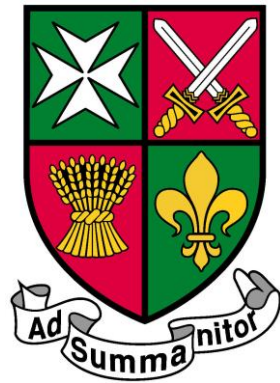


Jordanhill School



Equality Mainstreaming Report 2023

Introduction

This is Jordanhill School's sixth equality mainstreaming report. It details how we are integrating equality into the day-to-day working of Jordanhill School and reports on the progress we have made since our last mainstreaming report in 2021.



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1. Legislative Context

The public sector equality duty (PSED) consists of a general duty supported by specific duties. The general duty requires the School to

- Eliminate discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not
- Foster good relations between people who share a relevant protected characteristic and those who do not

It is against the law to discriminate against someone because of:

- race
- sex
- disability
- sexual orientation
- religion or belief (including lack of belief)
- age
- gender reassignment
- pregnancy and maternity
- marriage and civil partnership

In summary the specific duties require Jordanhill School to:

- report on mainstreaming the equality duty
- publish equality outcomes and report progress
- assess and review policies and practices
- publish its equality reports in an accessible manner

Jordanhill School aims to eliminate unlawful discrimination, and to promote equal opportunities. This encompasses all aspects of school activity, for example:

- ◆ Partnerships with parents and carers, and the community
- ◆ Admissions
- ◆ Staff recruitment and professional learning
- ◆ Teaching and learning
- ◆ The curriculum and pupil support
- ◆ The development of school facilities

We actively consider protected characteristics when reviewing pupils':

- ◆ Progress, attainment and assessment
- ◆ Behaviour, discipline and exclusions
- ◆ Attendance
- ◆ Personal development and pastoral care

2. Leadership and Responsibility

Board of Managers

The Board is responsible for ensuring that the school

- ◆ Complies with the Equalities Act 2010
- ◆ Assesses and monitors the impact of policy

Rector¹

The Rector is responsible for

- ◆ Ensuring that the mainstreaming report is readily available and that the Board of Managers, staff, pupils, and their parents and carers know about it
- ◆ Ensuring that the Board and staff know their responsibilities and receive training and support in carrying these out
- ◆ Taking appropriate action in cases of harassment or discrimination
- ◆ Producing information for the Board and staff that relates to equalities
- ◆ Ensuring that visitors and contractors know about and follow policies

Responsibility for specific aspects may be delegated to staff as appropriate.

All Staff

All staff are responsible for

- ◆ Dealing with incidents, and being able to recognise and tackle discrimination and stereotyping
- ◆ Promoting equal opportunities and avoiding discrimination against anyone who has a protected characteristic
- ◆ Keeping up to date with their legal responsibilities, and taking up training and learning opportunities

Board Diversity

At the end of 2022 the Board had 13 members: 7 elected by parents (3 female and 4 male), 3 elected by staff (2 male and 1 female), 1 co-opted member (female) and 2 special advisers (male). Four senior managers attend Board meetings as advisors: 1 female and 3 male.

¹ The Rector is the headteacher (Principal) of the school and the chief executive of the organisation

3. What are our equality outcomes?

Our **equality outcomes** set out what we intended to achieve from 2021 onwards. These are the headings under which we report below.

Jordanhill School Equality Outcomes

1. Learners' Experiences

Learners' experiences are the processes by which we meet learners' needs and help learners understand equality, diversity and inclusion.

2. Leadership and Training

Staff have the confidence and skills to address the needs of pupils with protected characteristics and pro-actively address and respond to all forms of bullying or harassment linked to protected characteristics

3. Student Characteristics

The school compiles comprehensive data on student characteristics and progress, and utilises emerging national data to inform practice to ensure that the needs of all learners are met and exceed benchmark data.

4. Improving Practice

The School takes appropriate action to promote equality, address discrimination and to foster good relations in all aspects of its policies and practices.

Why have we chosen these equality outcomes?

The equality outcomes are designed to be straightforward and deliverable. That is, they relate to issues over which we have direct control and are not the responsibility of another organisation at local or national level. They are also set at a level at which we can meaningfully report.

In designing Jordanhill School's mainstreaming report, we conducted an extensive consultation prior to the submission of our work for the Rights Respecting School award. The resulting equality outcomes were developed by engaging with pupils, parents and staff in clarifying the key issues from their perspectives. The equality scheme and the draft outcomes were discussed separately by the Pupil Councils. Both the scheme and the draft outcomes were issued to all parents for comment. Parents were invited to complete an online survey which invited them to comment on the outcomes and their experience of the School's response to equality issues.

The outcomes were discussed and approved by the Board of Managers which represents both the parent and staff bodies.

The first outcome reflects the technical meaning of Learners' experiences and Meeting learners' needs as detailed in [How Good Is Our School 4](#).

4. What progress have we made?

We report separately against each of the four equality outcomes.

Equality Outcome 1: Learners' Experiences

A key aim of the school is to develop a set of values that can sustain pupils through life. These values help us achieve our aims with respect to promoting equality. At the same time, these values help our pupils develop a framework that develops their character and helps them with their interactions with others.

In the last mainstreaming report, we made a commitment to review Jordanhill School's vision, values and aims. We started this process in 2021 and published our new vision, values and aims in 2022. This involved a whole school working group consulting with focus groups of pupils, parents and staff. Finally, the working group presented a draft vision, values and aims to the entire school community and sought further feedback from everyone. Our refresh stays true to the original vision of the school. That is, we are first and foremost an organisation that seeks to empower pupils through learning. At the same time, we know that we are fortunate to help develop pupils as they grow and develop their own sense of identity and place in the world.

Our school motto: *Ad Summa Nitor* – Strive for the Highest

Our vision: *To inspire pupils to become the best version of themselves and make a positive impact on the world.*

The values we wish our pupils to develop: these are shown in the pupil designed postcard below.



Our school aims:

- 1. Provide excellent teaching and learning to challenge, excite and support pupils to learn and achieve highly*
- 2. Promote enjoyment and encourage wider interests*
- 3. Develop wellbeing by helping pupils understand themselves and others*
- 4. Nurture pupils to become confident and a source of good for their families, local community, and society.*

Our ethos and values groups are now delivering activities that help us live these values. Our pupil group is designing graphics and promotional material to help embed these messages too. We recognise that this is a process that does not have an end date. We will always have new pupils, parents and staff and it is our duty to work with them to promote our values and help develop these values in our school.

How does this work relate to our equality outcomes?

A significant part of our work as a school involves helping pupils forge positive relationships and helping pupils to learn about the qualities that underpin successful relationships. Our values link directly to this work and offer us opportunities, in teaching about our values, to promote pupil learning about equality, diversity and inclusion.

The following examples illustrate our work on equalities and inclusion in our Primary and Secondary departments.

Primary department

Personal, Social and Health Education

Relationships, Sexual Health & Parenthood (RSHP) is a key organiser in the Health & Wellbeing curricular framework. Primary staff ensure that Personal, Social and Health Education (PSHE) programmes for pupils adequately address equality, diversity and inclusion.

In 2020, we piloted a new project to teach pupils about RSHP. This project had a deliberate focus on equality and diversity, with a much needed refresh of terminology and scenarios that pupils are likely to encounter from a young age. At the heart of this new programme is our focus on building positive relationships free of discrimination. This complements our work through assemblies and class discussions where we promote our new values and link them to relationships.

RSHP supports learning about equality and inclusion progressively across the Curriculum for Excellence Levels. Through a range of activities, children and young people are supported to challenge limitations, prejudices and stereotypes based on protected characteristics as defined in law. In addition, the learning activities address gender equality, discrimination and gender-based violence.

Religious and Moral Education



Learning through the Religious & Moral Education curriculum in Primary enables children to explore and develop knowledge and understanding of the major world religions.

In P2, children study Chinese New Year building an awareness and respect for the traditions, beliefs and practices associated with this Festival. This culminates in a colourful presentation, giving children an opportunity to share their knowledge with the wider community. Beginning in Primary 3, each year group study in some depth a major world religion and the quality of learners' experiences is enriched by visits to a range of places of worship including the Gurdwara in P3, the Hindu Temple in P4, the Mosque in P5, the community Church in P6 and the Synagogue in P7.

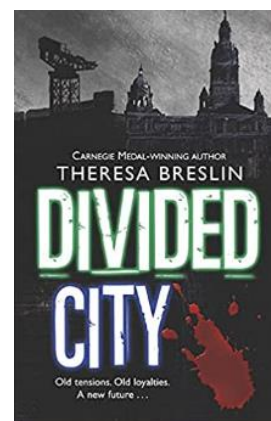
These focused studies support learners to recognise and understand religious diversity and engenders responsible attitudes, respect and tolerance for the religious beliefs of others. This appreciation assists in counteracting prejudice, as children consider discrimination more broadly.

Reading resources

Following a consultation exercise with staff and children in 2022, the consensus of opinion was that the existing reading texts were tired, outdated and not engaging children fully. Consequently, the school made a significant investment purchasing a new reading scheme that also addressed themes of diversity and inclusion. The new reading resource aims to include characters from a wide range of ethnic and social backgrounds, highlighting a range of cultures and experiences from around the world. The titles also include stories about people with differing abilities and provide positive role models. Reading these titles has the potential to boost self-esteem and engagement for all children and promotes acceptance. By reading fiction and non-fiction that represents greater diversity, children can develop a greater understanding of the world and of themselves.

In Literacy & English, novel studies also provide stimulating contexts for children to learn and discuss key issues around discrimination. P5 children study the novel, 'The Boy at the Back of the Class'. The main theme of the book is highlighting the refugee crisis and the traumas that refugees experience in a sensitive way. Through discussion, the children see how the author tackles people's attitudes towards refugees through the characters that befriend the main character.

This understanding is further developed in the upper Primary. P7 children study the novel, 'Divided City' which enables them to learn about the background and history of sectarianism in their city. The novel is used as a platform to discuss, debate and inform pupils about several important issues which weave through the story, such as friendship, rivalry, prejudice, bigotry, sectarianism and racism. This work is enhanced through a series of interactive workshops led by the Glasgow City Council team from Sense Over Sectarianism, which fosters a deep and informed understanding of the key issues.



Secondary department

A significant part of our equalities work since we achieved Rights Respecting School status has focussed on exploring inequalities through our RME curriculum, and careers and PSHE programme. We introduced revised lessons on the following themes: careers and gender stereotyping, gender equality, sexualisation and sexual violence, and promoting awareness of the Equality Act 2010. Pupil feedback has been very positive with our own internal measures noting an improved awareness of issues and knowledge of measures that can counteract inequalities.

- To challenge pupil assumptions about career gender stereotypes, we devised new curricular inputs in 2020. For example, in S2 maths, pupils review the statistics related to the gender pay gap and use this knowledge to investigate equality reports from well-known multinational companies. This raises pupils' awareness of equality issues and equips them with the knowledge to evaluate current issues.
- Other Equalities work- unrelated to gender balance- has also been carried out by our Heads of House who developed a new S3 teaching programme on autism, dyslexia, ADHD and racism. This forms part of our programme of continuing to be responsive to our community by refreshing our diversity and equalities teaching. Much of this is determined by intelligence gathered by teachers who conduct regular surveys and host conversations about the issues young people face.
- We introduced new curricular options in 2022 in Health and Food Technology, and in PE. This has been positively received by pupils and marks our commitment to creating a coherent curriculum that meets pupil needs. Further investment is planned for 2023 onwards.
- In S3 RME, we have revised our approaches to teaching about different faiths to help our pupils understand the links between Colonialism, Racism and Islamophobia. As part of this revision, we now work with speakers from the charity Amina MWRC (Muslim Women's Resource Centre) which is based in the southside of Glasgow.
- In 2022, S3 class representatives volunteered to attend an anti-racism training event with Glasgow City Council. Pupils then fed back the lessons they had learned at the event to the rest of the class thus promoting a greater understanding amongst the year group. We have set ourselves further targets for 2023 where we intend to work with Kelvingrove Museum to help S4 pupils understand the India/Pakistan/Bangladesh partition.
- In 2022, we established our new pupil voice chaplaincy group where pupils work towards raising awareness of the diversity of the religious and cultural festivals which are celebrated throughout the school community. Feedback from pupils has been invariably positive endorsing our view that this work is helping promote understanding of different faiths and religions.

Equality Outcome 2: Leadership and Training

The success of Jordanhill School is founded on the quality, professionalism and commitment of our staff. We aim to provide opportunities for high quality learning and leadership for staff at all levels.

Training is crucial to meeting our equality duties. It helps to sensitise staff and pupils to the issues and to their rights and their responsibilities under the legislation. It develops a culture which places equality at the heart of our work. The Staff Development Core Team reviews staff training plans on an ongoing basis and provides in-depth training, annual refresher programmes and induction for new staff.

In 2021, the General Teaching Council for Scotland revised the suite of professional standards that all teachers use to maintain their professional status as a registered teacher in Scotland. Of particular note is the added emphasis on diversity and equality training, including enhanced training for staff on additional support needs. In our last report we detailed our commitment to reviewing the standards with staff in 2021 along with our commitment to training staff to demonstrate evidence of improved commitment and impact of the new standards.



We created a training programme throughout 2021-22 and invested in a commercial training package resulting in all staff (teaching and support) completing, for example, modules on equality, diversity and inclusion. This linked to our refresh of teacher professional learning given the focus on equalities in the revised GTCS standards. As a result of this training, we are confident that our employee's knowledge of the important issues related to equality, diversity and inclusion has increased. Following this, we invested in further training on unconscious bias for all staff.

An important endorsement of our work came from the General Teaching Council for Scotland in October 2022. They investigated our approaches to creating a culture of professional learning and our work on embedding the new standards. The panel fully endorsed the work of the school by granting us unconditional validation status.

As mentioned in our last report, significant training has taken place with staff on gender stereotyping. This led to a revamp of our approach to careers and course choice with an explicit focus on making pupils and parents aware of gender stereotypes. One product of this initiative is our refreshed course choice website, an example of which can be found [here](#). Our course information vignettes contain quotes and examples from people, some former pupils, who have achieved success in this area of work. This work is ongoing with managers monitoring the profile of pupils as they embark on their subject choices beyond S2.

The Board of Managers receive updates on the achievement and attainment of pupils. We use the Scottish Government Insight toolkit that allows us to report on these measures in relation to

gender, ethnicity and Additional Support Needs. They also discuss and approve all policy developments in areas relevant to equalities. For example, the Board receive annual updates from the senior manager responsible for Pupil Support allowing them to interrogate the work of the school in this area.

Examples of staff training which supports our equality duties is shown in the appendix.

Equality Outcome 3: Student Characteristics

Our approaches to learning are designed to encourage, motivate, support and engage young people in learning. This includes opportunities to access learning in different contexts and using a range of provision delivered within the classroom, the school and beyond the school. These practices are planned to avoid 'substantial disadvantage' to any child and to ensure that reasonable adjustments are made as required. All adjustments are discussed with the parent and/or child within the procedures designed to meet learners' needs.

The national benchmarking toolkit *Insight* supports the monitoring of pupil progress and achievement across aspects of the protected characteristics. We use this information to determine our success at meeting the needs of our learners.

Examples of our interventions with a focus on meeting the needs of learners since our last report include:

- numeracy, literacy and wellbeing support investments for targeted pupils in Primary
- creation of bespoke support groups in secondary Maths and English
- appointment of a home school link worker to increase wellbeing support for identified pupils
- enhanced pastoral support for identified pupils
- a new post prelim intervention for S4 pupils to complement our S4 mentoring project

Evidence of success of the totality of support provision is provided by the Insight data which shows better attainment than the virtual comparator on every measure of pupil attainment. The most pleasing aspect is that regardless of gender, race, additional support needs or abilities, our pupils consistently achieve beyond our virtual comparator.

Since our last report, we have engaged with an Educational Psychologist to help us improve our approach to wellbeing education and tracking of wellbeing. This project started in 2022 and will help us monitor pupil wellbeing more effectively thus helping us assess the impact of our work.

Our Improving Gender Balance projects (2019-20) and Gender Stereotyping Careers awareness (2019-20) may be contributing to improved gender balance in S3/4 subject choices. Although factors affecting subject choices are multi-variable making it difficult to correlate changes to a single initiative, data from 2020 onwards shows that our subjects are more gender balanced than they have been in previous years.

Equality Outcome 4: Improving Policy and Practice

Communication and Consultation

Communication and Consultation is a particular priority in the work of the Board and the school and is reported in successive improvement plans and, in the school's, annual report. Our annual Parents' Conference held each September engages parents in a wide range of issues of direct interest.

In June 2018 the Rights Respecting School assessors told us

- ✓ Children had an impressive understanding of key rights concepts and were confident in linking this to practical examples of real-life situations.
- ✓ An atmosphere of respect for diversity and difference has been engendered through rights education.
- ✓ Pupils accept that some of their peers may need different support: *"They're totally fine with it, there's no interrogation... even things like exam concessions, there's no stigma."*
- ✓ Pupils were clear that they learned in a supportive atmosphere.
- ✓ All the pupils interviewed in the focus groups were able to explain the way in which they were encouraged to play an active role in their own learning.
- ✓ Pupils were able to give numerous examples of where their involvement had made a difference
- ✓ It was readily apparent that pupils across the school understood and appreciated their place in the world, as well as considering what actions they could take to make it a better place.

"The language of rights is embedded within the school and pupils will complain if another pupil was talking inappropriately and interfering with their right to an education."

The School's equality schemes are prominently published in the **Parents** section of our web site reported on in the **Annual Report**. Individual policy statements and reports are promoted on the school home page at the time of publication.

The impact of work in this area is evident in the stakeholder surveys and the feedback from specific events and activities.

Stakeholder Perceptions

Regular surveys of pupils, parents and staff have been a feature of Jordanhill School for many years. The pandemic interrupted our normal flow of consultations, but we have continued to engage stakeholders in key developments. Examples of this since our last report include:

- Our review of digital learning (2021)
- Review of parent's evening (2021)
- Our refresh of the school's vision, values and aims (2022)
- The creation of the school improvement plan (2022/2023)

These consultations help us evaluate our work and identify areas for improvement.

In the Spring of 2023, we will re-introduce our whole school consultation survey using the inspection questionnaires for pupils, parents and staff developed by Education Scotland. This will be the first whole school evaluation since 2020 and will allow us to compare stakeholder perceptions on key issues.

Pupils

Pupils have contributed significantly to our work on equalities notably through devising the school's vision, values and aims, and their work on Anti-bullying as described in previous reports. This includes participation in a range of training including the Mentors in Violence Prevention programme (re-started in 2022) and anti-bullying ambassador training.

Policy Review

Since 2019, we have built on our Gold Rights Respecting School Award through our work on anti-bullying, Mentors in Violence Prevention, health and wellbeing, including mental health and equality and diversity. We will also continue to develop our matrix of key indicators to identify potential needs and interventions and to support our work on nurturing.

Evidence of positive impacts for individuals and the organisation in relation to outcomes, attitudes and dispositions comes from the wide range of internal and external audit and quality assurance processes adopted by the School. Some of these are reported on above. Data which relates to individual pupils or which may allow them to be identified is not included in this report.

As an indicator of pupil engagement with equality issues, our pupils have won [Show Racism the Red Card](#) awards in 2014, 2015, 2017, 2019, 2020, 2021 and 2022.



5. Workforce Equality Monitoring

From 2017 the school has adopted the end of December as the reporting point for all staffing data. The total number of staff 'employed' is usually higher at this point as many more part-time cover teachers and part-time coaching staff are employed in December than at other times of the year. Cover teachers including for maternity are double counted with the teacher being replaced.

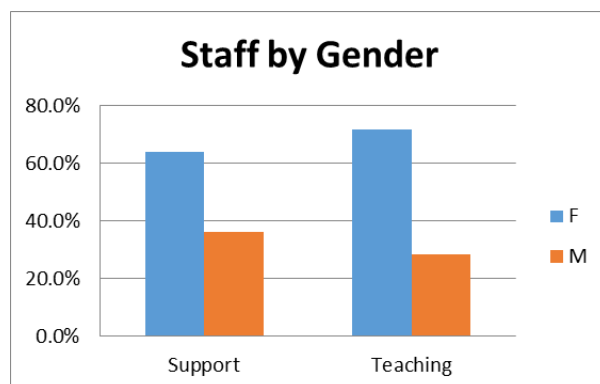
The data shown below is from December 2022.

Jordanhill School employed 179 staff:

68% F and 32% M (2020: 65% F: 35% M)

Teachers: 72% F: 28% M (2020 69% F: 31%M)

Support: 64% F: 36% M (2020: 63% F: 37% M)



| Table 1 | F | M | Grand Total |
|--------------------|------------|-----------|-------------|
| Support | 58 | 33 | 91 |
| Teaching | 63 | 25 | 88 |
| Grand Total | 121 | 58 | 179 |

| Table 2 | FEMALE | | FEMALE Total | MALE | | MALE Total | Grand Total |
|--------------------|-----------|-----------|--------------|-----------|-----------|------------|-------------|
| | F-T | P-T | | F-T | P-T | | |
| Teacher | 23 | 21 | 44 | 8 | 3 | 11 | 55 |
| Promoted | 13 | 3 | 16 | 9 | | 9 | 25 |
| SLT | 2 | | 2 | 5 | | 5 | 7 |
| Other | 12 | 47 | 59 | 7 | 26 | 33 | 92 |
| Grand Total | 50 | 71 | 121 | 29 | 29 | 58 | 179 |

Promoted posts

Including the senior leadership team (SLT) there are 32 members of staff in promoted posts

This comprises 18 F and 14 M.

The demographic of promoted posts is, therefore, **56% F and 44% M**. (2020: 55% F: 45% M)

How does this compare with other schools?

Scottish Government statistics show that there is a gender imbalance in the teaching profession with the demographic reported as **77% F to 23%M**

The demographic of promoted posts in Scotland is **70%F and 30% M**

([School teachers - Schools in Scotland 2022: summary statistics - gov.scot \(www.gov.scot\)](https://www.gov.scot/publications/school-teachers-2022/summary-statistics/))

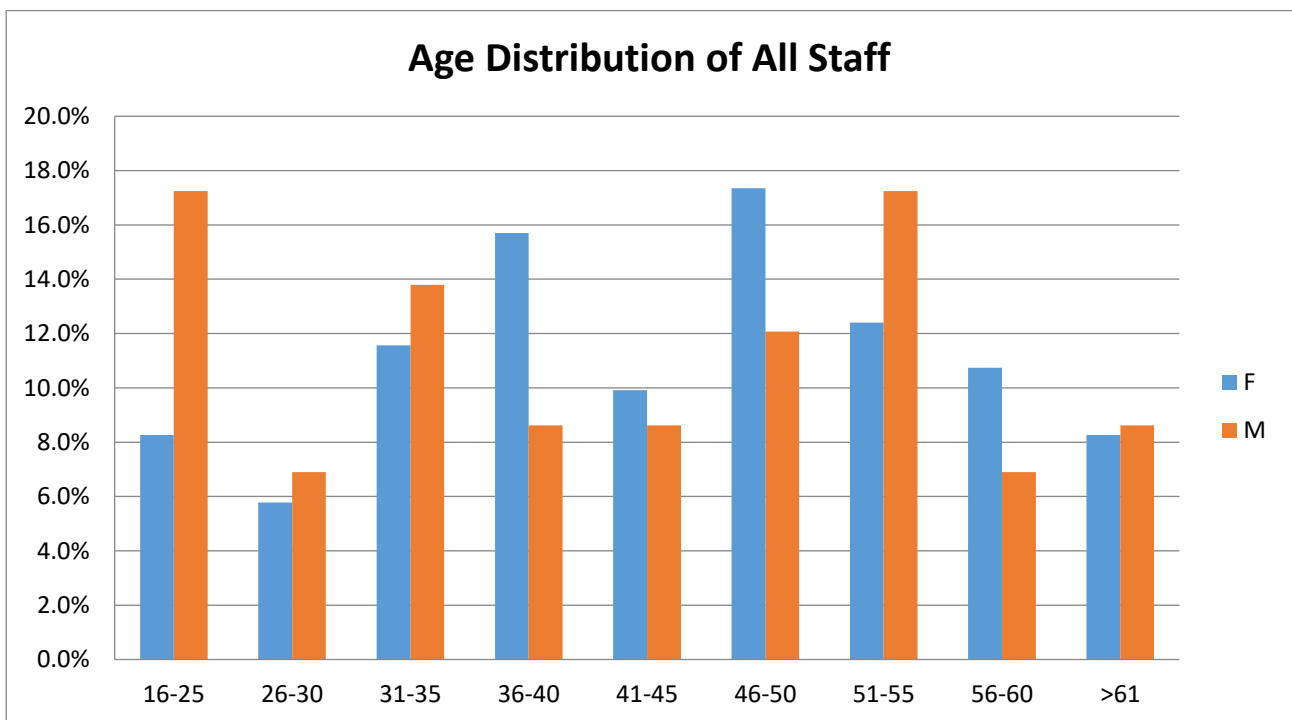
Age Distribution

Table 3 shows the age distribution for all staff. Coaching staff are predominantly under 25 while supply teachers are predominantly retired teachers over the age of 61.

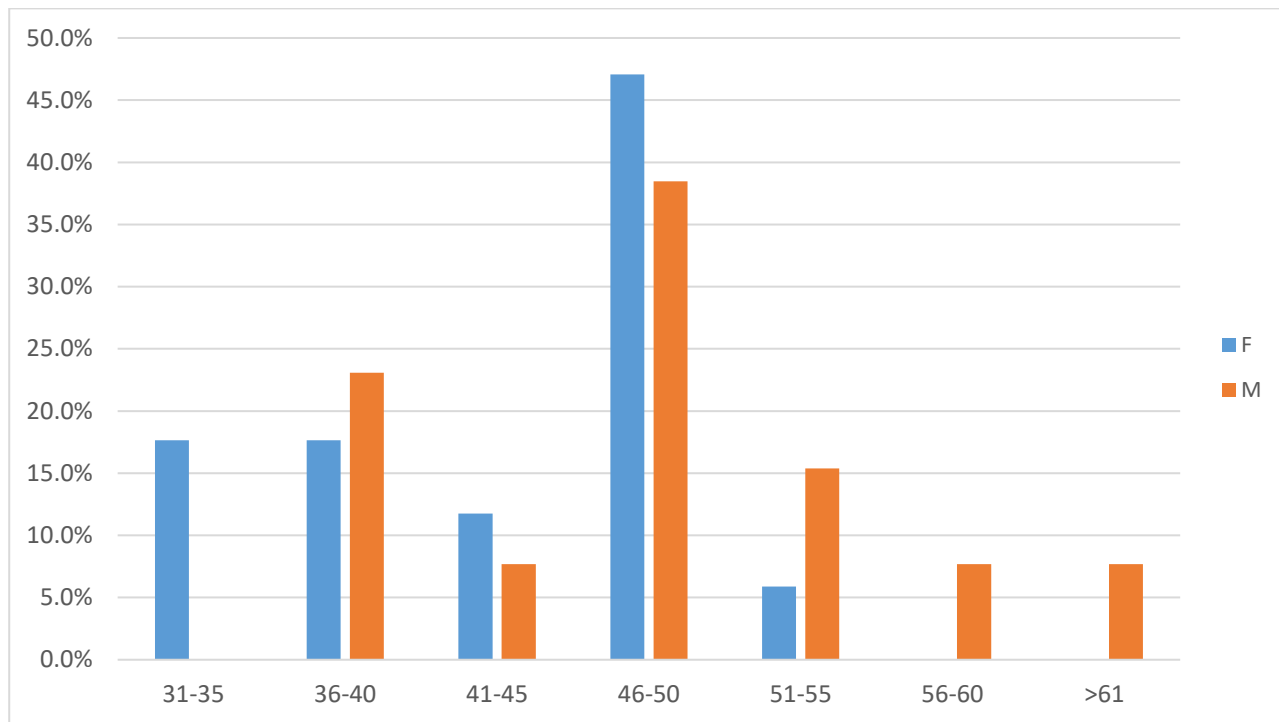
Analysis of promoted posts by age: there is no particular trend apparent by comparing this set of data with that from previous years. In terms of age, we can account for the fact that the lack of representation of promoted post holders in the under 30 age groups is likely to reflect that it takes time to acquire the necessary skills and experience to become promoted.

| Age | FEMALE | MALE | Total |
|-------|--------|-------|-------|
| 16-25 | 8.3% | 17.2% | 11.2% |
| 26-30 | 5.8% | 6.9% | 6.1% |
| 31-35 | 11.6% | 13.8% | 12.3% |
| 36-40 | 15.7% | 8.6% | 13.4% |
| 41-45 | 9.9% | 8.6% | 9.5% |
| 46-50 | 17.4% | 12.1% | 15.6% |
| 51-55 | 12.4% | 17.2% | 14.0% |
| 56-60 | 10.7% | 6.9% | 9.5% |
| >61 | 8.3% | 8.6% | 8.4% |

Age profile: all staff



Age profile: promoted staff (SLT and Principal Teachers)



Retention

A total of 18 teaching and support staff left the school during 2022 (25 in 2020).

| Table 4 | |
|--------------------|-----------|
| Female | 12 |
| Male | 5 |
| Grand Total | 18 |

The ratio of female to male leavers reflects the gender balance of the organisation.

Recruitment

151 individuals applied for 17 vacancies in 2022: 101 female applicants, and 50 male applicants. (2F:1M); 2020 (2.7F:1M).

Table 5

| 2022 (Jan-Dec) | Female% | Male% |
|--|----------------|---------------|
| No. of applicants as % of total applicants | 66.9% | 33.1% |
| % of total applicants interviewed | 20.5% | 11.3% |
| % of (F/M) applicants appointed | 9.9% | 8% |
| No. of appointments as % of posts | 71.4% | 28.6% |
| 2020 (Jan-Dec) | Female% | Male % |
| No. of applicants as % of total applicants | 71.9 | 27.3 |
| % of total applicants interviewed | 9.4% | 7.8% |
| % of (F/M) applicants appointed | 1.6% | 3.1% |
| No. of appointments as % of posts | 33.3% | 66.7% |
| 2018 (Jan-Dec) | Female | Male |
| No. of applicants as % of total applicants | 74.6% | 25.4% |
| % of total applicants interviewed | 35.3% | 27.6% |
| % of (F/M) applicants appointed | 11.8% | 13.8% |
| No. of appointments as % of posts | 71.4% | 28.6% |

Due to the small number of vacancies (6) for 2020 it is difficult to draw meaningful statistical conclusions from 2020 data.

Pregnancy and Maternity

Specific figures are not published as this may permit individuals to be identified. Over the last 5 years, all female staff returning from maternity leave have returned to the same post. Some requests to varying contracts on a temporary basis or transfer from full-time to part-time permanent contracts, have been received and all have been granted.

Equal Pay

Details of gender in relation to role are noted in table 6. The workforce equality monitoring staff data excludes staff not employed in the census month of December – for example supply teachers or intermittent sports coaches. This avoids double counting of both the core staff and supply cover and potential distortions to the distribution of core staffing.

| Table 6 | Female | Male | Grand Total |
|--------------------|---------------|-------------|--------------------|
| Support Staff | 76% | 24% | 100% |
| Teacher | 72% | 28% | 100% |
| Sports Coach | 13% | 88% | 100% |
| Music Instructor | 54% | 46% | 100% |
| Grand Total | 66% | 34% | 100% |

Table 7 shows the average FTE earnings of all staff in Jordanhill School.

The senior leadership team is the highest paid team in the school and currently consists of 2 Females and 5 males. The removal of their salaries from the average calculation changes the data as shown in the second column in table 7.

| Table 7: FTE Earnings | All staff | All staff excl. SLT |
|--|------------------|----------------------------|
| Female | 35383 | 34895 |
| Male | 37519 | 34486 |
| Female Salary as % of Male Salary | 94.31% | 101.19% |

Table 8 shows the average earnings of all staff in Jordanhill School with and without the SLT salaries.

| Table 8: Average Earnings | All staff | All staff excl. SLT |
|--|------------------|----------------------------|
| Female | 21947 | 27099 |
| Male | 38024 | 33460 |
| Female Salary as % of Male Salary | 57.72% | 80.99% |

The main factor leading to the lower average pay for females compared to males is the fact that there are more Female (71) part-time workers than Male (29). Working part time leads to lower average earnings.

6. What are our equalities actions for 2023-24?

1. Continue to invest in school development linked to the four equality outcomes as detailed on page 3.
2. Invest in equality and diversity training for the board of managers.
3. Improve our annual data monitoring form to increase the accuracy of information about staff protected characteristics.

Appendix 1: Summary of Training Activities for School Staff

Equality Outcome 2: Leadership and Training

All staff

- Annual child protection update
- Annual health and safety briefing
- Annual GDPR compliance
- Staff Group Yoga Classes
- Mindfulness
- Equality, Diversity and Inclusion
- Unconscious Bias for Employees
- Unconscious Bias for Managers

SLT

- Meeting the Mental Health Needs of all learners
- Recruitment and Selection Programme - Module 1
- Using Selection Methods - Module 2
- How to Interview for Safety and Success - Module 3
- Making the Offer and Preparing to Induct
- SLS Annual Conference 2021
- Senior Leadership Development Programme
- Education Reform Webinar
- Heads' and Deputies' Conference
- Advanced Child Protection Leads/Co-ordinators Training
- Annual Conference 2022 - New Horizons
- Managing Difficult People/Situations & Discipline/Grievance Issues
- Data Protection Workshop: Handling SARs in Independent Schools
- Children's Rights - What? Why? How?
- Pastoral and Behaviour Webinar
- How to Develop the Young Workforce in the Primary School
- Refreshing your Curriculum Rationale
- How Good is our School Library?
- Headteacher Verifier - Into Headship
- Designated Managers' Network Event
- Summer Reading Challenge
- Spotlight on... Fair Fashion; Apparel Xchange
- Supporting Bilingual Learners with ASN
- PT/PC Network Meeting
- A Closer Look at POLLI
- The Primary Engagement Programme
- HWB Coordinators Business Meeting
- Menopause Awareness for Managers
- Workplace Investigation Skills

- Building an Effective Team using Belbin
- Bullying and Harassment for Managers
- GDPR UK: Education
- Risk Assessment
- Safer Recruitment in Education

Support for Learning

- It Takes All Kinds of Minds: Supporting Neurodivergent Children & Young People
- Neurodiversity and Why It Matters
- Heads of Support for Learning: Virtual Community of Practice
- Art Therapy Course
- GIRFEC: Spotlight on Chronologies and the Child's Plan
- Learning Support Conference: Spotlight on Dyslexia and Dyscalculia
- Alternative ASD Strategies
- Taking a Closer Look at using GDSS Shapes and Sounds to support literacy at home and at school
- Taking a Closer Look at GDSS Working Memory CPD and teaching materials in the GDSS blog
- Taking a Closer Look at Selective Mutism and EAL
- Supporting Reading
- Cards Count: Using Card Games to Support Maths
- Taking a Closer Look at Phonics: Consonant Blends
- Dyslexia, Dyscalculia and Maths
- Inclusive Education: Strategies to Support all Learners to Engage with Learning
- Inclusive Learning & Collaborative Working - The Circles Framework
- ASL Co-ordinator Network Meeting
- Mindfulness through Art
- Menopause Awareness for Managers

Support Staff

- Directors and Heads of ICT Virtual Meeting
- Lessons for School Rugby Online Seminar
- A Year in your Gardening Club
- AAT Level 2 Foundation Certificate Bookkeeping
- Data Protection Update
- Health and Safety Masterclass
- Sports First Aid
- Understanding the Nurturing Principles
- Inclusive Education: Strategies to Support all Learners to Engage with Learning
- Alternative ASD Strategies
- The Theory and Practice of Nurture
- What's the Harm? Self-harm Awareness & Skill Training
- Reviewing and organising your school library books
- Workplace Investigation Skills
- Menopause Awareness for Managers
- Food Allergy Awareness

- GDPR UK: Education
- Children with Allergies/Anaphylaxis
- Children with Asthma
- Children with Diabetes
- Children with Epilepsy

Pastoral Care

- Meeting the Mental Health Needs of all learners
- Mental Health and Wellbeing in Scotland's Schools
- MVP Training
- PSHE Education at KS5
- Introduction to Suicide Prevention

Teaching Staff

- EduTech Primary and Secondary Schools Conference
- Secondary Mathematics: An Insight into Ofsted's Research Review, Identifying High-quality Curricula, Assessment, Pedagogy and Systems
- Spanish Lower Intermediate Evening Course
- Numicon Intervention Programme
- Education Reform Webinar
- Aspiring Senior Leadership Development Programme
- An Introduction to Talk for Writing in the Early Years
- Data Protection Workshop: Handling SARs in Independent Schools
- Seasons for Growth Companion Training
- Literacy for All - Early Writing
- A Greener Journey
- Unconscious Bias and Gender Balance
- Spotlight on...STEM
- PE - The Problem-Solving Curriculum
- Spotlight on... Leadership at Classroom Level
- Teaching Transatlantic Slavery & Glasgow's Involvement in it
- Code Climate Change - Scratch Jnr #Our Dear Green Place
- Hear-Say-Play-Write for EAL and bilingual children
- Our Dear Green Place: Sustainability in the City
- Taking a Closer Look at Culturally Relevant Reading Resources for Diverse Learning
- Writing Effective Learning Intentions and Success Criteria (Early Years)
- Spotlight on... Inclusive Curriculum and Practice
- HWB Coordinator Business Meeting
- CREATE Music P1/2: Carnival and Learning for Sustainability
- What's the Harm? Self-harm Awareness and Skill Training
- Supporting Reading
- Taking a Closer Look at Working Memory
- Circular Economy Challenge
- Early Careers Aspiring Principal Teachers

- Taking a Closer Look at Selective Mutism and EAL
- Diverse Texts and Literacy
- CREATE Music P1-3: YMI Christmas Resources
- Inclusive Education: Strategies to Support all Learners to Engage with Learning
- Alternative ASD Strategies
- Spotlight on... Anti-Racism and Cohesion in the Classroom (CRER)
- A Closer Look at Differentiation
- Consent and the Law
- MVP Mentors in Violence Prevention
- Staged Intervention
- Recruitment
- Secondary RSHPE
- WOSDEC - Learning for Sustainability through Global Citizenship
- All Barriers to Literacy: Dyslexia
- English as an Additional Language
- Sense over Sectarianism - Secondary
- Digital Enhancements for Literacy and Numeracy
- Interview Training for Panels
- Supporting New Arrival Bilingual Learners
- RME Network Meeting
- Spotlight on... Dyslexia and EAL
- Coaching Conversations for Managers and Leaders
- Menopause Awareness for Managers