



Glasgow City Council

Education, Skills & Early Years Committee

Report by Executive Director of Education Services

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Item 4

1st October 2026

**EDUCATION SERVICES: EQUALITIES – SEXUAL ORIENTATION,
DISABILITY AND RACE**

Purpose of Report:

To update the Committee on Education Services' ongoing work in relation to the protected characteristics of sexual orientation and disability.

Recommendations:

The Committee is asked to note the progress and ongoing work across Education Services to advance equality, strengthen inclusive practice and improve outcomes for children and young people in relation to sexual orientation and disability.

Ward No(s):

Citywide: ✓

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

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INTRODUCTION AND BACKGROUND

1.1 This report provides an update on Education Services' ongoing work to advance equality and inclusive practice in relation to the protected characteristics of sexual orientation and disability. The activity outlined reflects city-wide approaches to anti-bullying and anti-prejudice practice, partnership working, learner and family engagement, workforce development, specialist support and strategic review of provision. Education Services provides education for approximately 80,000 pupils.

2. SEXUAL ORIENTATION

2.1 City-wide approach

Education Services supports children and young people of all sexual orientations through city-wide anti-bullying and anti-prejudice approaches. Council procedures provide a framework for establishments to respond appropriately to discrimination related to sexual orientation.

Education Services continues to work with Time for Inclusive Education to develop staff awareness of curricular inclusion, representation and anti-prejudice practice. This includes promotion of the TIE Journey professional learning resource and the Digital Discourse Initiative.

2.2 Pride Lite 2026

Pride Lite 2026 took place at Glasgow City Chambers on 10 June 2026. The city-wide event brought together 133 young people (0.16% of school age population)

and 20 staff from 13 secondary schools. It was delivered in partnership with Time for Inclusive Education, the EAL Leaders of Learning team and Glasgow CREATE, with an opening address from the Executive Director of Education.

The programme included keynote contributions, creative workshops and a wellbeing marketplace involving 17 organisations. Partners included community organisations, retailers and further and higher education providers, giving young people access to information, support and future opportunities.

Evaluation was positive: 62% of participating young people rated the event 5 out of 5 and 38% rated it 4 out of 5. Feedback highlighted respect and equality, confidence in being oneself, greater understanding of prejudice and the importance of community and allies.

Next steps identified through the evaluation include:

- supporting pupil-led awareness and LGBT-inclusive activity within schools and local communities;
- maintaining staff support, professional learning, access to external speakers and appropriate resources;
- providing dedicated time for pupil-led initiatives; and
- continuing centrally delivered events and staff development opportunities, including Pride Lite and ALLIES.

2.3 LGBT Inclusive Education: professional Learning with TIE (Time for Inclusive Education)

In addition to supporting Pride Lite, our valued colleagues at TIE have continued to support the uptake of professional learning package. To date, 2,332 teachers and school staff (19%) in Glasgow have registered through www.lgbteducation.scot, with 1,901 (15%) completing Stage 1 of the Delivering LGBT Inclusive Education professional learning.

This includes staff from:

- 59 primary schools
- 33 secondary schools (including ASL schools)
- 13 educational services

Whole-staff cohorts in 41 schools in Glasgow have fully completed Stage 2 of the Delivering LGBT Inclusive Education professional learning.

Since January, we have delivered 95 learner workshops for children and young people across Glasgow City Council schools. These include Challenging Homophobic Language and Challenging Gender Stereotypes workshops for primary schools and Understanding Prejudice workshops for secondary schools.

A further 16 Glasgow schools participated in the Live Lessons series, engaging in World Cup themed learning with footballers. The sessions supported learners to explore gender stereotypes and homophobia through the context of football, with opportunities to engage directly through learner questions.

In addition, 16 Glasgow schools participated in the Book Giveaways project during the year, receiving a range of titles exploring LGBT representation, anti-racism, anti-bullying and equality.

Staff Feedback has been very positive about the professional learning offer from TIE with example of one headteacher as follows:

"I have found the TIE modules extremely helpful and beneficial. They have raised my awareness of key issues around inclusion and equality, while also providing clear, practical guidance when any of these issues arise. At a time when teachers are navigating complex and sometimes conflicting issues, the modules offer reassurance and a strong educational framework.

They have helped build my confidence and given me clear language to approach sensitive topics in a thoughtful and professional way. I particularly valued how the modules balance policy, research and real classroom practice.

Overall, TIE has been a valuable support in helping me reflect on my practice and better support both colleagues and young people."

2.4 Digital Discourse Initiative: TIE Learner Workshops Pilot in St Andrew's Learning Community

In addition, our colleagues at TIE have established the *Digital Discourse Initiative Working Group* in partnership with Glasgow City Council Education Services. The Working Group supported the expansion of TIE's Digital Discourse Initiative (DDI) programme to include learner workshops and continues to contribute to the development of associated curriculum resources.

A new Learner Workshops programme designed to support learners to identify disinformation and build resilience to online prejudicial narratives has been created. The programme was developed to complement the core DDI professional learning for educators by providing a structured learner intervention focused on strengthening critical and digital media literacy.

The initial learner programme consisted of four workshops for upper primary and secondary learners, focused on two core topics: *Information Manipulation* and *Prejudicial Conspiracy Narratives*.

The learner programme was developed through a co-production approach with learners, alongside collaboration with teachers and school leadership as part of the pilot.

This process ensured the learning content was developmentally appropriate, connected to learners' experiences and responsive to evolving online harms. The workshops are situated within an early intervention and anti-prejudice pedagogical framework, supporting the development of critical and digital media literacy as core competencies.

This approach aligns with UNESCO Global Citizenship Education (GCED) priorities, particularly in developing learners' ability to critically engage with media and actively participate responsibly in democratic societies.

Significant resource development was undertaken as part of the design, storyboarding, scripting, and production of educational videos accompanying the learner workshops, with a focus on ensuring that the resources remain adaptable and sustainable over time. Learners contributed directly to this process: the storyboards and narrative structures incorporated and responded to key themes emerging from the focus group.

A total of 39 pilot workshops were delivered to learners from P6-S6 between February and March 2026, with 398 learners participating in the evaluation process.

Following the pilot phase, the learner workshops were made available to all schools across Glasgow in 2026.

2.4.1 Digital Discourse Initiative: Pilot Results (Primary)

The primary school workshops focused on supporting learners with core critical and digital media literacy skills, helping them identify disinformation and online prejudice, and providing strategies to strengthen resilience to content of this type.

For the participating primary schools, the post-pilot evaluation findings indicate that the learner workshops, as a combined intervention, were effective in improving learners' knowledge and confidence in relation to both information manipulation and prejudicial conspiracy narratives.

Across both workshops, there were considerable gains in core conceptual understanding. For example, during knowledge testing, correct identification of "disinformation" increased from 24% to 86% (+62 percentage points), while understanding of "misinformation" rose from 31% to 81% (+50 percentage points). Similarly, understanding of "prejudicial conspiracy narratives" increased from 5% at baseline to 78% post-intervention (+73 percentage points), with 81% of learners able to correctly identify the concept during knowledge testing.

The proportion of learners reporting that they would verify information using reliable sources increased from 24% to 75% (+51 percentage points), while reliance on social media as a verification source decreased by 70%.

Learners reported changes in intended behaviours (e.g. increased use of reliable sources from 24% to 75%, and a 70% reduction in reliance on social media for verification) and high self-reported levels of confidence in applying strategies to challenge prejudice (98%).

2.4.2 Digital Discourse Initiative: Pilot Results (Secondary)

The secondary school workshops focused on supporting learners with core critical and digital media literacy skills, helping them identify disinformation and online prejudice, and providing strategies to strengthen resilience to this content. The learning content and activities were designed at a more advanced level, reflecting the developmental stage and cognitive abilities of secondary aged learners.

For the participating secondary school, the post-pilot evaluation findings indicate that both workshops, as a combined intervention, were effective in improving secondary learners' knowledge and intended behaviours in relation to information manipulation and prejudicial conspiracy narratives.

Across both workshops, there were considerable recorded increases in core conceptual understanding. For example, correct identification of "disinformation" during knowledge testing increased from 38% at baseline (i.e. 62% unable to identify correctly) to 91% (+53 percentage points), alongside a rise in self-reported understanding from 27% to 91%. Similarly, correct identification of "misinformation" during knowledge testing increased from 29% to 89% (+60 percentage points), with self-reported understanding increasing from 72% to 94%.

The majority of learners (98%) reported confidence in identifying the five stages of prejudicial conspiracy narratives, and 97% reported confidence in applying strategies to counter prejudice in real world contexts. With 93% of learners reporting that they see harmful or prejudicial content online, and 41% reporting encountering such this type of content “most days,” these initial findings suggest that this intervention can help to equip learners with relevant skills to identify, and disengage from, prejudicial narratives.

Learners reported substantial improvements in conceptual understanding through knowledge testing (e.g. disinformation: 38% to 91%; prejudicial conspiracy narratives: 29% to 77%), shifts in self-reported intended behaviours (e.g. increased use of reliable sources to verify information from 33% to 88%, and a 65% reduction in reliance on social media platforms) and confidence in applying strategies to counter prejudice (97%).

Next Steps:

- GCC will continue to work closely with TIE colleagues to share this with further learning communities.

3. DISABILITY

3.1 Strategic approach

Education Services continues to progress a broad programme of work to improve inclusion, participation and outcomes for children and young people with disabilities and additional support needs. This includes strategic reviews of provisions, improvement of support and placement processes, targeted support, workforce development, parental engagement and strengthened transition planning.

3.2 Review of the Additional Support for Learning estate

A multi-disciplinary review of the condition of buildings across the additional support needs estate has been undertaken in response to growing levels of need. The review is informing consideration of the quality, suitability and future sustainability of provision, together with the financial implications associated with capacity across both the ASL and mainstream estates. This work is being considered within the context of there being no current capital allocation for the construction of new schools and falling primary capacity in parts of the wider estate.

Linburn Academy

3.2.1 An £11.9m partial LEIP funded project which involves extensive refurbishment works to the existing Linburn Academy. The refurbishment fabric upgrades will bring the building to a Passivhaus Enerrphit standard. In addition to this there will be internal alterations to the existing layout and a single-storey extension to the rear of the building to accommodate additional classrooms and associated learning

facilities. The children and young people from Linburn are currently decanted to the Greenview building while the works are carried out.

3.2.2 Works are now expected to be completed by July 2027. Following which the children will return to the Linburn building enabling the Greenview building to be considered within the ASL estate.

3.3 Inclusive support and specialist placement processes

A review of inclusive support and specialist placement processes has involved school leaders, parents and young people. The review identified strengths in multi-agency collaboration, assessment and planning systems, the professionalism and expertise of placement panel members and city-wide understanding of pupil need.

Areas for improvement include communication, transparency, consistency and timescales. Parent feedback also recognised the quality of specialist provision and transition planning while identifying opportunities to strengthen parental involvement and communication. The findings are informing targeted improvement activity intended to maintain child-centred, needs-led decision-making and increase stakeholder confidence.

3.4 Enhanced Nurture Provision

The review of Enhanced Nurture Provisions identified a significant change in the profile of learners accessing this support, including increasing numbers of children and young people with neurodevelopmental differences alongside trauma, attachment difficulties, medical needs and wider family challenges. Attendance and placement analysis also found that a substantial proportion of learners had limited engagement with mainstream settings. Development options are informing consideration of future models that respond to current need and promote inclusion, participation and successful reintegration where appropriate.

3.5 Glasgow's Virtual School and targeted family support

Glasgow's Virtual School continues to provide personalised support to vulnerable and disadvantaged learners. Almost all S4 and S5 learners accessing the Children's House Interrupted Learners Service engaged successfully and achieved National 3 or National 4 qualifications in literacy and numeracy. Within the Hospital Education Service, children and young people made measurable progress from Early Level to Level 3, while senior phase learners attained qualifications from National 3 to Advanced Higher. High completion and attainment within the Enhanced Vocational Inclusion Programme also supported continued engagement and positive destinations.

The Virtual School's specialist family support service received the highest evaluation rating from all respondents, with families reporting improved emotional wellbeing, resilience, coping strategies and self-confidence. The Let's Introduce Anxiety Management programme was rated positively by most participating learners; three quarters reported improved health and wellbeing and half reported improved attendance.

3.6 Educational Psychology Service

The Educational Psychology Service supports early identification, targeted planning and access to specialist support through Staged Intervention and Inclusion Meetings and Learning Community Joint Support Teams. The majority of cases discussed were addressed through consultation and collaborative problem-solving, enabling specialist intervention to be targeted proportionately. Direct work with more than 500 children and young people further demonstrates the scale and responsiveness of the service.

3.7 Parental engagement

A city-wide ASN Parenting Strategy has been developed through engagement with parent groups across Glasgow. This approach is creating opportunities for co-production, strengthening understanding of parental experience and supporting improvements in communication, transparency, partnership working and confidence in local authority processes.

3.8 Support for Learning Worker professional learning

The Professional Learning Framework for Support for Learning Workers has strengthened induction, continuing professional learning and expectations of practice. Evaluation indicates that almost all induction participants reported increased confidence and understanding of local authority systems, legislative responsibilities and inclusive approaches. The majority of participants in further professional learning rated the training as highly valuable and intended to apply their learning. Work is also progressing on a credit-rated qualification to support professionalisation, recruitment, retention and career progression.

3.9 ASN Coordinators Network

The ASN Coordinators Network continues to support professional dialogue, shared practice and understanding of policy and legislative developments. Contributions from Education, Psychological Services and Health have strengthened multi-agency understanding and consistency. School leaders report increased confidence in implementing inclusive practice, supporting more consistent experiences and equitable access to support across the city.

3.10 Cross-sector transitions

The Cross-Sector Transitions Strategy Group is strengthening strategic oversight and alignment across the learner journey. Focused sub-groups are developing guidance for establishments and families to clarify roles, responsibilities and processes. This is supporting more coordinated, learner-centred planning, improved communication, clearer pathways and greater continuity of support at key points of transition.

4. Race: Strengthening Equality, Inclusion and Community Cohesion

Education Services is continuing to strengthen support for schools as they promote equality, challenge discrimination and foster positive, inclusive learning environments. Current and planned activity includes the development of a coordinated citywide approach to responding to incidents of discrimination, investment in education and prevention programmes, enhanced support for school leaders and staff, and continued engagement with children, young people, families and communities. Over the coming year, this work will be progressed through the Equalities Working Group, further professional learning, critical literacy initiatives and targeted inclusion programmes, helping ensure that all school communities are supported to uphold the values of fairness, respect, belonging and opportunity for all.

5. NEXT STEPS

- continue improvement work arising from the review of inclusive support and specialist placement processes;
- consider development options arising from the reviews of the ASL estate and Enhanced Nurture Provision;
- progress co-production of the city-wide ASN Parenting Strategy;
- continue workforce development through the Support for Learning Worker Professional Learning Framework and the proposed credit-rated qualification;
- complete and implement cross-sector transition guidance; and
- sustain city-wide anti-prejudice, professional learning and pupil-engagement activity in relation to sexual orientation.

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.

Yes – reducing inequality

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

positive impact

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:

No

Are there any potential data protection impacts

as a result of this report
Y/N

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

6. RECOMMENDATIONS

6.1 The Committee is asked to note the progress and ongoing work across Education Services to advance equality, strengthen inclusive practice and improve outcomes for children and young people in relation to sexual orientation and disability.