

## Appendix 3-



# **Integrated Children's and Family Services Equality Outcomes Information**

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### Strategic Outcomes – Links to Local Outcome Improvement Plan (LOIP)

Children have the best start in life – children in Aberdeen City are healthy, happy and safe, and enjoy the best possible childhood	Children and young people are safe and responsible – children and young people are safe from all forms of harm	Children are respected, included and achieving – children and young people are listened to, respected, valued and involved in the decision-making process	Investment in infrastructure - Aberdeen City is a robust and resilient economy providing a vibrant built environment and attractive place for residents, students, business and tourists. People friendly city - a city where people to choose to invest, live and visit
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### Education and Children’s Services Equality Outcomes 2017-21

#### Education and Children’s Services Equality Outcomes

<p><b>Equality Outcome 1.</b> Children and young people with a disability and their families are supported and included enabling them to achieve their full potential</p>
<p><b>Equality Outcome 2.</b></p> <ul style="list-style-type: none"> <li>• Pre-birth children (unborn babies) at risk due to issues that parents are dealing with such as; mental health, substance use and domestic abuse are identified at an earlier stage</li> <li>• Vulnerable pregnant women are identified and supported at an early stage</li> </ul>
<p><b>Equality Outcome 3.</b> Lesbian, Gay, Bisexual and Transgender (LGBT) children and young people feel safe, respected and included in school</p>
<p><b>Equality Outcome 4.</b> All children and young people in Aberdeen have an understanding of their rights and develop the ethos and culture to improve well-being and develop every child’s talents and abilities to their full potential.</p>
<p><b>Equality Outcome 5.</b> External Cultural/Arts organisations who receive investment from Aberdeen City Council actively promote and engage with those with protected characteristics in designing, planning and delivering activity.</p>

<b>Equality Outcome 1</b>			
<p><b>General Duties:</b>            GD1. Eliminating discrimination, harassment and victimisation.            GD2. Advancing equality of opportunity between persons who share a protected characteristic and those who do not share it.            GD3. Fostering good relations between persons who share a protected characteristic and those who do not share it.</p>		General duty met:	Protected characteristic met:
<p><b>Protected characteristic supported through equality outcome:</b>            A: Age, D: Disability, GR: Gender reassignment, M: Pregnancy and maternity, R: Race, RB: Religion and belief, S: Sex, SO: Sexual Orientation</p>			
<b>Equality Outcome</b>	Children and young people with a disability and their families are supported and included enabling them to achieve their full potential.	GD1. GD2. GD3.	D
<b>Improvement</b>	a) Increase the number of children and young people with a disability who are supported b) Increase the extent to which pupils with a disability can take advantage of education and associated services.		
<b>Evidence</b>	<ul style="list-style-type: none"> <li>Exclusion rates are falling but some groups continued to have much higher rates including those with a disability or additional support need. As of December 2020, <b>3%</b> of pupils excluded during the current school year have a disability, <b>67%</b> of pupils excluded during the current school year have an additional support need.</li> <li>In our children and young people survey in 2020 9% of our children and young people identified bullying as a concern in 31% of our schools. Of the bullying recorded: 29% referenced bullying against those with a disability or additional support need, 10% racist bullying.</li> <li>Parent, children and young people and staff consultation 2020</li> <li>Consultation with NHS, third sector partners, charities and national organisations including Barnardos and National Autistic Society, Autism Network Scotland.</li> <li>Accessibility of school estate.</li> <li>Shared digital consultation space</li> <li>Discussions</li> <li>Review of exclusion policy, procedure and guidance developed based on research and good practice. Revised Quality Improvement procedures encourage school Senior Leaders to engage in dialogue with QIOs/QIMs before a decision to exclude is made to ensure all possible avenues have been explored.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• Analysis of data supported the realignment of resources and our focus on improvement of our staff professional learning offer, particularly around trauma-skilled practice. Emerging themes include streamlined approaches and consistency in the use of plans (such as Child’s Plans) to meet the needs of learners including disabled learners.</li> <li>• Work is ongoing to identify and address any vulnerabilities through revised education service structures, improved quality improvement approaches, the introduction of more robust tracking and monitoring arrangements, in particular exclusion and an agreed Aberdeen City Learning and Teaching standard. The service is in the process of consulting on a new ASN service structure under streamlined management arrangements to help improve the consistency of the offer, improve agility and ensure that the services provided reflect updated demand. This includes consideration of Health and Safety, professional learning and specialist transitions. Consultation with stakeholders will be ongoing throughout the life of the programme and updates provided regularly to committee.</li> <li>• Monthly data monitoring on exclusion and bullying.</li> </ul>
<p>Outputs</p>	<ul style="list-style-type: none"> <li>• A change to a mix of a team and Unit model for children who are disabled to ensure that the right support can be accessed at the right time for children with a disability. A unit and team for children who are disabled provides holistic support to the children and young people they work with.</li> <li>• As part of the Council’s planning to review the services it commissions for children with disabilities a number of engagement events were held with young people and their families in 2017. These were structured to allow children with complex needs, including communication needs, to give their views. Their views have been at the core of setting out our commissioning intentions, even though their views sometimes differed from that of their parents/carers.</li> <li>• Orchard Brae School houses education and specialist children’s social work support for families of children with complex additional support needs and services have collaborated to extend the range of supports available to families out with the school day and over holiday periods. These supports are available for children and families with complex additional support needs who do not attend Orchard Brae School.</li> <li>• Young Inspectors of learners has begun at Orchard Brae and Bucksburn Academy ASN Wing</li> <li>• 3 other new modern facilities have opened over the reporting period.</li> <li>• Work has been undertaken to ensure the physical environment of our schools is accessible to increase the extent to which pupils with a disability can take advantage of education and associated services. This has included 12 projects in our secondary schools and ten in primary, installation of ramps, accessible toilets, dropped kerb for example. Future works have been identified.</li> <li>• Accessibility Plan 2020. The Council has a range of documents to support improvement planning and decision making, this Plan should not be considered in isolation. This aims to pull improvement activity together into one high level accessible document which can be used to support self-evaluation and planning for improvement. This plan ensures ACC and its schools work to improve the education of disabled learners and to help ensure that they are properly included in, and able to benefit fully from, their school education. Priorities were identified through engagement with learners, parents and carers, third sector partners, agencies and staff. The plan highlights our commitment to enabling access</li> </ul>

to the physical environment of our educational buildings, access to the curriculum and access to communication. Key priorities identified include: Disabled learners use digital technology to increase access to the curriculum by increasing the provision of technology and use of accessible tools; Provide guidance on how to meet a range of needs (particularly sensory needs) when environments are not as flexible; Establishment of Digital Hub as a one stop shop for all information for all stakeholders.

- Since 2017, Aberdeen City Council has progressively rolled out Texthelp Read&Write literacy support software to schools across the local authority. Implementation has been supported with a comprehensive engagement strategy for teachers, students and parents. This included initial training for two pupils and two teachers in each of the 59 Aberdeen schools to become 'mentors' to introduce their peers to the software. This has been complemented by an extensive programme of training for families and carers at parent groups and evening workshops.
- Professional Learning delivered to all newly qualified teachers in 2020 included: Supporting all learners - developing an awareness of Inclusion, Additional Support and Equality, from Education Scotland.
- Mental health support is available in all city schools through the school nursing team. LIAM (Let's Introduce Anxiety Management) and ELSA (Emotional Literacy Support Assistant) and emotion coaching is ongoing across the education service.
- Curriculum Resources and Information Service (CRIS) provides a specialist curricular resources and information service to staff involved in meeting the educational and social developmental needs of children and young people..
- As part of the Council's planning to review the services it commissions for children with disabilities a number of engagement events were held with young people and their families in 2017. These were structured to allow children with complex needs, including communication needs, to give their views. Their views have been at the core of setting out our commissioning intentions despite their views sometimes differing from that of their parents/carers.
- Training for senior leadership teams on disability discrimination has been developed and shared.
- Stonewood School shared their British Sign Language skills on the national stage at the Scottish Learning Festival.
- Foodbanks were set up and promoted across Aberdeen to serve local communities as part of the COVID19 response. Approximately 25% of families who use these have children with disabilities.
- Aberdeen City Youth Council (ACYC) have a disability awareness sub group set up to look at accessibility to services within Aberdeen. The group delivered 2 awareness sessions last year to young people and council staff and have 2 sessions booked in to deliver so far this year. The Youth Council gained the backing of Co-Leaders, local Councillors, MSPs, Aberdeen Inspired (a business development service in Aberdeen), Aberdeen Market and local people through consultation for their latest campaign 'Bog Standards' which aims to ensure accessible toilet facilities are available to all within Aberdeen city. Promotion for this work included engagement through a radio show on SHMU.

**Equality Outcome 2**

<p><b>General Duties:</b>  GD1. Eliminating discrimination, harassment and victimisation.  GD2. Advancing equality of opportunity between persons who share a protected characteristic and those who do not share it.  GD3. Fostering good relations between persons who share a protected characteristic and those who do not share it.</p>		General duty met:	Protected characteristic met:
<p><b>Protected characteristic supported through equality outcome:</b>  A: Age, D: Disability, GR: Gender reassignment, M: Pregnancy and maternity, R: Race, RB: Religion and belief, S: Sex, SO: Sexual Orientation</p>			
<b>Equality Outcome</b>	<ul style="list-style-type: none"> <li>• Pre-birth children (unborn babies) at risk due to issues that parents are dealing with such as; mental health, substance use and domestic violence are identified at an earlier stage</li> <li>• Vulnerable pregnant women are identified and supported at an early stage</li> </ul>	GD2. GD3.	M
<b>Improvement</b>	<ul style="list-style-type: none"> <li>• Identification of vulnerable pregnant women where existing factors may result in their child being considered as a child in need of additional support or protection</li> <li>• Appropriate supports are in place for the family unit whilst ensuring the child's needs remain the focus of all interventions</li> </ul>		

<p><b>Outputs</b></p>	<ul style="list-style-type: none"> <li>• A change in delivery of services at Aberdeen Maternity Hospital to ‘Unit working’ gives children a better start in life.</li> <li>• Financial Inclusion through routine enquiry is now a part of the Universal Health Visitor Pathway and, as such, all pregnant young people and families with children up to the age of five will be offered information, support or signposting to appropriate services.</li> <li>• Family Nurse Partnership delivers a package of care to young and vulnerable pregnant women and Mums up to the time their babies reach the age of two. This is a licensed and therefore carefully scrutinised programme of deliverables.</li> <li>• Review of the Council’s maternity guidance for staff</li> <li>• Supporting young people who are pregnant or parents in schools guidance developed with multiagency input.</li> <li>• Aberdeen City’s Child Protection Committee oversees the strategic planning and improvement of child protection services. There is a comprehensive improvement programme that was refreshed in 2019 that focuses on key priorities. This includes protecting children from neglect, parental drug and alcohol use and emotional neglect. Significant workforce development has seen an increase in reporting of neglect across the City.</li> <li>• Child Protection Improvement programme are Child Sexual Exploitation (CSE)/ Child Trafficking. The CSE toolkit developed for professionals has been extremely positively received and has raised the awareness of CSE. Alert to the fact that significant grooming behaviours occur on-line the CPC has strongly endorsed the development of a learning programme for P6/7 children and their parents to enhance their awareness of on-line child protection issues. The development of this was led and informed from children in one of our primary schools.</li> <li>• Education is represented in the Multi Agency Risk Assessment Conference process. This enables multiagency approach to identifying vulnerable pregnant women and considering multiagency support.</li> <li>• Adult Learning at Clinterty: Young Mums: working with young mums to improve literacy and numeracy and gain SQA and Adult Achievement awards. Parents group: work with parents and under 5s to promote early learning and encourage enrolment at nursery and school,</li> <li>• Delivery of 1140 hours of Early Learning and Childcare from August 2021 which will help address the impact of poverty in the city by looking to encourage parents into employment or training. The expansion of Early Learning and Childcare will see the universal roll out of PEEP to all families who are keen to engage</li> </ul>
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<p><b>Equality Outcome 3</b></p>		
<p><b>General Duties:</b>          GD1. Eliminating discrimination, harassment and victimisation.          GD2. Advancing equality of opportunity between persons who share a protected characteristic and those who do not share it.          GD3. Fostering good relations between persons who share a protected characteristic and those who do not share it.</p>		

<b>Protected characteristic supported through equality outcome:</b> A: Age, D: Disability, GR: Gender reassignment, M: Pregnancy and maternity, R: Race, RB: Religion and belief, S: Sex, SO: Sexual Orientation		General duty met:	Protected characteristic met:
<b>Equality Outcome</b>	Lesbian, Gay, Bisexual and Transgender (LGBT) children and young people feel safe, respected and included in school.	GD1 GD3	SO, GR
<b>Improvement</b>	Eliminate Lesbian, Gay, Bisexual and Transgender (LGBT) bullying behaviour and the use of homophobic language in schools		
<b>Evidence</b>	<ul style="list-style-type: none"> <li>• Children and young people wellbeing and rights surveys.</li> <li>• Consultations.</li> <li>• Data from school information management system and Quality Improvement visits.</li> <li>• Working groups including those with children and young people.</li> <li>• Over the last three years, almost all children have reported that they feel safe in their schools and communities. A few report having no one to approach and this includes children who are looked after.</li> </ul>		
<b>Outputs</b>	<ul style="list-style-type: none"> <li>• Train the trainer sessions for primary and secondary school teachers.</li> <li>• Significant work is ongoing within the partnership to promote a culture of inclusivity. Any reports of hate crime are investigated as a priority and Police work with a number of third sector agencies to support those who are victim to this type of crime. Cultural issues and disability are specific areas of focus within the Multi-Agency Child Protection Programme.</li> <li>• Schools all work to ensure gender equality and are gaining confidence in supporting children who are transgender. Although many young people cite excellent support from schools, a few note areas for improvement. A group of LBGT young people are working with a Quality Improvement Manager to develop and delivery training for school based staff in order to improve consistency and increase levels of confidence</li> <li>• Revision of the Education and Children’s Services anti-bullying policy and subsequent development of school level policies.</li> <li>• School Anti-bullying and Promoting Positive Relationships Policies make specific reference to LGBT. Through creating a shared understanding and raising awareness, our school communities help to ensure that all young people are educated about the Protected Characteristics of the Equalities Act. For example, Cults Academy have young people who act as RESPECT Ambassadors, working alongside staff the Wellbeing &amp;</li> </ul>		



	<p>Equalities Group. Aberdeen Grammar school operate a peer education programme where senior pupils work with younger ones to challenge established attitudes to gender-based stereotyping or negative behaviours. Hazlehead Academy are taking part in the LGBT Youth Scotland LGBT Schools Charter programme which has been developed to support schools to undertake training and review policies, practice and resources to make sure that they are not only meeting legislative needs but are as inclusive as can be. Whilst the name of these groups may vary across the city, the objective of providing a safe and nurturing environment to empower young people and enable them to flourish is a constant.</p> <ul style="list-style-type: none"> <li>• Support is available for LGBT/Alliance groups in secondary schools. However our children and young people identified that they would benefit from a neutral forum where they could express themselves and receive support out of the school environment. LGBT- Zone Youth Group meets twice per month, continuing throughout the pandemic online and face to face outside where this is allowed. The group are supported by two Youth Workers, supporting young people 12-25 years for Aberdeen city young people and shire due to no current provision for young people in shire out with school.</li> <li>• Highlights have included: Partner of Grampian Pride Committee- responsible for hosting the ‘youth space’ in 2018 and 2019 Pride Village, part of BBC Scotland documentary on social media’s effects on young people and relationships. <a href="#">BBC Scotland - Teenage Kicks: Love, Sex &amp; Social Media, 15-year-old Ryley talks openly about sexting among school children</a>, Young people supported to present at the Gay Straight Alliance Conferences, Tackling homophobia in schools presentations by young people, hosted workshop with young people at NHS wellbeing conference on being an alliance, Youth activism work on a campaign called ‘Use ‘It’ Right’, young people themselves writing blog posts for LGBT Scotland <a href="#">#OurLives Blog post: Cameron   LGBT Youth Scotland   LGBT Youth Scotland</a></li> </ul>
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<b>Equality Outcome 4</b>			
<p><b>General Duties:</b>          GD1. Eliminating discrimination, harassment and victimisation.          GD2. Advancing equality of opportunity between persons who share a protected characteristic and those who do not share it.          GD3. Fostering good relations between persons who share a protected characteristic and those who do not share it.</p>	General duty met:	Protected characteristic met:	
<p><b>Protected characteristic supported through equality outcome:</b>          A: Age, D: Disability, GR: Gender reassignment, M: Pregnancy and maternity, R: Race, RB: Religion and belief, S: Sex, SO: Sexual Orientation</p>			
<b>Equality Outcome</b>	All children and young people in Aberdeen have an understanding of their rights.	GD1 GD2 GD3	ALL

Improvement	<p>a) Increased number of Aberdeen schools who achieve level 1 Rights Respecting School status or equivalent status.</p> <p>b) Key work towards Child Friendly Cities as a key strategic priority for the Community Planning Partnership.</p>
Evidence	<ul style="list-style-type: none"> <li>• Working groups led and with direct involvement from our children and young people.</li> <li>• A survey of 450 children and young people living in the city suggests that most of them feel that they have opportunities to influence decision-making and that their views are taken seriously by adult decision-makers. Encouragingly over 80% of children and young people feel that they actively participate in decision making and that they feel they are listened to, only 6% did not feel this is the case.</li> <li>• Over the last three years, the majority of Aberdeen City schools (73%) have engaged in the Rights Respecting Schools Programme and the city now boasts 7 Gold RRSAs award schools, 9 Silver RRSAs award schools and 22 Bronze RRSAs award schools</li> <li>• Aberdeen City Council has promoted engagement with the ‘Young Leaders of Learning’ programme. 34 schools are now actively involved. The programme supports children and young people to move from knowing their rights to exercising them, actively engaging them in leading school improvement. The programme has been tailored to support children and young people with a range of additional support needs at Orchard Brae and Bucksburn Wing.</li> <li>• Engagement events structured to capture the voice of our disabled children and young people.</li> <li>• Work from our Rights Respecting School groups.</li> </ul>
Outputs	<ul style="list-style-type: none"> <li>• Unicef presentations at Aberdeen Learning Festival 2017</li> <li>• Opportunities for schools to network and share practice both face-to face and electronically and newsletters</li> <li>• Leaflets on effective participation issued to all teaching staff</li> <li>• All schools continue to have representative pupil groups which drive improvement and inform practice at school and community level. In most cases, children and young people take a lead role in delivering training and supporting their peers. In the majority of cases, children and young people set agendas and record decisions and many now organise and host community events.</li> <li>• Children’s Rights Service now renamed ACE has reviewed its remit with all stakeholders. Recommendations will be taken forward in relation to single and multi-agency workforce training and development activity related to children’s rights and participation.</li> <li>• Virtual School Head Teacher was appointed to work with schools and Children’s Social Work to support children</li> <li>• All newly qualified teachers now have an early input into their responsibilities as Corporate Parents.</li> <li>• All children known to Aberdeen City services appearing in court are supported to engage appropriate legal support</li> </ul>

- Feedback from young people in our care homes reflects very well on the care and support provided to assist them make sense of their earlier life experiences. By adopting and embedding a relational approach, independent inspections of our Children's Homes have evaluated our children's homes as "very good".
- As a partnership we are fortunate to have a range of staff dedicated to the promotion of children's rights. These include Education Support Officers, a Social Work Children's Rights Service, school nursing teams, school-based Police Officers and a good range of Third Sector supports which empower young people.
- We take opportunities to actively promote children's rights amongst the workforce, an example being when a group of children and young people were welcomed into Marischal College on World Children's Day in 2019.
- A range of professional learning opportunities focussing on the UNCRC have taken place and those directly supporting children and young people now take better account of Children's Rights in daily practice. We plan to extend the offer across the wider workforce by collaborating with UNICEF to develop an accessible professional learning programme which tracks impact on practice.
- In collaboration with UNICEF, Staff from across the Partnership and Elected Members have taken part in 9 workshops to help raise awareness of children's rights. Elected Members have welcomed children and young people to the Council chamber to help determine how best children can influence the strategic decision making of partners. These workshops have informed the development of our Child Friendly Cities Plan and further raised awareness of Children's Rights with decision makers.
- The Local Authority has continued to promote children's rights through the council Twitter feed and through the local media. Our children and young people were Evening Express guest editors on World Children's Day in 2019 which helped to raise the profile of children's rights across the city.
- The Children's Parliament investigations helped inform delivery of each of the stretch outcomes of the LOIP and provided opportunities for our Imagineers to link directly with senior staff across the partnership and with Elected Members. Work with the Children's Parliament has helped to raise the profile of children's rights with children, families and staff and the education service are now working to widen this best practice in order to promote consistent high-quality participation across the city
- Special schools have policies in place to uphold children's rights and consider their rights as approaches are tailored to the needs of children and young people in accordance with UNCRC 23 and CRPD 7.
- Child Friendly Cities is a key strategic priority for the Community Planning Partnership which is underpinned by a robust multi-agency governance structure. This is essential to ensure that all agencies develop a shared understanding of the expectations of the programme, the principles of a Child Rights Based Approach and are working collaboratively to deliver the outcomes of our Action Plan.
- Work to become a Child Friendly City features in the LOIP and multi-agency governance arrangements. Resources are in place to support delivery through identified leads from each organisation who are supported by a project manager. This demonstrates that Community Planning leaders recognise the importance and value of incorporating children's rights and views in decision making.

	<ul style="list-style-type: none"> <li>• Children and young peoples’ views are taken into account in decision making processes and there is clarity about how their participation has made an impact.</li> <li>• All Children and young people, including those experiencing discrimination or disadvantage, engage in meaningful participation experiences and understand how their voices make a difference locally</li> <li>• Clinterty Homework group: we work with the parents and young people to support their learning. Teenage Group: working with a group of young teenagers who don’t attend mainstream education to achieve SQA qualifications in literacy numeracy and IT, looking to go on to vocational awards. Parents group: work with parents and under 5s to promote early learning and encourage enrolment at nursery and school.</li> <li>• There has been a steady increase in the number of Committee Reports which demonstrate consideration of Children’s Rights over the reporting period. As the Council works with Partners to become a Child Friendly City, a Child Rights Impact Assessment will be routinely undertaken as part of the Committee reporting processes.</li> <li>• <a href="#">Public Authority Reporting Duty on Children’s Rights APRIL, 2020</a> Children and young people have been involved in the development of this report which summarises our journey over the last three years and gives a sense of our direction of travel.</li> </ul>		
<b>Equality Outcome 5</b>			
<p><b>General Duties:</b>  GD1. Eliminating discrimination, harassment and victimisation.  GD2. Advancing equality of opportunity between persons who share a protected characteristic and those who do not share it.  GD3. Fostering good relations between persons who share a protected characteristic and those who do not share it.</p>	General duty met:	Protected characteristic met:	
<p><b>Protected characteristic supported through equality outcome:</b>  A: Age, D: Disability, GR: Gender reassignment, M: Pregnancy and maternity, R: Race, RB: Religion and belief, S: Sex, SO: Sexual Orientation</p>			<p><b>Equality Outcome</b></p> <p>External Cultural/Arts organisations who receive investment from Aberdeen City Council actively promote and engage with those with protected characteristics in designing, planning and delivering activity.</p>

Improvement	<ul style="list-style-type: none"> <li>Addressing membership and diversity, commissioning and producing new work reflecting the diversity of the city, designing engagement programmes or establishing programming or production groups.</li> </ul>
Evidence	<ul style="list-style-type: none"> <li>Aberdeen Art Archives, Gallery &amp; Museums programmes are informed by consultation with groups and individuals and audiences we work with through our public programme of events, talks, workshops and performances; Aberdeen City Council departments including the Aberdeen Health and Social Care partnership, Communities team, Creative learning team, Equalities team and education department; networks, external organisations and specialists including Aberdeen Disability Equity Network, Holocaust Memorial Day working group, North East Sensory Services, local British Sign Language Interpreters, Minds Eye Description, Engage Scotland, Clore Duffield Foundation, Space for Learning and Group for Museum Education, Disability Equity Partnership, ACC Communities Team, ACC Older peoples, Aberdeen Holocaust Memorial working group, Grampian Racial Equality Council, AAG&amp;M BSL Advisory Group (set up as part of AAG redevelopment), Audience Feedback group (set up as part of AAG redevelopment), Aberdeen Health and Social Care Partnership, Boogie In the Bar (Aberdeen based dementia friendly community initiative), Alzheimer Scotland, Dementia Friends, Minds Eye Description (provided training for us for audiences with visual impairment) , Station House Media Unit (Young people and inclusion), ACC Business Hub (Young People and inclusion/ Developing Young Workforce), Breastfeeding Friendly Scotland (BFS) national scheme</li> <li>North East Sensory Services (provided training for us in sensory awareness in 2019 and repeated consultations sessions with staff and service users through 2017-20)</li> <li>All of our venues have signed up to the <i>Breastfeeding Friendly Scotland</i> (BFS) national scheme and staff briefed</li> <li>Staff trained in dementia awareness and have taken part in the Dementia Friends scheme.</li> </ul>
Outputs	<p><b>Age</b></p> <ul style="list-style-type: none"> <li>Aberdeen Art Archives, Gallery &amp; Museums contribute to an online and print magazine for older people and those facing social isolation called At Home in Aberdeen. It is coordinated and distributed by the Aberdeen Health and Social Care partnership and is themed around Aberdeen Heritage, Sport and Culture. We have created 3 magazines and these are available via our website and delivered to doorsteps in Aberdeen City. Our contributions focus around the collections and our public programme and Museum at Home strands and have feature activities including Online Virtual Concerts, Seated Movement and Dance activities, wordsearches, Collection introductions and Illustrations.</li> <li>We also have a series called Our Aberdeen which is an informal dementia friendly talk and object handling series which was launched in 2017. The on-site events series has been suspended due to the Covid-19 pandemic but we have adapted our approach for this audience and now offer online sessions which explore the art and history of Aberdeen and are led by a selection of our staff and 2 dedicated volunteers. The events feature introductions, music and audio and then a Q+A session at the end for discussions and informal sharing. We have run 2</li> </ul>

events since December 2020 and plan a range of new sessions from April 2021 linked to our collections and Special Exhibitions programme at Aberdeen Art Gallery.

- We are now planning a range of dance and movement sessions aimed at this audience to offer increased ways to engage with the collection, get active and engaged while at home.
- Children and young people helped support the development of the 10 year culture strategy and plan for the city. Consultation included workshops with individual schools and through Aberdeen Pupil Voice. The children directly influenced the 'Releasing Our Creativity' strand of the Plan.
- £100,000 grant was made available to support youth- led/codesigned cultural activity, with a focus events and projects which increased the voice of young people. Decisions about awards were decided by an independent panel which included Aberdeen City youth representatives (Youth Ambassadors & Youth Council). The same representatives were engaged in the design of both the funding criteria and application design process.
- A continued programme of play area refurbishment throughout the City is providing attractive and inclusive play areas for children. From April 2017 to March 2020 the programme has seen refurbishment works carried out at 49 individual play areas. This includes the total renewal of all equipment in most areas and, in others, the introduction of replacement or additional equipment to improve inclusive access.
- Youth Arts Group has been established as part of the Culture Aberdeen actions for Releasing Our Creativity. The group are mapping youth opportunities within culture as well as consultation to inform a Youth Arts Action plan, establishing a reference panel which will include a cross section of young people, including young people from protected characteristic backgrounds.
- A range of leisure, cultural and artistic opportunities exist across the city and efforts have been undertaken to ensure that children and young people have been able to directly influence and shape these. However, recently gathered data suggests that we may need to consider providing a greater number of events for families across the city and consider the number of clubs/activities/ events that have accompanying costs to ensure greater equity across the city

**Disability**

- Our BSL events have been suspended due to the Covid-19 pandemic. We are now developing a series of online BSL videos introducing key artworks and displays from Aberdeen Art Gallery. These function as 'live labels' providing interpretations and information about our collection and feature a BSL interpreter providing the information to camera. These will be available via our website and will be available to use from home or during a visit to Aberdeen Art Gallery.
- Our Visual Description events for those with visual impairment or sight loss have been suspended due to the Covid-19 pandemic. During 2019 and 2020 we offered on-site events led by a range of staff specifically trained in visual description and since March 2020 we have developed a series of online resources offering detailed visual descriptions of artworks and objects in the collection and on display at

	<p>Aberdeen Art Gallery. These are videos with narration, downloadable images and large print transcripts of the descriptions. These can be accessed via our website for use at home or in the gallery during a visit.</p> <ul style="list-style-type: none"> <li>• We are developing a range of tactile resources to be used in the gallery when we reopen. We have 2 tactile resources in development and have made a commitment to creating more of these. The resources include braille interpretations and raised artwork replicas which can be touched by member of the public.</li> <li>• Our planned dance and movement sessions outlined above will also be aimed at audiences with physical disability and those with special educational needs.</li> </ul> <p><b>Sexual orientation</b></p> <ul style="list-style-type: none"> <li>• We recently offered a range of Micro Commissions for local creatives including but not restricted to artists, poets, writers, musicians, dance artists and designers. The project is funded by the Art Fund Museum of the Year prize fund which Aberdeen Art Gallery won in 2019 with a clear remit to develop the collection, links and representation of a wider range of local artists. As part of this, the Art Gallery has consulted with local artists, creatives and initiatives to have a range of members on the selection panel. This will have helped the gallery ensure a wider range of artists are selected for this opportunity to help diversify the city's collections and widen representation including gender reassignment, sexuality, disability, race and cultural identity.</li> </ul> <p><b>Pregnancy and maternity</b></p> <ul style="list-style-type: none"> <li>• We offer a range of family events for younger learners and their adults including Baby Boogie, a social disco for early years; Guthries Goslings, a music, movements and arts session for early years inspired by key works from our collection. This series is designed to offer interesting activity-based session for young ones while instilling confidence in their adults to use the gallery and the collection as part of everyday learning and social time as wee ones grow and develop. We offer free drop-in sessions for families with young children including babies. As we cannot offer any sessions on site right now, we have a range of online resources available for these age groups, plus some for older children available on our website.</li> </ul>
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## **Opportunities**

Article 28 of the UNCRC states that children and young people have the right to education no matter who they are: regardless of race, gender or disability; if they're in detention, or if they're a refugee. This right should be respected, protected and fulfilled for everyone, and education should be provided free

from discrimination and abuse. This review sets out some of the work of children and family services on equality and human rights issues made since our last review in 2017. It highlights good practice and with our data has helped identify future outcomes.

Some practice was changed or adapted as a result of the COVID19 pandemic response. Key successes for the education service include: • Providing Emergency Childcare for over 1000 families of key workers from the first day of lockdown • Establishing Hub provision for around 300 vulnerable children and young people • Providing a digital classroom for all pupils from the first day of lockdown with 94% of all children and young people from 3-18 engaging positively. • Provision of free school meal vouchers • The development of a Digital Hub to support families • The swift roll out of training in digital pedagogy and use of Google Educators (class teachers) as mentors and supporters of less confident staff • The establishment of a Virtual School Helpline to receive 3500 calls from the first day of lockdown • Better use of live data to inform the local response.

COVID 19 has brought the engagement and involvement of parents supporting their children at home into sharp focus and most particularly the need to improve access to digital technology and connectivity; support for family health and wellbeing and strengthening parents' ability to support learning at home whilst in lockdown and beyond. Microsoft SWAY is used to share developments with parents and carers digitally on a monthly basis. This approach allows us to share learning from surveys and inform contributors of our resultant next steps.

'Mind of My Own' is an App which directly supports UNCRC Article 12, allowing care experienced children and young people to express their views and be heard in all aspects of their day to day lives. In 2019, Aberdeen City received a range of awards from the device creators, including Greatest Use, Greatest Media Activity and Swiftest Implementation. A design workshop was hosted in Aberdeen with Mind of My Own and care experienced young people in addition to one of our Children's Rights Development Assistants presenting at the National Mind of My Own conference. Adoption of the app is being supported by a comprehensive implementation programme, including training for the workforce in its ethos and usage, delivered by Mind of My Own Champions, some of whom are care experienced.

Aberdeen City Youth Council (ACYC) are the voice of young people aged 12-25 who live, work and study in Aberdeen City. The group were instrumental in the commissioning and establishment of the new Young Carers service with one member being shortlisted for a Health and Social Care award in March due to the significance of their contribution. In addition, the group have made a significant contribution to International Women's Day celebrations, Grampian Pride and Celebrate Aberdeen. Over the last three years the youth council have had several achievements to celebrate including: • Partnering with the NHS to deliver a Fitness for All campaign, which resulted in widened access to sport facilities for 'teen gym' in Aberdeen. • Hosting Model United Nations debates to provide a safe space for young people to listen to other opinions and form views on topical issues • Facilitating multiple hustings for local elections to inform young people in a youth-friendly setting • Working with Childline to facilitate a session during a visit by Dame Esther Rantzen. The group took part in an internet safety session with one participant taking up a volunteering opportunity and training with the charity. • Lending support to other action groups including The Tobacco Free Alliance Group and the Tenant Participation Group



Aberdeen Care Experienced (ACE) is one way that care experienced young people are empowered to participate, influence and make change in the city. ACE represents belonging and participation and is for care experienced children, young people and young adults to engage and discuss issues and ideas important to them, which are then brought to the Champions Board. Published 'Get em Telt' newsletters and ACE 6 monthly report illustrate the range of work being progressed. The Champions Board provides a unique opportunity for care experienced young people to have a voice, be empowered and influence policy and practice across the partnership. It meets quarterly and is cochaired by a young adult with care experience and a corporate parent.

The COVID19 pandemic saw Education set up three locality hubs to support the City's most valuable children. These supported approximately 300 vulnerable children from across Aberdeen. These were staffed by a multi-disciplinary team – from Education, Social Work, Community Education and Youth Work, Creative Learning, Sport Aberdeen and local third sector youth organisations. Each hub had opportunities in sport, music, creativity and worked across the team to encourage relationships, resilience and skills for life. The youth work team also worked with schools and other partners to pilot a distinct Senior Hub where vulnerable teenagers, aged 12 to 16, could access community-based support and a range of activities to build skills and confidence. To support families, foodbanks were organised at each location and continue to serve the needs of the locality. Following the success of support available during COVID19 and analysis of our data, three Fit Like Hubs have been established to ensure that children who require multiagency support at the earliest opportunity.

Community learning and development have well established mechanisms to engage with children and young people. Following a U Decide participatory budgeting event for Tillydrone, Woodside and Seaton, international artist Patricio Forrester was commissioned to work alongside pupils, local tenants and volunteers to transform an electrical substation at Fersands. This intergenerational project helped children, young people and residents see that change is possible and realise the benefits of coming together across the generations. Over a weekend, pupils from Kittybrewster School worked alongside older members of the local community to transform the electricity substation at Woodside Medical Centre into a giant, colourful, boom box. Children and young people confidently spoke to the local media and to peers about their experience. A similar consultation event in Torry led to the establishment of a Cruyff Court project. This new multi sports court is the first of its kind in the UK and plans are underway for a second court in Tillydrone.

6-week block of virtual Wellbeing Workshops was run by two of our family learning workers and AndBreathe123 to promote mental health and general wellbeing through means of different mindfulness and wellbeing techniques for parents to practice themselves and share and practice with their children. It was agreed that these sessions would be open and available to all parents/carers within the Northfield associated school group and impacted on 33 families. One theme identified through discussion, was a recognition from parents that they need to look after themselves in order to be best placed to look after their children. Future planning is looking at a practical and activity based emphasis, to cater to all ages and stages, looking to utilise Google-classrooms as the delivery platform given most families should be accessing this at this time as part of their children's home-learning.

Over 20 families took part Geronimo at the grove was a joint piece of work between Creative Learning, who had accessed funding from the Fairer Scotland Fund and Family Learning. The project provided Creative Outdoor Learning sessions for families at a

forest location. The families who took part were identified by family learning and from across the city. All financial barriers to participation were removed.

A council wide approach was taken to Syrian Scots with work co-ordinated by an Integration Officer who works with 18 young people age 12-22 years on integration and educational work including Dynamic Youth Awards, Saltire awards and ESOL. The approach to supporting this group of young people has provided an opportunity to promote engagement in the culture of the city, meet individual needs and provide a range of bespoke support. There is evidence that the young people are becoming fully integrated into the community and exercising their rights, with 4 young people having successfully gained employment and many now taking advantage of mainstream opportunities across the city.

Aberdeen Health & Social Care Partnership, Aberdeen City Council and Young Carers at St Machar Academy developed a Carers Strategy to help drive the implementation of the legislation. This gives Young Carers entitlement for the first time to an assessment known as a Young Carers Statement and is part of a larger suite of tools developed in the City called the Young Carers Toolkit. Considerable work has been undertaken to develop a Young Carers Toolkit to ensure that all young carers are able to exercise their rights. This work was driven by Young Carers themselves.

Promoting Rights at Clinterty Traveller Site Community Learning and Development's Adult Learning service continues to implement its wholefamily project at Clinterty Traveller site. The project aims to improve the literacy and numeracy of traveller families and has been well received by the traveller community. Parents are engaging in their children's learning and being supported to enrol their children in school. A homework group supports both parents and children to complete assignments and the local primary school has noted improvements in attainment. Young people not in formal education are being supported by Community Learning and Development staff to achieve SQA qualifications in literacy, numeracy, core skills and ICT. Children and young people from the community were involved in a project in partnership with Aberdeenshire Council, Aberdeen University, Aberdeen's Community Learning and Development service and non-traveller children on the theme of what it means to be a young traveller today. The project aimed to challenge stereotypes and culminated in a performance at Aberdeen University during Mayfest.

The expansion of Early Learning and Childcare will see the universal roll out of PEEP to all families and this will enable us to share information about children's rights with families from the earliest opportunity. Five Excellence and Equity Practitioners have been employed to support closing the poverty related attainment gap and improve outcomes for children and families in priority areas.

A range of stakeholders highlighted that it was important to recognise that there are key actions required around meeting disability needs, in particular accessibility, the need to consider all disabilities, not just physical but sensory as well and reducing the number of exclusions. Bullying continues to be a high priority for learners, parents and carers, as does the impact of poverty.

The message from our children and young people is clear, we are making progress but there is still work to be done and, through close collaboration with our city's children and young people, we will continue to work to uphold children's rights and ensure we are meeting the needs of our learners and staff with protected characteristics.

Education Equality Outcomes

1- Increase access to information by ensuring communication barriers are removed for children, young people and families who are disabled				
<p>Issues:</p> <ul style="list-style-type: none"> <li>Information is not available or in a format that is accessible to learners and parents.</li> <li>Curriculum exclusion (closure of schools due to COVID19)</li> <li>Digital access due to poverty</li> <li>The use of accessible technology such as Texthelp and Google tools is recognised as a strength. These enable disabled learners to personalise their support and access the curriculum as independently as possible. This resource should continue to be promoted alongside lower tech solutions so that individual needs are taken account of</li> </ul> <p>Consultation findings:</p> <ul style="list-style-type: none"> <li>Most staff take positive and proactive steps to reduce communication barriers to the curriculum. 81% of our children and young people advised that information was easy to understand. Work is required to ensure that the 19% who reported that it wasn't easily understood are effectively catered for including the availability of information in alternative formats and supporting any necessary communication aids/technology provided to enable disabled learners to communicate effectively</li> <li>Parents of children with a disability ask that provision of high quality professional learning is made.</li> </ul>				
Example of actions to support achievement of Education Outcome 1				
Action	Output	Measures	Responsible	Time frame
a) Disabled learners use digital technology to increase access to the curriculum by increasing the provision of	Devices and dongles allocated to need  Accessibility software training package	Increase in the provision of technology  Quality Improvement Visits	Raising Attainment Workstream  Senior Leadership Teams	December 2022

technology and use of accessible tools.				
b) Staff have an appropriate understanding of additional support needs of disabled pupils and an understanding of diversity through a suite of professional learning opportunities at different levels	Suite of Professional Learning materials and training developed at different levels	Attendance at professional learning and feedback Reduction in the number of associated complaints Reduction in the number of ASN Tribunal references Reduction in levels of exclusion of disabled pupils	Supporting Learners Programme Building Capacity Workstream Equality Working Group	December 2022
c) Establishment of Digital Hub as a one stop shop for all information for all stakeholders	Digital hub created and shared	Digital hub materials developed	Raising Attainment Workstream	June 2022
d) Information regarding additional support need and disability is meaningful, relevant and readily available in variety of formats or language	Consideration to accessible versions of key documents Sharing accessibility software and its usage Clear language used, translation available as required	Parents and carers/children and young people and staff report improvement in the quality of information being shared	Senior Leadership Teams Children and Family Services Child Friendly City Project group	December 2023

2. Increase the feeling of trust and belonging to schools and communities by reducing bullying of those with protected characteristics, race, disability, LGBT.

## Issues

- Bullying incidents not recorded consistently across schools
- No effective city wide monitoring arrangements in place
- Review of antibullying policy required to respond to change in need
- In a Northern Alliance survey 34% of pupils felt they may have been treated differently because of their age, disability, gender, race, religion or gender reassignment.
- Only 22% of pupils felt they got help or support when they have been treated unfairly.

## Workshop and consultation findings:

- In our children and young people survey in 2020, 9% of our children and young people identified bullying as a concern in 31% of our schools. Of the bullying recorded: 29% referenced bullying against those with a disability or additional support need, 10% racist bullying.
- Parents identified the need to review the antibullying policy to reflect diversity and identify actions to be taken
- Imagineers identified the need for signage to be at learner appropriate height and to recognise diversity.
- Staff working group identified understanding of diversity to shared with schools across city to raise awareness
- Staff identified good practice as having a relationships policy that included learners and staff working in schools
- When we asked pupils how being treated unfairly affected them, a common theme was that they would miss school and it would affect their performance in classes. Many also answered that it affected their mood making them feel sad or angry with many not wanting to socialise as a result.
- In the Northern Alliance survey, A fifth of staff felt they had experienced discrimination in school. 12% of staff would be unsure where to go for support if a pupil reached out and said they had experienced discrimination. 17% of staff would be unsure of where to go for support if they experienced discrimination.

## [Online in Lockdown TIE Report 2020:](#)

- 24% of young people reported experiencing online bullying during lockdown, of the respondents, 57% of them said that the online bullying they had seen or experienced during lockdown had been happening more than usual.
- 59% of young people reported that they had witnessed an increase in prejudice-based posts, comments, and/or attitudes online.
- 45% of young people had reported witnessing racism online during the lockdown period, while 36% had seen homophobia. Negative comments and/or posts related to someone's body image or physical appearance were also commonly seen by young people online, as were transphobia, sexism, and misogyny
- In all cases, LGBT+ respondents experienced higher rates of bullying generally; experienced more online bullying and noticed more online prejudice during lockdown, and LGBT+ respondents registered poorer emotional wellbeing both before and during lockdown than heterosexual respondents.

Example of actions to support achievement of Education Outcome 2				
Action	Outputs	Measures	Responsible	Time frame
a) Celebrate diversity by sharing main events as per the equality calendar	Develop equity calendar  Materials developed to be shared in schools and digital hub.	Calendar in place  Materials shared	Equality Working Group	June 2021
b) Improve experience of prejudice hate crime reporting mechanism to increase the reporting and improve supports for victims of prejudice incidents	School antibullying/ positive relationships policy updated	Increase awareness of 3 <sup>rd</sup> party reporting centres  Increase awareness of staff	Equality Working Group	June 2021
c) Augmentative and alternative signage at learner appropriate height, toilets signposted as accessible	Appropriate signage identified and installed	Signage in buildings compliant	School Support Managers  Senior Leadership Teams  Corporate Landlord	June 2023

3. Reduce number of exclusions for children and young people with disabilities
<p>Issues:</p> <ul style="list-style-type: none"> <li>Exclusion rates are falling but some groups continued to have much higher rates including those with a disability or additional support need. As of December 2020, <b>3%</b> of pupils excluded during the current school year have a disability, <b>67%</b> of pupils excluded during the current school year have an additional support need.</li> <li>Understanding of impact of disability on behaviour or actions variable across school teams</li> </ul>

- Meeting requirements of the Equality Act 2010
- No formal exclusion monitoring process
- References to the ASN Tribunal and complaints relating to meeting needs.

**Is Scotland fairer report 2018:**

- Pupils assessed or declared as being disabled had a higher exclusion rate than pupils who were not disabled (47.9 per 1,000 compared with 25.6 per 1,000).
- In 2018, several legal cases found local authorities discriminated against disabled children by failing to support their return to school or to put in place reasonable adjustments which led to the child’s exclusion.
- For looked after children, short-term exclusion can lead to the need to move to a new placement if appropriate care and supervision cannot be provided in their current placement. In the longer term, ongoing instability in a child’s life is very likely to lead to lifelong challenges and disadvantage
- Children with additional support needs and those from deprived backgrounds also experienced poorer levels of attainment and higher levels of exclusion.
- Recommendation to reduce the high exclusion rates for children with certain protected characteristics

Consultation findings:

- Parents, learners and partners representing parents acknowledged that more work needed done in schools to understand needs, ensure appropriate curriculum is in place and that schools understood the impact of excluding learners, in particular disabled learners.
- Learners identified alternative supports should be explored and consideration given to planning with child and parent

Example of actions to support achievement of Education Outcome 3

Action	Outputs	Measures	Responsible	Time frame
Improve our professional learning programme to include provision to school leaders and staff on legislation, disability and inclusion to ensure they are embedded, supported and implemented.	Suite of Professional Learning materials and training developed at different levels	Attendance at professional learning and feedback  Reduction in the number of associated complaints  Reduction in the number of ASN Tribunal references	Supporting Learners Programme  Building Capacity Workstream  Virtual School	December 2022

		Reduction in levels of exclusion of disabled pupils		
Continually assess and improve our procedures and guidance to minimise exclusion to ensure it is used efficiently and systematically to inform any decisions	Minimising exclusion procedures and guidance regularly reviewed and updated	Reduction in the number of associated complaints Reduction in the number of ASN Tribunal references Reduction in levels of exclusion of disabled pupils	Supporting Learners Programme Quality Improvement Team	June 2023
Curriculum personalised to meet the needs of individual disabled learners including the provision of Locality Hubs with a particular focus on: <ul style="list-style-type: none"> <li>• Those with a disability</li> <li>• Those impacted adversely by COVID19 with a disability</li> </ul>	Appropriate pathway planning identified Transition plans in place Agile, equitable allocation of resources responding to need, based on data	Reduction in exclusion of learners with a disability Increase in attainment Increase in the overall time learners access education	Senior Leadership Teams Supporting Learners Workstream Educational Psychology	June 2023