from a range of different nationalities; as well as English speaking pupils, the school and nursery have children who speak 15 different languages including Russian, Polish, Ibo, Malay and Yoruba.

#### **Response**

The Parent Council applied for funding to erect a large notice board. The notice board would be positioned at the school gate entrance to share information in a multi-lingual format regarding events and activities.

#### **Next Steps**

The Parent Council are now looking to form a parent group to develop additional materials such as Communication Folders for the Nursery department to enable face-to-face interaction between staff members and families on a day-to-day basis. These folders would contain simple English statements with translations.

## **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. Managers respond to violent incident reports by letter and frequently follow up by a visit to the school.

Reporting of a racially motivated incident is facilitated by accessing the intranet and is available to all staff. Any reports received are brought to the attention of the Equality Group and agreed actions are implemented.

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. For example, we are currently supporting staff with a range of reasonable adjustments including; employment of a support worker, technology solutions, adjustable furnishings.

Employment information, for Education staff, relating to: protected characteristics, equal pay, recruitment, development and retention can be viewed by clicking on the following link [??????](#) to the corporate Equality Outcomes.

The corporate Equality Steering Group facilitates equality monitoring of Education staff with regard to corporate procedures.

## **Creating Equality Outcomes**

Equality outcomes are created from the involvement and consultation of stakeholders. The process is managed by the Education Equality Group.

The Group is responsible for creating Equality Outcomes which reflect the findings of the on-going consultation and involvement strategies highlighted previously. In addition the group can access the corporate consultation events and Action Groups to further inform and shape the process.

To provide a current perspective from our young people the Group prepared some questions to ask. Before we shared the questions with schools across the city we asked some pupils for their opinions of the questions. Once the pupils' insightful suggestions were incorporated, the final set of questions was ready for consultation.

## **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.

All educational establishments provide annual awareness raising presentations on equality issues. In addition many participate in inset training on specific aspects of equality. The e-learning module provides staff with an opportunity to either refresh or explore for the first time their understanding of equalities.

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.

### **Pupil Survey**

In our recent survey, appendix 1, we asked young people for their views in regard of our General Duty. We received 62 questionnaires in response to our survey. However, the responses consisted of group and individual responses; therefore, the number of young people taking part was greater than the number of responses.

One school, in response to the questionnaire, invited a mixed group of children from across the primary school to work as a group to complete the questionnaire. The group of children comprised a range of children with protected characteristics.

A number of other schools created a symbolised version of the questionnaire to support young people with communication difficulties to participate in the consultation

### **The young people told us:**

*(Eliminate unlawful discrimination, harassment and victimisation)*

When asked “who or what helps you to feel safe”, 52 identified staff and 27 pupils identified friends. This was the highest individual response to any question, by a significant margin, perhaps emphasising the crucial role staff play in setting the culture and ethos within schools. In response to “who or what could help”, the majority of responses (24) identified nothing. This could suggest that young people perceive that they are safe.

*(Advance equality of opportunity between people who share a relevant protected characteristic and those who do not; encourage participation in public life.)*

The responses in regard to “what helps you to take part” were evenly spread between staff (16), friends (14) and active learning (16). Similar to the first set of answers the responses are predominantly about relationships and people who make a difference. When asked “what stops you taking part” 18 identified the behaviour of others and 7 identified the difficulty of work. 4 identified bullying as a factor. When asked “what could help” 13 identified the content/delivery of the lesson while 7 identified help in class.

*(Foster good relations – tackle prejudice, promote understanding)*

When asked about “getting on well”, 29 out of 55 respondents identified being friendly as the factor which influenced positive relationships. This is a strong response which could be said to emphasise the value and importance young people place on friendship and belonging. What “gets in the way of getting on with others”, received a fairly even spread of responses across a range of issues i.e. competitive attitude (10), distracted by others (9), nothing (9). There were two responses which identified “skin colour”. The responses were from the same school and the similarity of answers suggests that the pupils were supporting each other to complete the questionnaires.

What can we understand from the survey?

Young people identified staff as the most important thing to help them feel safe. They identified, throughout, being friendly and having friends makes a difference. They highlighted active learning as a motivator while also indicating that the behaviour of others can impact negatively on their learning. Although bullying was identified by 4 individuals it does not appear to feature as a widespread issue for young people.

What we need to do:

- Provide engaging lesson appropriately paced and differentiated.
- Support the development of friendships and support structures for young people



- Recognise the importance of staff, particularly in the playground, to promote a sense of security for young people
- Support young people with challenging behaviour

### **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.

### **LINKS WITH OTHER PLANS**

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

- Accessibility Strategy 2013-16
- 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

### **In Conclusion**

We have succeeded if people no longer think in terms of complying with Equality legislation but think in terms of this is what we do because it allows everyone an equal opportunity to participate and reach their potential as a learner. Our Equality Outcomes should support schools to develop a culture and ethos which values the unique contribution of each individual thus enabling all our staff, young people and their families to feel included in the life of their school community.

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> <li>Children and young people will experience equality of opportunity when accessing education</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	
	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	
	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 the Muslim faith; the deaf etc.	
	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	
	Ensure that guidance on activities outside the school	Support for Learning Strategy Group, Health and Safety	June 2013	Revised Trip Guidance	

<ul style="list-style-type: none"> <li>Children and young people will experience a sense of inclusion, belonging and participation</li> </ul>	<p>environs provides advice in regard of assessing risk, to facilitate inclusion of all young people</p>	Officer			
	<p>Impact assess individual educational establishments policy and practice to ensure that no young person is disadvantage due to a protected characteristic</p>	SMT of all educational establishments	2013-17	Impact Assessment Guidance	
	<p>Use of data sets to ensure that young people with protected characteristics are making progress in education</p>	Performance Analysis Group, SMT in education establishments	2013-17		
	<p>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</p>	Education Equality Group	April 2015	Report on progress every two years	
	<p>Offer yearly awareness raising presentations to educational establishment to promote a shared understanding and to encourage inclusion</p>	Education Equality Group	Aug 2013	Annual presentation made available to all establishments at the start of the session.	
	<p>Promote partnership working with partner agencies to increase the opportunities for young people to be included</p>	Support for Learning Strategic Group, SMT in educational establishments	2013-17	Involve partner agencies at a strategic level	

## Pupil Responses to Equality Questionnaires

## Appendix 1

*Eliminate unlawful discrimination, harassment and victimisation*

**Feeling safe** in school is all about.... Who or what helps you to be safe in school?

Who or what could help you to feel safer?

*Advance equality of opportunity between people who share a relevant protected characteristic and those who do not, encourage participation in public life*

**Taking part** is all about joining in and taking part in activities in and out of the classroom.

What helps you to take part in lessons or activities?

What stops you from taking part in lessons or activities?

What could help you to take part more?

<b>Feeling Safe: Who or what helps?</b>	
• School gates/fences	4
• Teachers/staff (playground)	52
• Friends	27
• Rules	2
• Library, our room	2
• parents	3
<b>Feeling Safe: Who or what could help?</b>	
• Staff	20
• Nothing	24
• Closed gates	3
• Staying warm	1
• Cameras	1
<b>Taking Part: What helps?</b>	
• Teachers	16
• Music	1
• Friends	14
• Active learning	16
• Small Groups	1
• Help in class	7
• Variety/ things I like	6
• Getting rid of people who are not nice	3
• Instructions/ I understand	3
<b>Taking Part: What stops you?</b>	
• Others misbehaving	18
• Boring work	5
• bullying	4
• Nothing	5
• No one to pick me up from after school activities	1
• noise	3
<b>Taking Part: what could help?</b>	

*Advance equality of opportunity between people who share a relevant protected characteristic and those who do not, encourage participation in public life*

**Taking part** is all about joining in and taking part in activities in and out of the classroom.

What helps you to take part in lessons or activities?

What stops you from taking part in lessons or activities?

What could help you to take part more?

*Foster good relations – tackle prejudice, promote understanding*

**Getting on** well with your classmates and those around you can help you feel happy and valued.

What helps you to get on with others?

What gets in the way when trying to get on with others?

• More fun lessons	13
• Friends	1
• Where and who I sit with	3
• Less bullying	1
• Better behaviour of others	4
• Nothing	6
• Help in class	7
<b>Getting On: What helps?</b>	
• Similar likes	3
• Being friends outside school	1
• Being kind	2
• Being friendly	29
• Working together	8
• Taking part in sport	4
• Rules	6
• Listening to others	2
<b>Getting On: What gets in the way?</b>	
• Other people	6
• Nothing	9
• Competitive attitude	10
• Distracted by others	9
• Being bullied	5
• Lack of time	1
• Noise	5
• Skin colour	2
• Bored	2
• I get confused	1

# 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 checked="" type="checkbox"/>	This is an existing policy, procedure, strategy or practice being assessed? (If yes please tick box) <input 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 2009-12 Additional Support for Learning Act 2004/09 Standards and Quality Report Education Dept. 2011/12 Curriculum for Excellence - Building a Curriculum 1-5 suite of documents Data sets Education Department Service Plan 2012 - 2017 Single Outcome Agreement for Dundee 2012-17 Dundee Council Plan 2012-2017 Hidden in Plain Sight 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.	A city wide pupil survey across all sectors was conducted. Access to the Corporate consultation event
6) Please give details of council officer involvement in this assessment. (E.g. names of officers consulted, dates of meetings etc)	Elspeth Walker, Education Manager Members of the Equality 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 decision 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Pregnancy &amp; Maternity</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input 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>There was no evidence from the pupil questionnaires to suggest that pupils with protected characteristics were experiencing a negative impact in our educational establishments.</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"/>

**Contact Information**

Manager Responsible	Author Responsible
<b>Name</b> Paul Clancy	<b>Name</b> Elspeth Walker
<b>Designation</b> Head of Education (Secondary and Support for Learners)	<b>Designation</b> Education Manager
<b>Base</b> Dundee House	<b>Base</b> Dundee House
<b>Telephone</b> 01382 433088	<b>Telephone</b> 01382 433785
<b>Email</b> paul.clancy@dundeecity.gov.uk	<b>Email</b> elspeth.walker@dundeecity.gov.uk

**Signature of author of the policy:** Elspeth Walker **Date 29 March 2013**

**Signature of Director / Head of Service area:** Michael Wood **Date 29 March 2013**

**Name of Director / Head of Service:** Michael Wood

**Date of next policy review:** 2017