



**Glasgow City Council**

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

**Report by Executive Director of Education Services**

**Contact: Catherine Gallagher, Laura Goff  
Ext 74573**

**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 Anti-racism Education, LGBT Inclusive Education , English for Speakers of Other Languages (ESOL) and Education Services city wide conference focussing on Engagement Participation and Inclusion.

## 2 ANTI-RACISM

- 2.1 Centrally delivered Anti-Racism Conversation sessions have been offered to both primary and secondary children and young people across the city. To date, this has seen participation from 14 secondary and 13 primary schools.

Anti-Racism Conversations	
Secondary Schools	Primary Schools
St Mungos Academy	Caldercuilt Primary
Drumchapel High	St Roch's Primary
St Andrew's Secondary	St Frances of Assisi Primary
Bannerman High	Ibrox Primary
St Roch's Secondary	Hillington Primary
Rosshall Academy	Hillhead Primary
Notre Dame High	Aultmore Park Primary
Cleveden Secondary	Knightswood Primary
Govan High	Castleton Primary
Bellahouston Academy	Our Lady of the Rosary Primary
Hillhead High	St. Cuthbert's Primary
Lochend Community High	Pollokshields Primary
Springburn Academy	Lorne Street Primary
Holyrood Secondary	

Following on from these sessions, each school has been encouraged to now consider how they can best take the learning from the sessions forward in their own school and local community. Linking closely with the English Additional Language (EAL) Leaders Of Learning (LOL) and the Equalities team, schools will be able to work collaboratively to consider how this can be done.

These centrally delivered sessions have allowed young people to link with other GCC schools to consider themes such as power, privilege and bias and to discuss how to bring our GCC approaches forward in an inclusive and progressive way. The sessions have involved guest speakers including authors of the book 'Black Oot' Francesca Sobande and Layla-Roxanne Hill. Both authors presented to the young people on Scottish Black History and what it means to be Black and Scottish. Further partners have included Shantel George from Glasgow University and Jennifer Keenan and Nelson Cummins from Glasgow Life museums.

The young people in the group have also been consulted as part of the HMI Inspectorate review of inspections, to ensure that the voices of our young activists are heard. This session gathered the views of the group on how inspection processes are carried out and what they would like to see in the future.

The Anti racism conversation groups have now successfully developed beyond the centrally delivered sessions to bring meaningful discussions into school communities.

- 2.2 School-based Anti-racism conversations have been shaped through linking Mentors and participants from the Education Scotland Building Racial Literacy Programme with school staff to shape and adapt offers to the needs of the school and local community. Following on from their involvement in the centrally based Anti-Racism Conversation group, young people at Mungo's Academy have worked with their PT for Equalities and BRL Mentors from the EAL LOL team to develop their in-school approaches to race inclusive practice with a whole community approach.

The focus within the school has been to develop the racial literacy and open meaningful discussions around race and anti-racism within the S1 cohort through a series of workshops, focused lessons and developing of resources based around the Anti-Racism Charter. Pupil feedback on the importance of the Charter indicates the most important and salient points for the young people are:

- Charter's Right Based Approach -36.7%
- Emphasis placed on Reporting and Recording 20%
- Opportunity to reflect on Bias -16.7%.

Feedback provided by the young people and school staff is being used to shape future work in schools including the planned link with the English Department at Rosshall Academy in relation to S1 learners. Feedback from the schools has been positive with the Equalities PT at ST Mungos Academy stating that,

***"The pupils now have a clearer understanding and awareness of racism, its history and understand things like privilege and unconscious bias."***

- 2.3 Within the primary sector, young people from St Francis of Assisi Primary have developed their Anti Racism conversations through a focus on the GCC Anti-Racism Charter. Primary 3 to 4 have reflected on the charter to develop their own child friendly version named 'the promise'. This has been taken forward through class discussion and workshops It is also intended to be taken forward through a learning community competition.

An Anti-racism Charter created by the children young pupils of St Francis of Assisi Primary, showcases the children's work and their commitment to share their learning and work across the whole school community. (Appendix 1)

- 2.4 As part of our ongoing work to support and promote equalities and our diverse communities in Glasgow, Glasgow Education Psychological Services (GEPS) will be holding a Partners Network Event to provide an opportunity for partners and local organisations who work to provide ethnically diverse and migrant community supports to share with schools how they are supporting some of our most vulnerable children and families.

This will be a drop-in event with representatives from establishments across the city invited to come and make links with these organisations and learn about the work they do.

### 3 LGBT INCLUSIVE EDUCATION

- 3.1 In line with the city commitment to 100% completion of Scottish Government stage one and stage two professional learning for LGBT Inclusive education, the EEWG have continued to link closely with our partners at TIE Scotland. Stage one involves completion of individual eLearning module. When this stage has been completed by all teaching staff, stage two can take place with whole school or whole Learning Community professional learning can be organised.

Updated figures are detailed in the table below. We anticipate a further increase in accessing this training offer following school's Inset Day in May, when there is now an agreed mandatory input on whole school Equalities professional learning.

**Stage 1 and Stage 2 Learning Modules - update**

Module	No of Glasgow Teachers	No of Glasgow Schools	Percentage of total schools
Stage 1	599 (Feb 2023)	63	33%
	1171 (June 2024)	82	42%
	1382 (May 2025)	131	68%
Stage2	302 (Feb 2023)	13	7%
	757 (June 2024)	22	11%
	1,013(May2025 )	31	16%

Further information on partnership working and LGBT Inclusive Education is detailed below.

- **1,697** establishment and education staff and 141 schools have registered with [lgbteducation.scot](http://lgbteducation.scot)
- **779** staff have engaged through local authority partner events (e.g. ALLIES CPD days)
- **10,489** pupils have engaged in school - based workshops

3.2 Again, this year schools are looking forward to Pride Lite Event 2025 which will take place on 4<sup>th</sup> June at Glasgow City Chambers. The event is open to all Secondary establishments across the city including those within the Additional Support for Learning (ASL) Estate. The event offers a series of practical workshops and keynote speakers.

This year's Keynote speakers include TIKTOK influencer Kimbo and comedian Susie McCabe. Learning workshops include a drama station with games and activities aimed at encouraging collaboration and thinking about others. This year, learners will work together to think about the concept of community.

Feedback from previous events have been positive around the workshops and links with local businesses. This year links have been made with local businesses such as Lush and The Glasgow Lego Store with both donating gifts and resources. In response to the feedback on sensory overwhelm from some of our neurodiverse young people, The Glasgow Lego Store have donated loose bricks to provide a safe quiet space.

Feedback from previous session has suggested that the event provides a positive experience for our young LGBT young people with an attending teacher from Springburn Academy stating:

## **4 All Learners All Achieving – Engagement, Participation and Inclusion**

4.1 Our All Learners All Achieving Leadership Conference held on the 21st of May at Glasgow Concert Hall, focussed on one of Education Services key Grand Challenges, Engagement, Participation, and Inclusion. The event provided a vital platform for schools and early years establishments to come together and share effective practices. Practitioner led workshops at the event offered learning in relation to supporting diversity and inclusion within school communities (Appendix 2). Participants from across all sectors were also given the opportunity to engage in meaningful discussions, exchange successful strategies and collaborate on innovative approaches that support all learners.

4.2 Our keynote speaker on the day was Founder and Director of Connect RP, Michelle Stowe. Michelle successfully shared her insights on nurturing a relational culture that places people and relationships at the heart of community building. Her insights and expertise provide inspiration to education leaders who attended the event and strengthened a shared commitment to creating inclusive environments for every learner within their school community.

- 4.3 In addition to providing valuable networking and learning opportunities, the conference also saw the launch of key GCC Education Services policies and support documents including '*All Learners All Achieving- Included, Nurtured Supported*' and '*Nurturing Relationships Policy*'. These policy documents aim to support establishment practice enhance inclusion and ensure consistency of practice across all Glasgow's education estate.

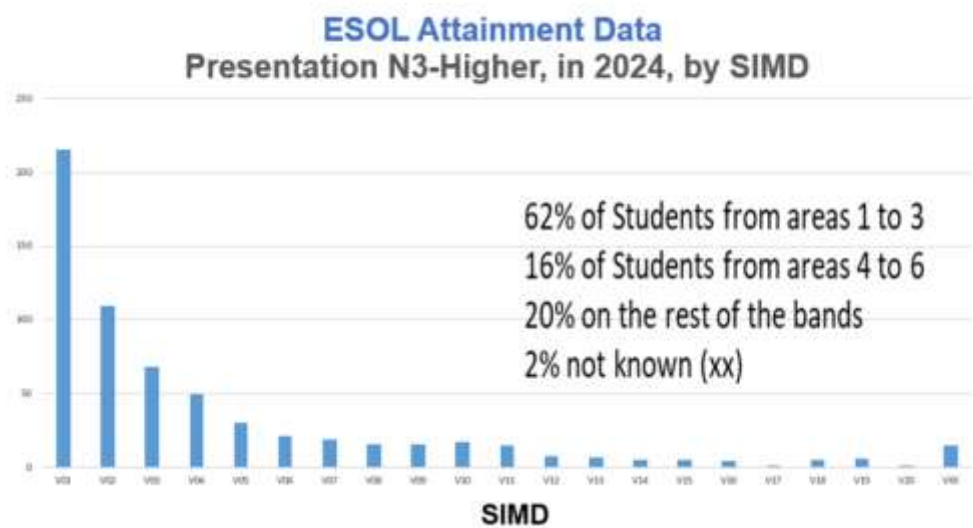
## 5 English for Speakers of Other Languages (ESOL)

- 5.1 Continued focus on the quality provision and availability of English for Speakers of Other Languages (ESOL) qualifications for bilingual senior phase learners has resulted in increased attainment and access to positive pathways for many learners. As reported in the EAL committee paper, with high numbers of learners from SIMD deciles 1 to 3 achieving ESOL qualification, this is impacting significantly on the poverty related attainment gap. With the launch of the revised ESOL policy in 2024, clear messages are given to schools around the importance of ensuring the ESOL pathway is available to all learners who should have this opportunity. The policy outlines the value of ESOL as being of equal value to English for entry into further study.

The table below shows the figures of presenting schools and higher and wider presentations showing that almost all schools are currently presenting. We expect that this will be all schools in the next session:

Year	Presenting schools	Higher presentations	Total presentations
2022	25	139	533
2023	26	217	654
2024	27	234	621

The graph below shows the high number of simd 1-3 learners who are attaining ESOL qualifications.



## 6 NEXT STEPS

- 6.1 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.

## 7 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, 12,13,14

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

Positive impact across our race equality work, disability 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**

## **8 RECOMMENDATIONS**

- 8.1 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.