

**Glasgow City Council****Education, Skills and Early Years City Policy Committee****Report by Executive Director of Education Services****Contact: Dr Carole Campbell****EDUCATION SERVICES DEVELOPMENT ACTIVITIES RELATED
EQUALITIES****Purpose of Report:**

To update the committee on the ongoing work in equalities in relation to the protected characteristics of race.

Recommendations:

The Committee is asked to note the performance, progress and ongoing work across Education Services to advance equality for the protected characteristics of race and gender re-assignment.

Ward No(s):

Citywide: ✓

Local member(s) advised: Yes No consulted: Yes No **PLEASE NOTE THE FOLLOWING:**

Any Ordnance Survey mapping included within this Report is provided by Glasgow City Council under licence from the Ordnance Survey in order to fulfil its public function to make available Council-held public domain information. Persons viewing this mapping should contact Ordnance Survey Copyright for advice where they wish to licence Ordnance Survey mapping/map data for their own use. The OS web site can be found at <<http://www.ordnancesurvey.co.uk>> "

If accessing this Report via the Internet, please note that any mapping is for illustrative purposes only and is not true to any marked scale

1. INTRODUCTION and BACKGROUND

The Education and Skills Committee has requested Equality update reports at every second scheduled meeting.

1.1 This report provides an update on Education Services' development of the equalities agenda as directed by the Education Equalities Working Group (EEWG) and Glasgow's Education Improvement Service (GEdIS). The work spans intersectional equality priorities, with a focus on race.

2. Race Equality

2.1 Race Equality and Anti-Racism

The EAL Leaders of Learning team continue to drive anti-racist education across Education Services.

PARTIE Event – October 2025

The 4th annual PARTIE event showcased pupil-led anti-racism work involving 165 young people from 8 schools.

School contributions included:

- Anti-Racism Charters
- Afro Beats and cultural identity work
- Anti-racism clubs
- Curriculum resources
- Diverse texts
- “Could this be me?” workshop
- Cultural Celebration Day
- Language Ambassador programme

Pupil Priorities (Anti-Racism Charter reflection):

1. Foster an anti-racist culture (72%)
2. Reporting and recording (39%)
3. Rights-based approach (39%)
4. Workforce equality targets (28%)

Workshops and Engagement

- 122 primary and 78 secondary pupils engaged in workshops
- Supported by Living Library speakers

Glasgow Film Theatre Partnership

Through partnership with the Glasgow Film Theatre, 1,093 pupils attended Black History Month screenings including *Hidden Figures*, *Judas and the Black Messiah*, and *The Princess and the Frog*.

2.2 School-Based Anti-Racism Workshops

Targeted workshops delivered across 16 primary schools, co-designed with school leadership teams and tailored to local context.

2.3 Anti-Racist Educators: The Journey (CLPL Programme)

Anti Racist Educators: the journey CLPL package has been created and is currently being delivered as a pilot available to all education staff on CPD manager. This package offers an introduction to anti racist education with 6 follow up sessions. The offer is developed by participants of the Education Scotland BRL course and is intended to share key themes including:

- Positionality
- Bias
- Curriculum decolonisation
- Ethos and culture
- Partnerships
- Recording and reporting

The pilot evaluation is due in June 2026.

2.4 Leading Anti-Racist Education (2026)

The Leading Anti-Racism professional learning programme has been delivered throughout the current academic session, with the sixth and final session scheduled for Thursday 14 May 2026. There are 70 participants in this year's cohort across all sectors. The programme has engaged 70 participants from across all sectors, including representation from the EAL Service and the University of Glasgow School of Education.

The programme is jointly facilitated by Glasgow University and senior Glasgow Education staff and has provided a structured series of twilight learning sessions focused on developing anti-racist leadership and practice across educational settings.

The programme content has included:

- Understanding racism and structural racism
- Exploring the impact of systemic inequality within education and wider society
- Developing anti-racist responses within school and service contexts
- Supporting participants to critically reflect on policy, practice and culture within their own establishments

The final phase of the programme requires participants to develop and present anti-racist action plans relevant to their own professional contexts. This final session will also include contributions from the University of Glasgow and invited guest speakers.

Early indications suggest strong levels of engagement and commitment from participants across sectors. The action planning element of the programme will provide an important measure of impact by demonstrating how professional learning is being translated into practical anti-racist approaches within schools and services.

Next Steps

- Participant feedback and programme evaluation will be gathered following the final session.
- Anti-racist action plans will be reviewed to identify emerging themes, strengths and areas for further support.
- Learning from the programme will inform the wider development of the citywide Anti-Racism Professional Learning Framework.
- Consideration will be given to future programme delivery and sustainability to support continued leadership development in anti-racist practice across Education Services.

2.5 Staff Professional Learning (CLPL)

Anti-racism CLPL delivered across more than 17 schools.

2.6 Teaching Glasgow's Slavery Past (TGSP)

Teaching Glasgow's Slavery Past (TGSP) GEdIS & University of Glasgow Partnership

TGSP is a collaborative education initiative between Glasgow Education Services and the University of Glasgow to improve the accuracy, depth and confidence of teaching about Glasgow's historical links to transatlantic slavery, and to ensure this learning is embedded within the school curriculum.

Rationale

- Glasgow played a significant economic role in the slave economy, with wealth from enslaved labour shaping the city's growth and institutions.
- Prior to the project, teaching of slavery in Scotland was inconsistent and often oversimplified, with limited access to current academic research.
- There is a wider policy driver linked to anti-racist education and acknowledging historical injustice.

Core Features

- Partnership model: Collaboration between classroom teachers, GEdIS, and University of Glasgow historians to co-design learning.
- Professional learning: Programme of staff training to strengthen subject knowledge on Glasgow's role in the slave trade and its legacies.
- Curriculum and resource development: Creation of high-quality teaching resources (lesson plans, primary sources, case studies, digital materials) grounded in current research.
- Localised learning: Strong focus on place-based education—connecting pupils to:
 - Glasgow's streets, buildings and institutions #ourcityisaclassroom
 - local economic links to slavery
 - visible and hidden legacies in the city
 - Research-informed practice: Direct use of University of Glasgow research (e.g. slavery audit and historical studies) to underpin teaching content.

Intended Outcomes

- Improved teacher confidence and subject knowledge in teaching slavery and empire
- More accurate and inclusive curriculum, reflecting Scotland's and Glasgow's role in the transatlantic slave trade
- Enhanced pupil understanding of:
 - historical injustice and global connections
 - the link between past slavery and present-day racism and inequality
- Contribution to a wider anti-racist education agenda in Scottish education

Overall, the TGSP resource will launch officially on Friday 19th June 2026 and aims to provide a research-informed, collaborative curriculum reform initiative that embeds Glasgow's slavery legacy into teaching to support historical accuracy, critical understanding and anti-racist education.

2.7 GEPS Anti-Racist Schools Network (Pilot)

A pilot network led by Glasgow Educational Psychology Services supports schools affected by community tensions linked to anti-immigration and anti-ESOL activity.

Aims

- Support schools through peer network
- Improve staff confidence responding to racism
- Strengthen safety for families and staff of colour
- Improve partnership working

.Key Themes

- Multi-level racism (individual to community)
- Sectarian and community tensions
- Need for coordinated GCC response
- Staff support and training gaps
- Social media misinformation
- Safety of families of colour
- Leadership support for staff of colour

Next Steps

- Co-produced action plan (June meeting)
- Development of professional learning framework
- Integration with EAL strategy
- Review of critical incident procedures

2.8 Citywide Anti-Racism Professional Learning Framework

A citywide framework is being developed to:

- Map all anti-racism professional learning
- Provide progression pathways

- Improve consistency and access
- Support staff development journeys across Education Services

2.9 Anti Racist Conversations (ARC)

The ARC programme launched in September 2025 with strong participation across a wide range of primary and secondary schools. There are 80 primary school children and 40 secondary school children participating in the programme. Initial sessions focused on introducing anti-racist concepts, reflecting on previous learning, and engaging pupils through interactive and reflective activities, including the Glassford film launch and, at secondary level, a George Square learning walk.

Staff development centred on reviewing prior progress and strengthening understanding of procedures for recording and responding to racist incidents, including the use of practical scenarios.

Impact:

- Pupils are developing greater awareness of racism and confidence in discussing it.
- Increased opportunities for pupil voice is supporting more inclusive school environments.
- Staff confidence and consistency in responding to racist incidents is improving.

Next Steps:

The programme will continue to embed anti-racist practice, deepen pupil engagement, and further strengthen staff capacity to respond effectively to racism.

3. WORKFORCE EQUALITY – POSITIVE ACTION

3.1 PT BAME and BISL Programmes

Education Services continue to implement structured leadership development pathways for BAME staff.

Cohort 2025 (PT BAME Completion)

- 5 participants completed 23-month secondments
- 2 secured EAL Leader of Learning posts
- 1 secured PT post at Carntyne Primary School
- Strong positive feedback on sponsorship and support

BISL Programme (2025)

- 17 participants completed programme
- 8 applied for PT BAME posts

- 5 secured Principal Teacher roles
- Participants attribute success directly to BISL participation

Cohort 2025–2027 (PT BAME Intake)

- 5 participants total:
 - 3 male, 2 female
 - 3 secondary, 1 primary, 1 specialist (Hazelwood School)

Strategic Impact

- Programme embedded as core workforce development
- Increased leadership representation of BAME staff
- Clear progression pathway from development to promotion

4. NEXT STEPS

Education Services will continue to strengthen collaboration, inclusion, and anti-racist practice across curriculum, workforce development, and pupil engagement.

5. Policy and Resource Implications

Resource Implications:

Financial:

Legal:

Personnel:

Procurement:

Council Strategic Plan: Reducing poverty & inequality

Equality and Socio-Economic Impacts:

Does the proposal support the Council's Equality Outcomes 2025-29? Please specify.

What are the potential equality

Positive impact

impacts as a result of this report?

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?

Will the proposal contribute to Glasgow's net zero carbon target?

Privacy and Data Protection Impacts:

Are there any potential data protection impacts as a result of this report N

If Yes, please confirm that a Data Protection Impact Assessment (DPIA) has been carried out

6. Recommendations

The Committee is asked to note the performance, progress and ongoing work across Education Services to advance equality for the protected characteristics of race and gender re-assignment.