

Report on Mainstreaming (April 2021)

Introduction

Corseford School and Stanmore House School are operated by Capability Scotland. They are two of seven Scottish Government grant-aided special schools. Both Corseford School and Stanmore House School are public authorities in Scotland. This means that they are not only covered by the general public sector equality duty, but also by the specific duties in Scotland. These duties arise under section 149 of the Equality Act 2010, and specific duties which are imposed by The Equality Act 2010 (Specific Duties)(Scotland) Regulations 2012.

As part our Public Sector Equality Duty, this Report on Mainstreaming outlines our proposed outcomes with regards to mainstreaming the equality duty. The action pages will offer a tool for reviewing policies and practices, as well as reporting progress. If any further information is required, please contact Kate Lock, Improvement and Quality Manager.

In Capability Scotland we understand, value and celebrate diversity and challenge discrimination. In our schools age, disability, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief, sex and sexual orientation are not barriers to participation and achievement. By the nature of our schools, we have effective strategies in place which are improving attainment and achievement for children and young people facing challenges such as those from our most deprived areas and those with complex additional support needs.

A passionate commitment to ensuring social justice, children's rights, learning for sustainability and equality are important prerequisites for all stakeholders within our schools.

The ethos and visions of our schools strongly promote equality and challenging all forms of discrimination.

Equality is the removal of barriers and the widening of opportunities for those for whom access is limited. Where equality is embedded in practice, there will be no prejudice-based discrimination.

Protected characteristics is the term used in the Equality Act 2010 to describe who is protected by law. Protection varies depending on whether a person is at work or using a service. There are eight protected characteristics of people who use services. These are: disability; sex (gender); gender reassignment; pregnancy and maternity; race; religion or belief; sexual orientation; and age.

Current Overview

At the time of writing in April 2021, Capability Scotland used data collected from 142 staff members between Corseford School and Stanmore House School, including our residential services. Disability is defined in the Equality Act 2010 as a long-lasting health condition that limits daily activity. Few (2.8%) of our staff have disclosed a disability. This compares to the Scottish Health Survey (2017) which estimated that 32% of adults in Scotland have a disability. Less than half of our staff (37%) are employed on a full-time basis. This reflects term time positions, as well as our commitment to supporting flexible work options for our colleagues. Most staff (87%) employed across both schools are female.

Capability Scotland currently utilises a range of policies and procedures which operate in line with the Equality Act (2010) and promote the rights of people with protected characteristics.

Priority 1	Curriculum				
<u>Baseline Evidence</u>					
There has not been a formal recent review of the Religious and Moral Education programme in our schools. We need to formalise how we actively explore wider and exciting opportunities to enhance our curriculums and promote inclusion with new partners.					
Outcomes		Our children and young people know that friendship, caring, sharing, equality and love are important in building positive relationships. Our learners develop and value relationships, care and show respect for themselves and others. We ensure inclusion and equality leads to improved outcomes for all learners.			
Tasks	Review	Intended Impact	Staff Responsible	Evaluation	
1. Review existing Religious and	Dec 21	The curriculum provides children and young people with well-planned and progressive	HTs		

Moral Education pathways, and implement positive changes where required		opportunities to explore diversity and multi-faith issues, and to challenge racism and religious intolerance. Children and young people are knowledgeable about equalities and inclusion		
2. Take advantage of Scotland's rich diversity to enhance learning opportunities	Aug 21	Children and young people experience a range of learning opportunities which build knowledge of cultural diversity.	HTs	
3. Consider and ensure access to opportunities for all.	April 21	Children and young people have equal access to all appropriate learning opportunities.	HoH&C	

Priority 2	Leadership
<u>Baseline Evidence</u>	
The current staff demographics are displayed in Appendix 1.	
Outcomes	Recruitment procedures continue to meet legislative requirements. All stakeholders acknowledge diversity and understand that it is everyone's responsibility to challenge discrimination. Learners, parents and carers, staff and partners feel that they are treated with respect and in a fair and just manner.

	<p>Through shared values, staff at all levels take responsibility for implementing change and promoting equality and social justice across all their work</p> <p>Robust arrangements are in place to ensure that all staff (including volunteers and partners) are aware of their responsibilities in relation to equality policies and procedures.</p>			
Tasks	Review	Intended Impact	Staff Responsible	Evaluation
1. Data on equality and diversity profile will be maintained and monitored	Oct 21	Equality monitoring information will allow us to make positive changes to improve the experience of colleagues. It will also allow us to better understand the impact of particular policies on groups of staff.	HR	
2. Recruitment activity will continue to be monitored in order to ensure all posts are advertised, screened and recruited in a manner which does not discriminate against protected groups.	Oct 21	Continue to have equal job opportunities for employees and fairness for applicants in the recruitment and selection processes.	HR	
3. Appropriate training will continue to be provided on	April 21	Staff (including partners and volunteers) feel able to challenge discrimination, and intolerance when they come across it.	HR	

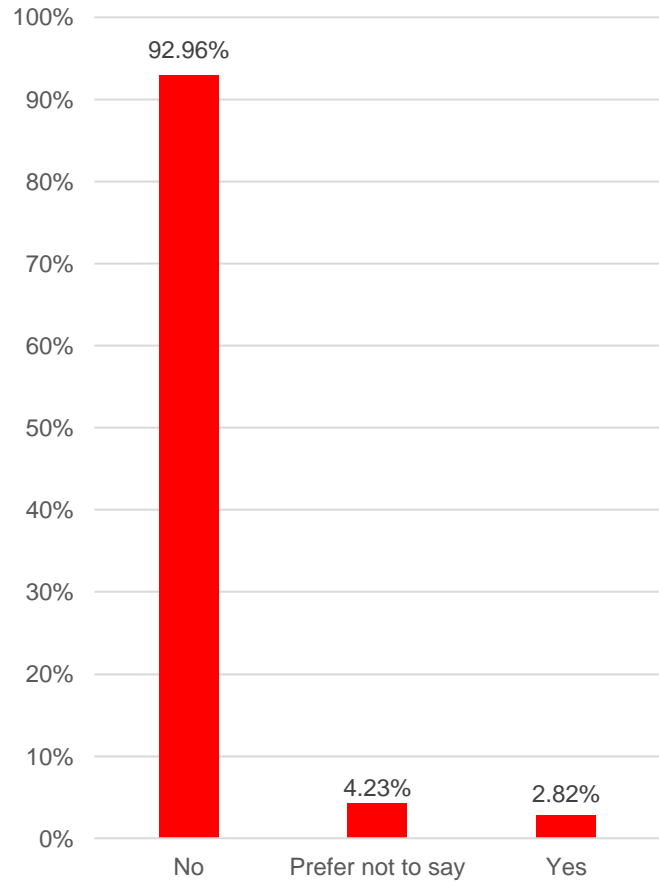
equality and diversity for staff within Capability Scotland, including information on the Equality Act and protected characteristics.		<p>Staff (including partners and volunteers) have a sound knowledge of equality legislation.</p> <p>Staff (including partners and volunteers) feel confident in supporting diversity.</p>		
4. Critically consider and compare the data collected in the 2021 Scottish Census with internal data regarding protected characteristics	April 22	<p>Greater understanding of the composition of our staff cohort when compared to the national picture.</p> <p>Improved understanding will allow for quality assurance of existing practice, improved targeted support and intervention if required.</p>	HR	

Priority 3	Inclusivity			
Baseline Evidence				
The Scottish Health Survey (2017) clearly highlights many barriers that disabled people face in Scotland. These include a higher prevalence of poverty, lower rates of employment and poorer mental wellbeing.				
Outcomes	Through engagement, we will seize opportunities to promote the rights of disabled people in society.			
Tasks	Review	Intended Impact – what does success look like?	Staff Responsible	Evaluation

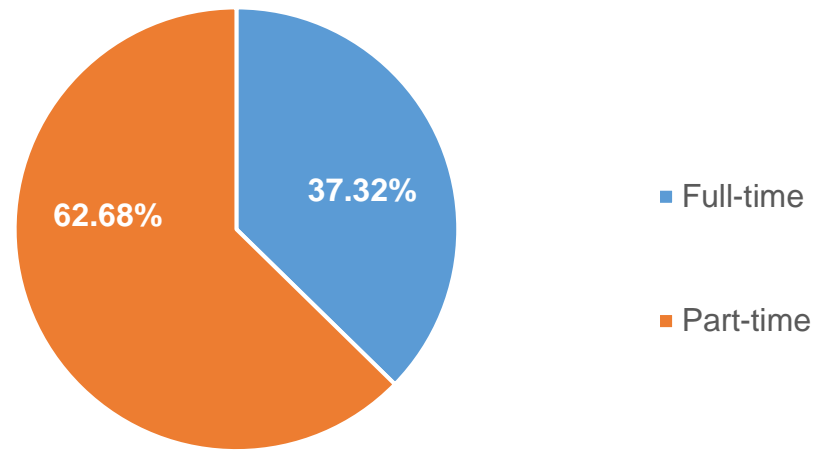
<p>1. Promote quality and meaningful inclusive communication internally and in our wider communities</p>	<p>October 21</p>	<p>There will be a shared understanding of quality and inclusive communication. Staff supporting disabled people will have the necessary skills and experience to communicate effectively through a range of AAC. Our buildings will promote inclusive communication. People who use alternative forms of communication will feel well supported and demonstrate improved health and wellbeing outcomes.</p>	<p>DoCS</p>	
<p>2. Take opportunities to engage with external organisations to promote the rights of disabled people.</p>	<p>Dec 20</p>	<p>The children and young people in our schools will have their voice heard. They will influence decisions affecting not only their lives, but the lives of other disabled people in Scotland.</p>	<p>HTs</p>	

Appendix 1 – Staff Demographics (Corseford School/Stanmore House School)

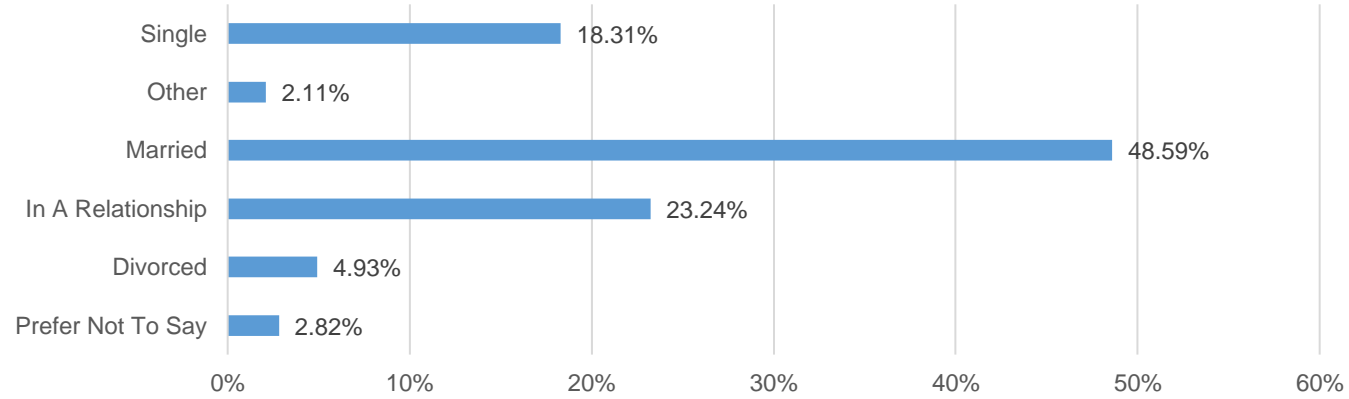
Percentage of Staff by Disability Status



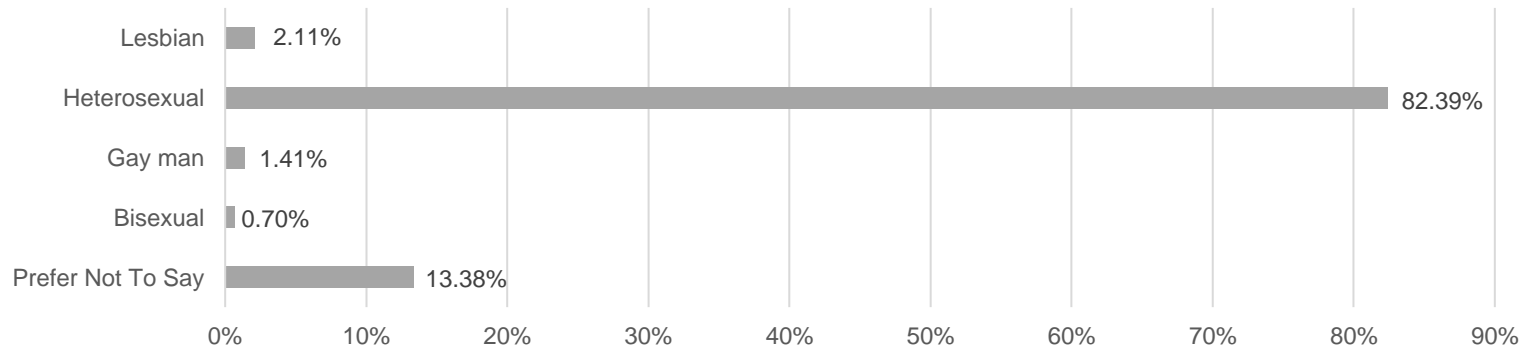
Percentage of Staff by Contract Status



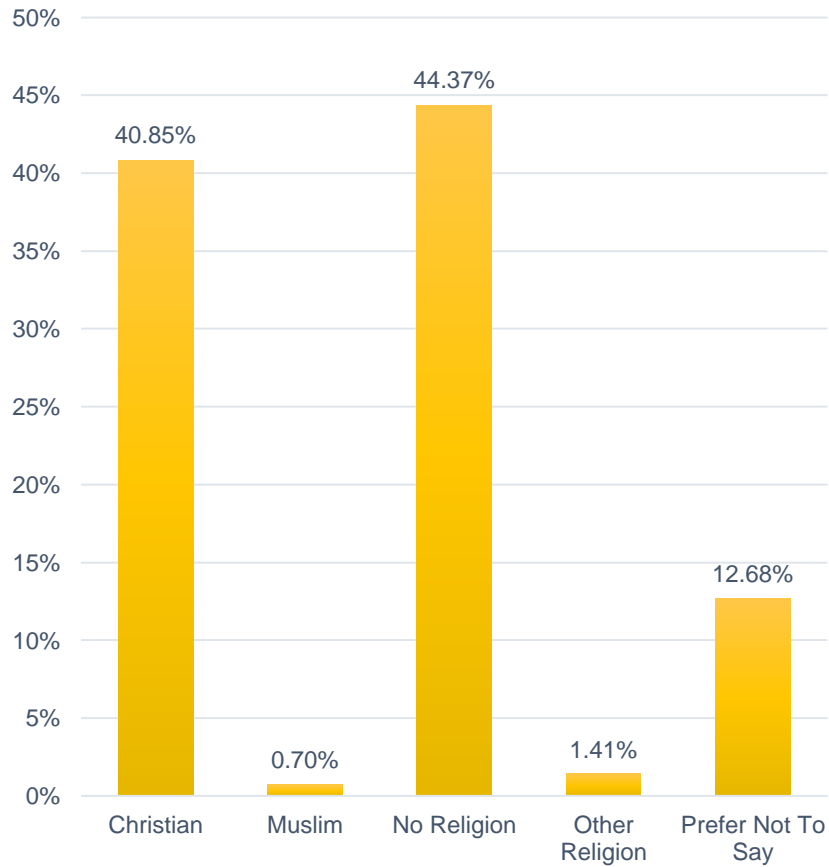
Percentage of Staff by Marital Status



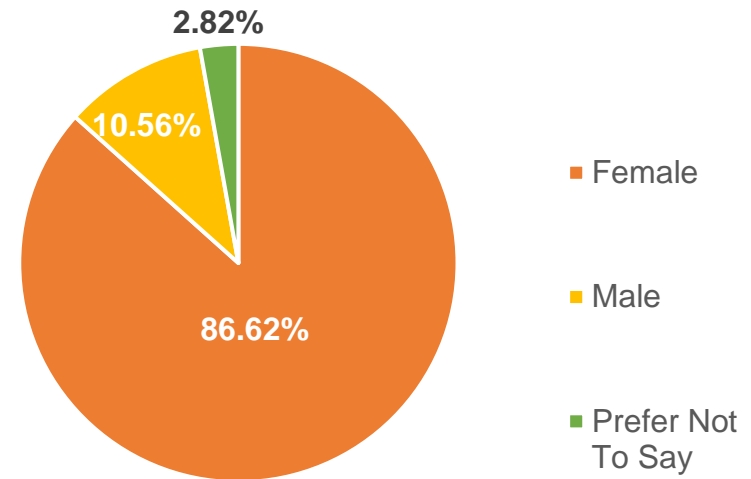
Percentage of Staff by Sexual Orientation



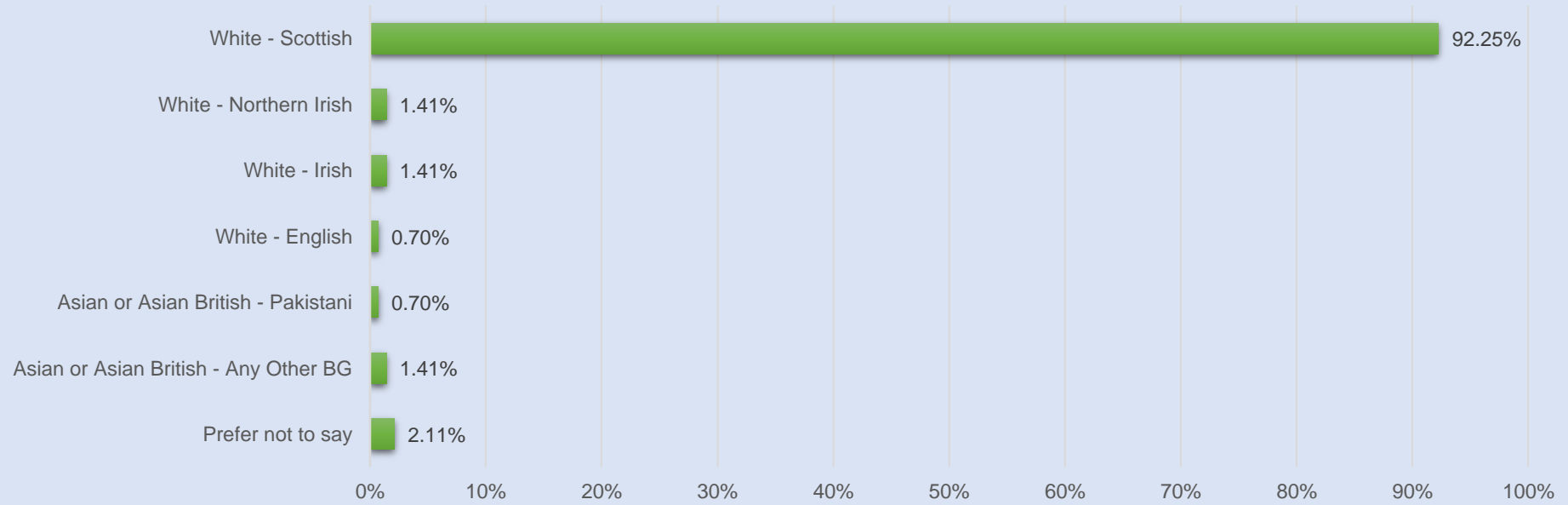
Percentage of Staff by Religion



Percentage of Staff by Gender



Percentage of Staff by Ethnic Group



Percentage of Staff by Age

