

Mainstreaming the Equality Duty (April 2023)

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 of 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 Gordon White, Head of People & Organisational Development.

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 culture and values of our schools and Capability Scotland as a whole strongly promote equality and challenge 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 **nine** protected characteristics of people who use services. These are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

Current Overview

At the time of writing in April 2023, Capability Scotland used data collected from 121 staff members between Corseford School and Stanmore House School, including our residential and Lifeskills services. Disability is defined in the Equality Act 2010 as a long-lasting health condition that limits daily activity. Very few (2.5%) 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 a third of our staff (29.8%) 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 (92.6%) 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		
Baseline Evidence				
<p>There has not been a formal recent review of the Religious and Moral Education programme in our schools.</p> <p>We need to formalise how we actively explore wider and exciting opportunities to enhance our curriculums and promote inclusion with new partners.</p>				
Outcomes				
<p>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.</p> <p>We ensure inclusion and equality leads to improved outcomes for all learners.</p>				
Tasks	Review	Staff Responsible	Intended Impact	Evaluation
Review existing Religious and Moral education pathways and implement positive changes where required	March 2024	Head Teachers	<p>The curriculum provides children and young people with well-planned and progressive opportunities to explore diversity and multi-faith issues, and to challenge racism and religious intolerance.</p> <p>Children and young people are knowledgeable about equalities and inclusion opportunities to explore diversity and multi-faith issues, and to challenge racism and religious intolerance.</p>	<p>Within our curriculum planning, we have a Calendar of Events for each school. This has meant that our learners come together to explore different religious celebrations and charitable events such as Easter, Christmas, Eid, Ramadan, Diwali Children In Need/ Red Nose Day fundraising, Remembrance Day, Chinese New Year. Curriculum planning is complemented in the expressive arts by inclusive partners such as Matilda Brown Music, Indepen-Dance, Projectability and New College Lanarkshire. Partnerships have been developed with local schools to develop a sense of belonging and purpose within the local communities.</p>

Take advantage of Scotland's rich diversity to enhance learning opportunities	March 2024	Head Teachers	Children and young people experience a range of learning opportunities which build knowledge of cultural diversity.	We celebrate our Scottish heritage with a yearly focus, exploring the Scottish language, music, food, dancing, important people etc. We recognise that Scotland is multicultural and welcome opportunities to learn about different cultures. For example celebrating with and learning from our Spanish colleagues. We also use our RME programme and assemblies as opportunities to learn about diversity.
Consider and ensure access to opportunities for all.	March 2024	Head of Health & Care	Children and young people have equal access to all appropriate learning opportunities.	Involvement in Have Your Say meetings. Community outings. Full accessibility for pool, rebound, soft play etc with hoisting facilities. Partnership links with local schools - ROMPS, New College Lanarkshire. Range of SQA and awards, such as Duke of Edinburgh and John Muir

Priority 2	Leadership
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Baseline Evidence

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.

Through shared values, staff at all levels take responsibility for implementing change and promoting equality and social justice across all their work

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.

Tasks	Review	Staff Responsible	Intended Impact	Evaluation
Data on equality and diversity profile will be maintained and monitored	Complete	HR	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.	Data is maintained and has been updated in the attached Appendix
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	Complete	HR	Continue to have equal job opportunities for employees and fairness for applicants in the recruitment and selection processes	We continue to promote fairness and equality in all aspects of our recruitment process. We have recently hired an expert Recruitment Business Partner to oversee all recruitment activity from a central point of view, and they are reviewing our activity to ensure it meets and exceeds equality legislation.
Appropriate training will continue to be provided on equality and diversity for staff within Capability Scotland, including information on the Equality Act and protected characteristics.	Complete	HR	Staff (including partners and volunteers) feel able to challenge discrimination, and intolerance when they come across it. Staff (including partners and volunteers) have a sound knowledge of equality legislation. Staff (including partners and volunteers) feel confident in supporting diversity.	HR staff linked to schools are introduced and contact details provided. All staff sit annual e-learning training course on Equality, Diversity and Inclusion. The material is updated annually. Completion rates are monitored and reported quarterly to our Leadership Team to ensure the focus remains, ensuring all staff have the necessary understanding and importance of this topic
Critically consider and compare the data collected in the 2021 Scottish Census with internal data regarding protected characteristics	March 2024	HR	Greater understanding of the composition of our staff cohort when compared to the national picture. Improved understanding will allow for quality assurance of existing practice, improved targeted support and intervention if required.	The data from the 2022 census is not available yet.

Priority 3	Inclusivity
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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

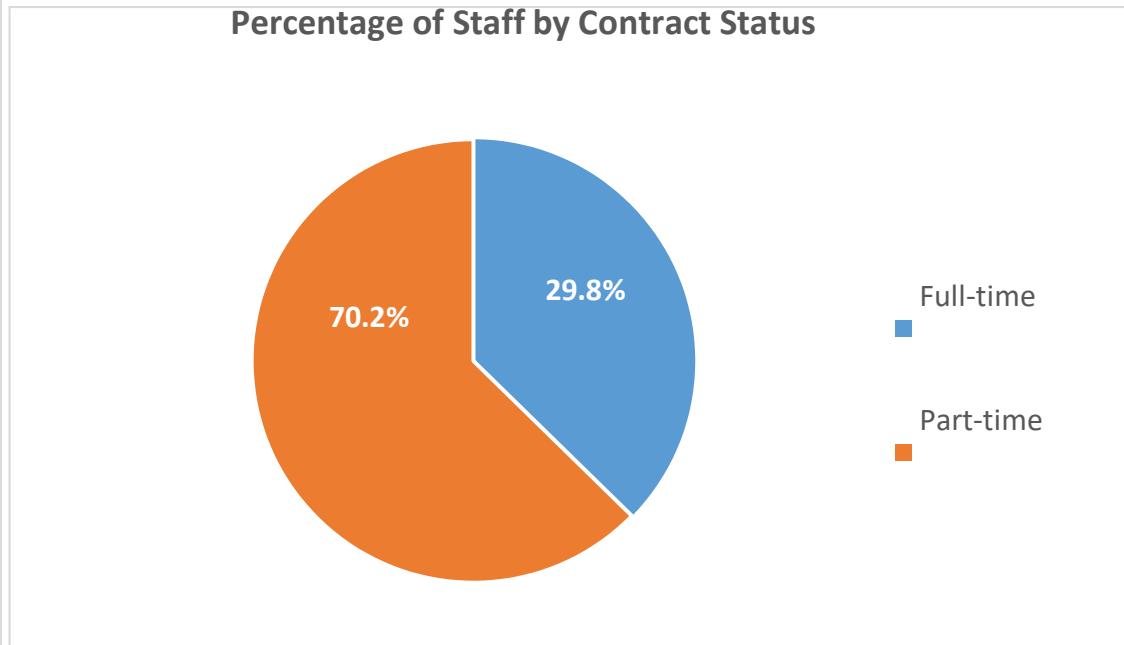
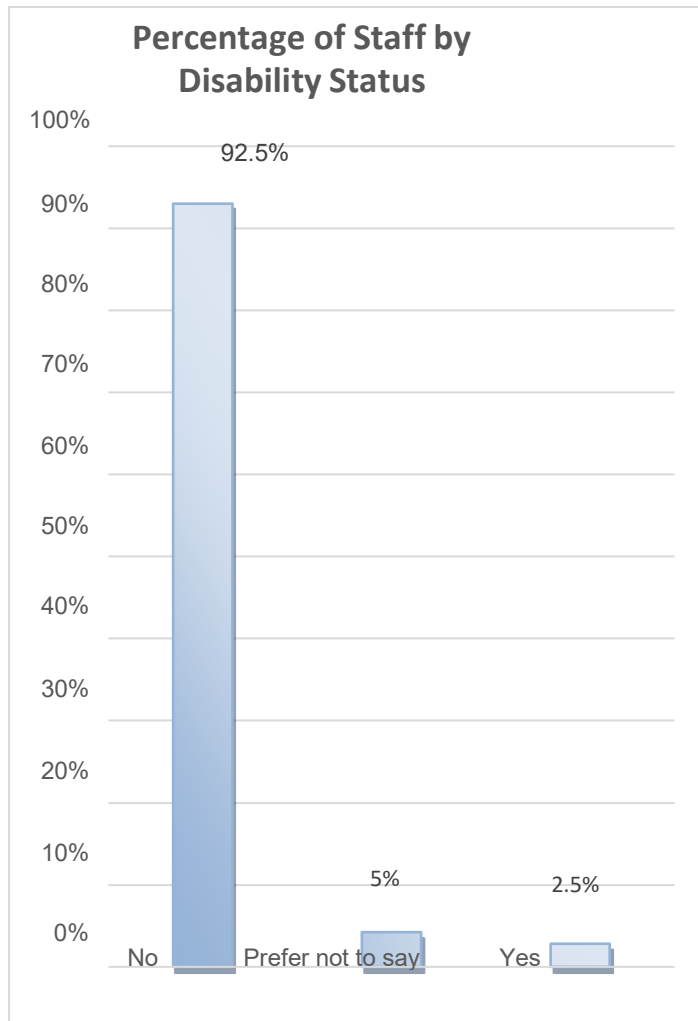
Through engagement, we will seize opportunities to promote the rights of disabled people in society.

Tasks	Review	Staff Responsible	Intended Impact – what does success look like?	Evaluation
Promote quality and meaningful inclusive communication internally and in our wider communities	Complete	Director of Education & Young People's Services	<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.</p> <p>Our buildings will promote inclusive communication.</p> <p>People who use alternative forms of communication will feel well supported and demonstrate improved health and wellbeing outcomes.</p>	<p>On site speech and language therapist supporting pupils' communication skills and upskilling staff.</p> <p>Partnership work with Inclusive Communication Officer to build staff knowledge/ skill in supporting AAC, eg: switch challenge, and Makaton practise sessions.</p> <p>The switch challenge was a joint initiative. Both Capability Scotland Schools worked in partnership with local ASN schools. Ensuring the learners had the means, reasons and opportunities for communication was key to the success of this challenge. While the focus was on using switches, it was fully inclusive for all learners.</p> <p>Symbols/ signage to support communication and understanding throughout building.</p> <p>Menus and timetables are also symbolised</p>

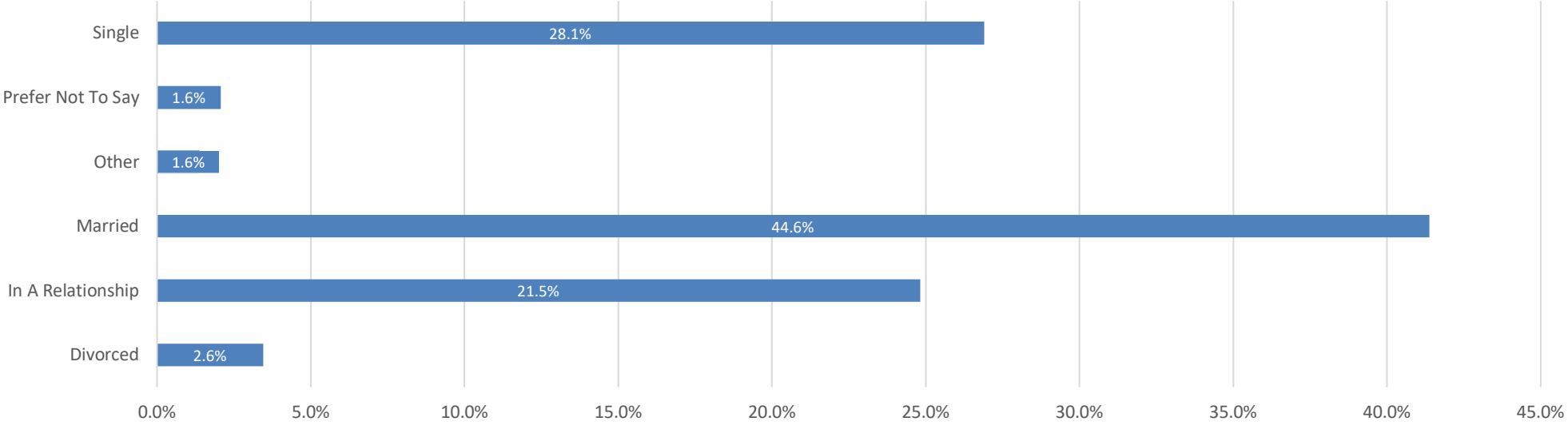
<p>Take opportunities to engage with external organisations to promote the rights of disabled people.</p>	<p>Ongoing</p>	<p>Head Teachers</p>	<p>The children and young people in our schools will have their voice heard.</p> <p>They will influence decisions affecting not only their lives, but the lives of other disabled people in Scotland.</p>	<p>Learners are actively involved in a range of committees such as Pupil Councils, ECO Committee, and also representation across Capability Scotland, through Have Your Say Meetings.</p> <p>Learner KS – involvement in Education Recovery Panel – Scottish Government in 2021.</p>
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Appendix 1

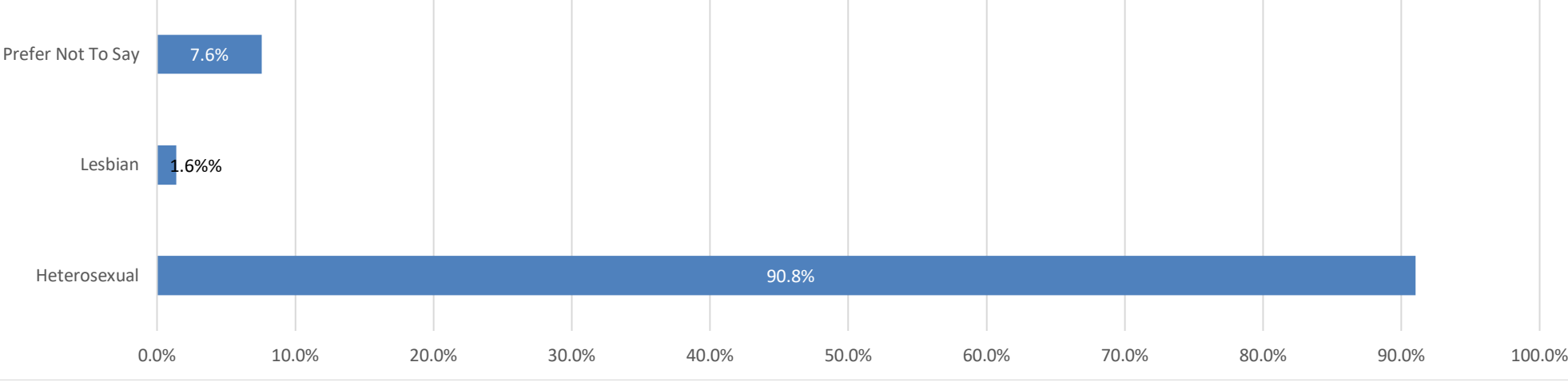
Staff Demographics (Corseford School/Stanmore House School/Stanmore Residential & Respite) (April 2023)



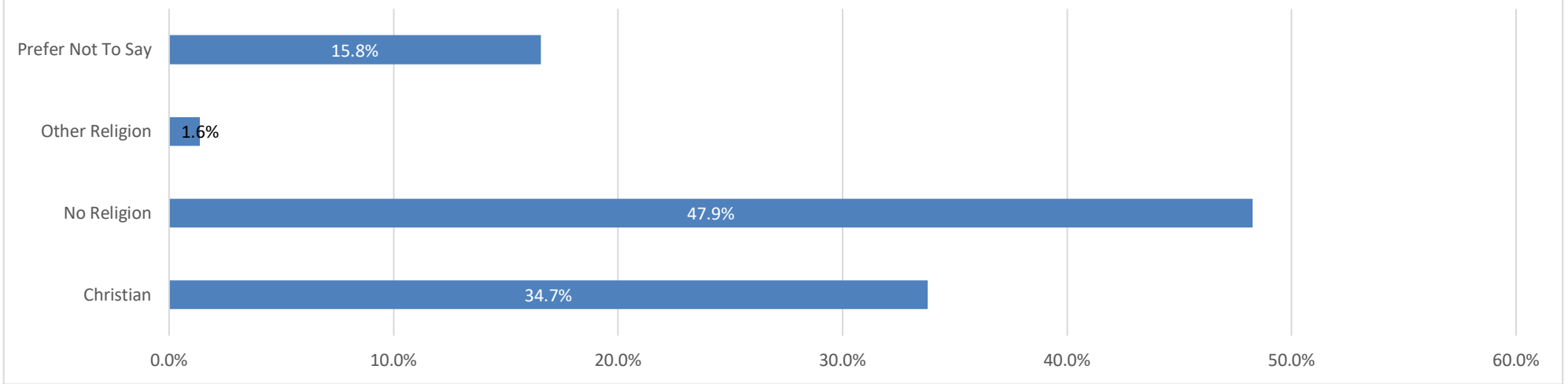
Percentage of Staff by Marital Status



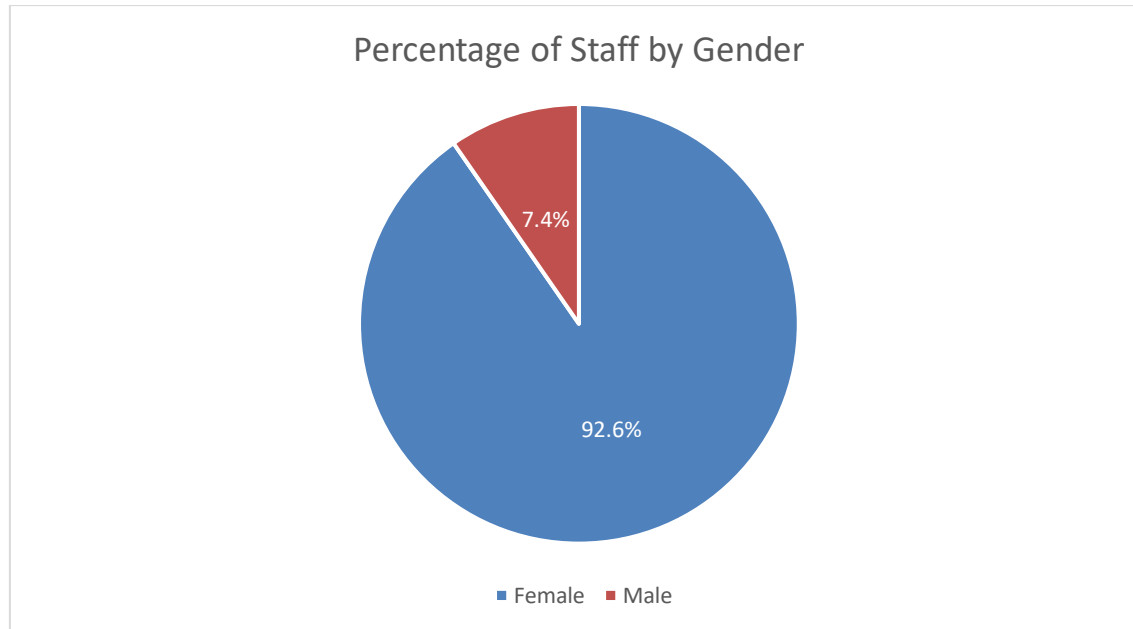
Percentage of Staff by Sexual Orientation



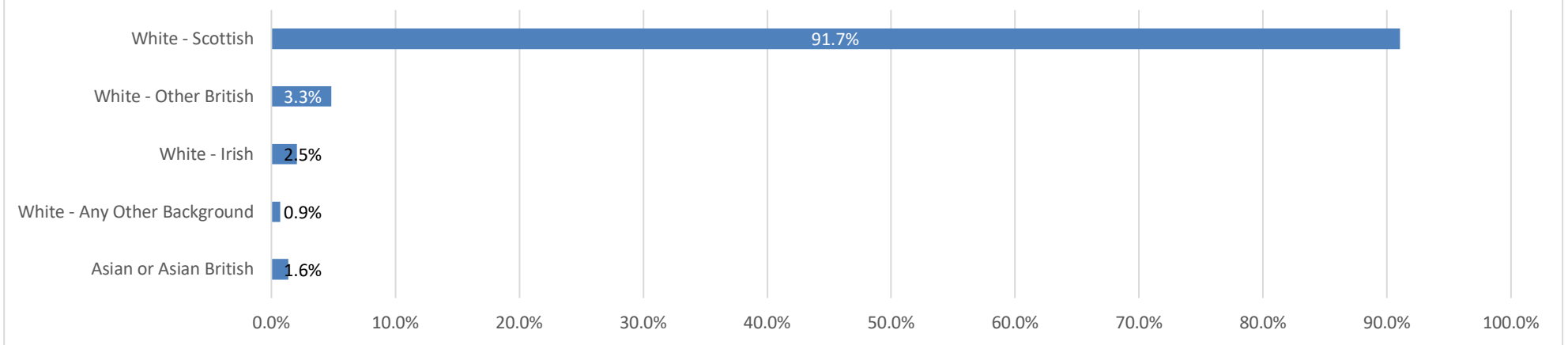
Percentage of Staff by Religion



Percentage of Staff by Gender



Percentage of Staff by Ethnic Group



Percentage of Staff by Age

