



**Glasgow City Council**

**Education, Skills and Early Years City Policy Committee**

**Report by Executive Director of Education Services**

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**EDUCATION SERVICE DEVELOPMENT ACTIVITIES  
RELATED TO EQUALITY**

**Purpose of Report:**

To inform the committee of the activities in relation to supporting the development of the equalities agenda across Education Services.

**Recommendations:**

It is recommended that the committee note the developments planned and the activities in relation to the development of the equality agenda across Education Services.

Ward No(s):

Citywide: ✓

Local member(s) advised: Yes ☐ No ☐ consulted: Yes ☐ No ☐

## **1 BACKGROUND**

- 1.1 The Education and Skills committee has asked for Equality update reports at every second scheduled meeting of the committee.
- 1.2 This report will update the committee on the activities of Education Services in developing the equalities agenda as directed by the Education Equalities Working Group (EEWG) and the Education Improvement Service (EdIS). Whilst the headings may relate to individual protected characteristics, the outcome of many of the activities are often intersectional. This paper focuses on equalities work in relation to Gender, LGBT Inclusive Education and equalities work undertaken by EdIS Social Inclusion Officer

## **2 GENDER - Girls4Equality**

- 2.1 The Girls4Equality group which emerged as a legacy of Education Services 'Girls@COP26 – the Solutions are Feminist' initiative, has created a platform for young women from across Glasgow secondary schools to voice their concerns and experiences and discuss key themes that affect their lives as young women in the city in line with Sustainable Development Goals.
- 2.2 Through their biannual meetings held on International Day of the Girl and International Women's Day, our young women have engaged in meaningful discussions on various themes such as education, health, safety, and equality that intersect with SDG5 'Achieve gender equality and empower all women and girls'. These gatherings have helped to empower our young women to become advocates for change. As noted in the Pupil Participation (item 1 – 13 March 2025) encouraging young men to understand a feminist approach and become allies has been a feature of this work.
- 2.3 The Girls4Equality group's journey began in November 2021 during the young women's S3 year. This journey will conclude with a planned graduation event on International Women's Day held in Glasgow City Chambers Banqueting Hall on 8<sup>th</sup> March 2025, as our young women prepare to leave school at the end of S6. This celebration will allow the group to reflect on what they have achieved and the impact of their contributions over several years.
- 2.4 To continue the international award-winning work, Education Services will establish a new S3 group of young women as a legacy of Glasgow 850. This initiative will serve as a natural continuation of our commitment to empowering young women in the city.

## **3 GLASGOW GIRLS CLUB**

- 3.1 As part of our secondary PSE Curriculum in secondary schools, Education Services is offering S5 and S6 learners the opportunity to engage in interactive workshops aimed at engaging young women in discussions about friendship,

healthy relationships, and recognising signs of coercive control and domestic abuse. Central to these workshops is the short film "Where We Stop," created in collaboration with the Glasgow Girls Club and others, which highlights the warning signs of abusive relationships through authentic stories.

- 3.2 School based workshops will be led by Glasgow Girls Club and will be delivered in 40-minute sessions, which will include a film screening followed by group activities that promote critical thinking and discussion. Activities include identifying red flags in relationships, reflecting on friendships, defining qualities of a healthy partner, and creating collaborative art based on participants' responses.
- 3.3 Planned workshops will accommodate up to 50 participants per session and will be tailored to fit specific groups. Sessions will be available in March for S6 learners, and both May and June for S5 learners. Support will be provided to help signpost young women to appropriate resources, such as the newly developed Sophie's Stop app which has been developed in partnership with Glasgow City Council and the Glasgow Girls Club as part of the Carter project. This app has been made accessible to all learners within Glasgow schools through free access on all school ipads. In preparation for this, school staff have engaged in dialogue around workshop content to ensure prior knowledge of the themes that may be raised allowing staff to continue to provide ongoing support.

#### **4 MENTORS IN VIOLENCE PREVENTION PROGRAMME**

- 4.1 Glasgow Education Services commitment to addressing gender issues continues through the work of our Social Inclusion Officer, who collaborates with secondary schools across the city providing professional learning and support on the national Mentors in Violence Prevention (MVP) Programme. This initiative empowers young people within our schools to assume leadership roles in challenging gender-based violence, aligning with the Scottish Government's Equally Safe strategy, which promotes healthy relationships and supports mental wellbeing among young people.
- 4.2 Since its launch in Scotland in 2012, the MVP Programme has trained a total of 322 secondary schools nationwide, representing 87% of all secondary schools, with approximately 210 schools implementing the programme each year. In Glasgow, 25 out of 30 secondary schools have engaged in MVP professional learning, equipping staff with the skills and knowledge to recognise and respond effectively to gender-based violence and related attitudes.
- 4.3 In session 2024/25 , 21 secondary schools in Glasgow will deliver the MVP programme, encouraging students to explore and address various behaviours associated with gender-based violence, including sexting, controlling behaviour, sexual harassment, and consent. Following a successful national pilot programme for the primary sector in 2024, Glasgow Education Services is now planning to introduce a primary pilot programme to ensure early intervention and promote positive attitudes among younger students.

- 4.4 The success of the MVP Programme delivery is the peer to peer support which young people experience. The programme has empowered our senior pupils across the secondary sector and provided a safe space to explore issues young people may encounter within a culture of respect and equality within their school community. This is illustrated in the exemplars provided by Springburn Academy and Smithycroft Secondary who are successfully delivering the MVP Programme. **(Appendix 1)**

## **5 SENSE OVER SECTARIANISM (SOS)**

- 5.1 Education Scotland's Sense Over Sectarianism (SOS) Programme is implemented widely across Glasgow's primary schools to foster social integration and promote inter-cultural understanding. This well established and successful initiative, supports children and young people in the city in recognising how language and behaviour contribute to sectarianism, religious intolerance, bigotry, and broader hate crimes.
- 5.2 To support the SOS Programme and workshop delivery within Glasgow schools, Education Services Social Inclusion Officer offers ongoing professional learning and training to education staff through adopting a team teaching and co-delivery model with class with teachers. This aims to improve staff confidence in guiding children and young people to better understand the implications of discrimination and sectarianism and support the sustainability of the programme.
- 5.3 SOS workshops are mainly targeted at upper primary pupils aged 11 and 12 and are delivered annually in schools across the primary sector. The content and delivery model of the programme is well-received by learners at this age and stage, ensuring pupil engage with important and relevant themes as part of their curriculum. It is believed that this age group is ideal for fostering understanding that change is a collective responsibility and encouraging students to recognise their role in it.
- 5.4 The SOS Primary School Workshop Pack serves to support and enhance learning, with schools continuing to make use of the 'Divided City' teaching resources alongside this novel study to promote the programme aims . The workshop materials are presented in a digitized format, incorporating PowerPoint presentations, graphic images, and video clips which successfully support the engagement and participation of the young people as they transition to secondary school. Established resources are also available for use in S2 and S5/6 stages within the secondary curriculum.
- 5.5 Throughout all four terms of the funded year April 2023 – March 2024, demand for workshops has remained high with the number of schools engaging in the programme increasing from the previous year.

Term	No. of primary schools		No. of workshops		No. of pupils	
	23/24	22/23	23/24	22/23	23/24	22/23
Term 1	33	17	97	68	1440	709
Term 2	26	19	100	96	1210	1000
Term 3		30		133	1360	
Term 4		14		72	681	

- 5.6 Ongoing review of programme content, resources and delivery method ensure the sustainability and effectiveness of the programme which is positively evaluated by all participating schools. Some examples of the positive feedback received is outlined below.

*“Our P7 class has participated in this programme for many years. It goes hand in hand with the ‘Divided City’ novel and the programme deals excellently with issues that the P7s may come across in secondary school. The knowledge that Mark and his team have is phenomenal.*

*“Many thanks for all your hard work, time and commitment spent planning and delivering lessons in our school. All learners really enjoyed and benefited from the lessons, and this is great preparation for secondary transition. Having this in P6 and P7 is definitely the right age category.*

*“Football is a passion for a lot of the pupils in our school and unfortunately with this comes some negative behaviour. SOS was an ideal resource to help educate the pupils by experts that can relate to what the kids think and feel.”*

*“We couldn’t recommend this programme enough. All of our children were excited to take part, learned more about the history of Glasgow and its culture as well as becoming more motivated to tackle all inequalities moving forward.”*

*“We have participated in the programme for a number of years, and it provides the learners with an in-depth knowledge of how things they may say as an off the cuff comment can actually be very hurtful. It also gave them an opportunity to learn about discrimination in different forms”.*

*“In all my 15 years teaching this is honestly one of the best programmes I’ve seen delivered in a school. I’m not from the area so didn’t really have much awareness about the content. It was an eye opener to me alone. The materials were perfect – engaging and hard hitting. The messages were very clear. Declan, you were brilliant! Thank you so much!”*

## 6. LGBT INCLUSIVE EDUCATION

### Action and Learning for LGBT Inclusive Education (ALLIES) 2025

- 6.1 During Term 3 of the 2024/25 academic year, the GCC Education Equalities Team has actively collaborated with TIE Scotland to enhance opportunities for children, young people, and educators to engage in discussions about key issues related to LGBT inclusive education in Glasgow schools.

- 6.2 This partnership has led to further targeted professional learning for staff and culminated in the successful hosting of the annual Action and Learning for LGBT Inclusive Education (ALLIES) 2025 pupil event at Glasgow City Chambers in February 2015.
- 6.3 A further professional learning event was also delivered in January 2025 through a 'Spotlight On' twilight professional learning webinar led by TIE colleagues. This session raised awareness of the newly published Scottish Government Guidance on LGBT Inclusive Education. This session focused on how schools can reflect, respond, and plan necessary actions.
- 6.4 During the Education Services' annual ALLIES event, TIE colleagues and the GCC English Additional Language (EAL) Team delivered a full-day professional learning experience for teachers. The event covered a variety of significant topics through engaging tasks and activities, fostering discussions on developing inclusive education across Glasgow schools. Attendees provided positive feedback, noting an increase in confidence and understanding of LGBT inclusive education, as well as valuable networking opportunities.
- 6.5 Again this session, Education Services and TIE colleagues successfully organised and delivered the ALLIES school workshop event in City Chambers in February 2025. This event attracted over 100 primary and 95 secondary pupils from various sectors, allowing young people to explore and discuss inclusive education together. The sessions were well-received, with schools providing positive evaluations of the planned learning and activities.

## **7. NEXT STEPS**

- 7.1 Education Services will continue to focus in the coming session on working to support collaboration and empowerment across the city, taking forward our aspirations linked to Equalities.

## **8 POLICY AND RESOURCE IMPLICATIONS**

### **Resource Implications:**

*Financial: Using existing core funding and funding from SG care Experienced budget*

N/A

*Legal: None*

*Personnel: None*

*Procurement: None*

**Council Strategic Plan:** Specify which theme(s) and outcome(s) the proposal supports. Where relevant the specific numbered priority should be listed.

**Grand Challenge 1** Reduce Poverty and Inequality in Our Communities

**Mission 2** -Meet the learning and care needs of children and their families before and through school

**Grand Challenge 2** Increase Opportunity and Prosperity for all our Citizens

**Mission 3** Raise attainment amongst Glasgow's children and young people

**Equality and Socio-Economic Impacts:**

*Does the proposal support the Council's Equality Outcomes 2021-25? Please specify.*

Yes  
The proposal specifically supports Outcomes, 4,5,11,12

*What are the potential equality impacts as a result of this report?*

Positive impact across our equality work in relation to Gender, sectarianism, religious intolerance, bigotry, and LGBT developments.

*Please highlight if the policy/proposal will help address socio-economic disadvantage.*

**Climate Impacts:**

*Does the proposal support any Climate Plan actions? Please specify:*

No

*What are the potential climate impacts as a result of this proposal?*

None

*Will the proposal  
contribute to  
Glasgow's net zero  
carbon target?* No

**Privacy and Data  
Protection Impacts:  
None**

## **9 RECOMMENDATIONS**

- 9.1 It is recommended that the committee note the developments planned and the activities in relation to the development of the equality agenda across Education Services.