

Renfrewshire Council

To: Education Policy Board

On: 06 November 2008

Report
by
Director of Education and Leisure

Equalities Annual Progress Report

1. Summary

- 1.1. The UK government published its Framework for a Fairer Future – The Equality Bill in June 2008. It aims to bring together the three existing public equality duties in relation to race, disability and gender, and to extend duties to include gender re-assignment, age, sexual orientation and religion or belief.
- 1.2. In working towards the one streamlined process for equalities envisaged in the Bill, the present report considers outcomes in relation to the equalities strands of race, disability and gender, and to Tackling Bullying in Renfrewshire. As such it incorporates the annual reports on race, gender, disability and bullying.
- 1.3. The first three year policy, Promoting Race Equality in Education, was approved, in November 2002, by the then lifelong learning and work policy board. The update was approved in December 2005. Following consultation with all heads of establishments, the policy has, again, been revised and is attached as Appendix 1 to this report, with the accompanying action plan at Annex A.
- 1.4. Education and leisure services' Disability Equality Scheme was approved by the education policy board on 15 November 2007. It sets out in detail how the council will meet the general duty to;
 - promote equality of opportunity between disabled and other people;
 - eliminate discrimination that is unlawful under the Act;
 - eliminate harassment of disabled people that is related to their disability;
 - promote positive attitudes towards disabled people;
 - encourage participation of disabled people in public life; and
 - take steps to take account of disabled people's disabilities, even where that involves treating disabled people more favourably than others.
- 1.5. The disability equality scheme action plan is attached as appendix 2 to this report. The final column of the plan notes the progress to date.

- 1.6. Education and leisure services' Gender Equality Scheme was also approved by the education policy board on 15 November 2007. It sets out in detail how the council will meet the general duty to:
- promote equality of opportunity between men and women;
 - eliminate discrimination that is unlawful under the Act; and
 - eliminate harassment that is related to gender.
- 1.7. The gender equality scheme action plan is attached as appendix 3 to this report. The final column of the plan notes the progress to date.
- 1.8. The policy, Tackling Bullying in Renfrewshire (TBiR), was approved in 2002 by the then lifelong learning and work policy board, following a scrutiny board investigation. Bullying is seen as one aspect of unacceptable behaviour which impinges directly on the educational well-being of both victim and bully. The policy provides guidance to schools, with procedures based on good practice, educational research and staff development materials. A note on progress in tackling bullying is included in paragraphs 4.7 – 4.9. Monitoring data is included in section 8 of the report.

2. Recommendations

- 2.1. Members of the education policy board are requested to:
- (i) approve the revised Promoting Race Equality in Education policy, and note progress in implementing the previous version;
 - (ii) note the progress being made in implementing the Disability Equality Scheme;
 - (iii) note the progress being made in implementing the Gender Equality Scheme; and
 - (iv) note the progress in implementing Tackling Bullying in Renfrewshire and approve a review of the present policy to make all equality strands explicit, to deal with cyber bullying and to promote consistency in reporting procedures.

3. Background

- 3.1. The legislation underpinning the Council's equality duties includes:
- The Race Relations (Amendment) Act 2000;
 - The Disability Discrimination Act 2005; and
 - The Equality Act 2006.
- 3.2. Education and leisure services' commitment to equality is reflected in one of our four priorities, working for inclusion and equality, in our Disability and Gender Equality Schemes and our policies on Promoting Race Equality in Education and Tackling Bullying in Renfrewshire.
- 3.3. Each of these schemes and policies includes key tasks in relation to improving outcomes for our service users and workforce. This progress report outlines the steps we have taken to meet our improvement objectives.

4. Progress in promoting equality

Action plans - Race

- 4.1 The policy, Promoting Race Equality in Education, requires to be reviewed every three years. The last review was undertaken in 2005 and approved by the then lifelong learning and work policy board in November 2005. During session 2007-08, consultation took place with heads of establishment to inform the review of the policy. The revised policy is attached as appendix 1 to this report. The revised action plan is attached as appendix 1, annex A and progress with the previous action plan is attached as appendix 1, annex B. If approved by the education policy board, the revised policy and action plan will be disseminated to education establishments for implementation.
- 4.2 Race equality impact assessments have been carried out on a total of 1,333 policies in schools and on a total of 42 policies within community services and central support services. Further detail is given in section 4.12 of this report. Additional support will be offered to schools and services whose programme of race equality impact assessment is not complete.

Action plans - Disability

- 4.3 The disability equality scheme action plan was based on existing good practice and approved by the education policy board on 15 November 2007. Progress with implementation in the first year is indicated in the progress column of the action plan which is attached as appendix 2 to this report.
- 4.4 Disability impact assessments have been carried out on a total of 696 policies in schools and on a total of 21 policies within community services and central support services. Further detail is given in section 4.12 of this report. Additional support will be offered to schools and services whose programme of disability impact assessment is less advanced.

Action plans - Gender

- 4.5 The gender equality scheme action plan was based on existing good practice and approved by the education policy board on 15 November 2007. Progress with implementation in the first year is indicated in the progress column of the action plan which is attached as appendix 3 to this report.
- 4.6 Gender impact assessments have been carried out on a total of 666 policies in schools and on a total of 20 policies within community services and central support services. Further detail is given in section 4.12 of this report. Additional support will be offered to schools and services whose programme of gender impact assessment is less advanced.

Tackling Bullying in Renfrewshire: Tasks achieved 2007-08

4.7 During the last school session, schools continued to promote a positive ethos and positive behaviour and to tackle unacceptable behaviour. Approaches included the participation of pupils, staff and parents/carers. Respect for others, fairness and equality continued to be included in various aspects of the curriculum. Annual monitoring data is shown in paragraph 8.1 of this report.

4.8 Respectme, Scotland's national anti-bullying organisation, provided a very favourable assessment of the policy Tackling Bullying in Renfrewshire, in 2008, stating:

'Overall this is an excellent example of a thorough policy and strategy to combat bullying in Renfrewshire Schools and the guidance is head and shoulders above other local authority guidance that has been reviewed to date.'

4.9 However, it has been recognised that the policy is not explicit on race, disability, gender and cyber bullying. Tackling harassment and bullying of disabled people was identified as an important priority in terms of making things more equal for disabled people by the Public Services Panel. Data is open to several interpretations and it is recommended that the policy be reviewed in session 2008-09 for implementation from August 2009.

5. Monitoring data: ethnicity

5.1 The ethnic mix of pupils enrolled in Renfrewshire primary, secondary and special schools on 19 September 2007, the day the census data was collected, is indicated in the table below. The pupil roll does vary throughout the session as new pupils register and others leave.

Ethnicity of Children Enrolled in Renfrewshire Schools

| Ethnic Group | Primary | Secondary | Special |
|------------------------|----------------|------------------|----------------|
| White UK | 12181 | 10676 | 301 |
| White Other | 185 | 109 | 6 |
| Black African | 44 | 31 | 1 |
| Black Caribbean | 3 | 0 | 0 |
| Black Other | 3 | 6 | 0 |
| Chinese | 30 | 29 | 0 |
| Indian | 71 | 40 | 0 |
| Pakistani | 85 | 101 | 2 |
| Asian Other | 31 | 26 | 0 |
| Mixed | 70 | 52 | 3 |
| Other Ethnic | 22 | 19 | 0 |
| Not disclosed | 100 | 39 | 0 |
| Not Known | 192 | 72 | 4 |
| Total | 13,017 | 11,200 | 317 |
| Grand Total | 24,534 | | |

- 5.2 The percentage of pupils in Renfrewshire schools who belong to groups other than white UK in the last 4 schools sessions is shown in the table below.

Percentage of Pupils who belong to Ethnic Groups other than White-UK

| Sector | 2007-08 | 2006-07 | 2005-06 | 2004-05 |
|-----------|---------|---------|---------|---------|
| Primary | 6.51 | 7.56 | 6.73 | 4.95 |
| Secondary | 4.74 | 4.98 | 4.53 | 5.25 |
| Special | 5.35 | 4.21 | 4.01 | 7.02 |

Pupil Language

- 5.3 The first languages of pupils in Renfrewshire schools are identified in the table below. There are 4 more pupils included than were registered in schools on collection of census data in September 2007.

Pupil Language 2007-08

| Language | Primary | Secondary | Special | Total |
|------------------------------------|---------|-----------|---------|-------|
| Afrikaans | 0 | 1 | 0 | 1 |
| Akan | 2 | 0 | 0 | 2 |
| Arabic | 13 | 11 | 0 | 24 |
| Bemba | 5 | 4 | 0 | 9 |
| Bulgarian | 1 | 1 | 0 | 2 |
| Cantonese | 20 | 18 | 1 | 39 |
| Chichewa | 1 | 0 | 0 | 1 |
| Chinese (Cantonese) | 1 | 0 | 0 | 1 |
| Chinese (Modern Standard/Mandarin) | 1 | 2 | 0 | 3 |
| Danish | 1 | 0 | 0 | 1 |
| Dutch | 2 | 1 | 0 | 3 |
| English | 12719 | 10960 | 311 | 23990 |
| Estonian | 1 | 0 | 0 | 1 |
| Filipino | 1 | 0 | 0 | 1 |
| French | 9 | 9 | 0 | 18 |
| Gaelic (Scottish) | 2 | 5 | 0 | 7 |
| German | 9 | 7 | 0 | 16 |
| Greek | 1 | 1 | 0 | 2 |
| Hakka | 0 | 3 | 0 | 3 |
| Hausa | 1 | 0 | 0 | 1 |
| Hindi | 3 | 3 | 0 | 6 |
| Italian | 2 | 8 | 0 | 10 |
| Jola | 0 | 1 | 0 | 1 |
| Kannada | 1 | 0 | 0 | 1 |
| Lithuanian | 3 | 0 | 0 | 3 |
| Malayalam | 3 | 1 | 0 | 4 |
| Mandarin | 1 | 0 | 0 | 1 |

| | | | | |
|-------------------------|-------|-------|-----|-------|
| Mongolian | 0 | 1 | 0 | 1 |
| Ndbele | 1 | 0 | 0 | 1 |
| Not known/not disclosed | 36 | 26 | 1 | 63 |
| Other | 5 | 0 | 0 | 5 |
| Polish | 48 | 14 | 0 | 62 |
| Portuguese | 1 | 0 | 0 | 1 |
| Punjabi | 63 | 72 | 1 | 136 |
| Russian | 5 | 3 | 0 | 8 |
| Serbian | 1 | 1 | 0 | 2 |
| Shanghainese | 0 | 1 | 0 | 1 |
| Shona | 3 | 1 | 0 | 4 |
| Sign Language | 5 | 0 | 2 | 7 |
| Sinhalese | 0 | 1 | 0 | 1 |
| Slovak | 2 | 0 | 0 | 2 |
| Spanish | 4 | 3 | 0 | 7 |
| Swahili | 1 | 0 | 0 | 1 |
| Tagalog | 2 | 0 | 0 | 2 |
| Tamil | 5 | 0 | 0 | 5 |
| Turkish | 2 | 0 | 0 | 2 |
| Urdu | 30 | 42 | 0 | 72 |
| Xhosa | 2 | 0 | 0 | 2 |
| Yoruba | 0 | 2 | 0 | 2 |
| | 13019 | 11203 | 316 | 24538 |

- 5.4 Between January and June 2008 the specialist support service supported 274 pupils for whom English is a second or other language. Detail of language competence by sector is given below.

Level of English Language Competency of Pupils in Renfrewshire Schools

| Sector | Number of pupils | | | | |
|------------------|-------------------------|----------------------|-----------------|----------------|--------------|
| | Competent | Consolidating | Emergent | Initial | Total |
| Primary | 1 | 69 | 85 | 26 | 181 |
| Secondary | 4 | 41 | 32 | 16 | 93 |
| Total | 5 | 110 | 117 | 42 | 274 |

English as a second or other language (ESOL)

- 5.5 As a direct result of the £30,000 additional funding for English as a second or other language, allocated to Renfrewshire in financial year 2007-08, we have been able to develop and deliver a needs-led community based ESOL programme that reflects the changing and diverse needs of our ESOL community, whilst supporting the traditional ESOL learning that is delivered in partnership with Reid Kerr College. There is potential for this provision to be further developed and sustained with existing and new learners.

5.6 The following have been developed as a direct result of dedicated funding:

- ESOL Buddies is a peer learning programme which trains existing learners with appropriate communication skills in mentoring and support strategies for new learners. This Buddy Group supports new learners to improve their English to a level where they are confident enough to join the larger mainstream ESOL classes;
- An ESOL Buddy Volunteer Tutor training course has been developed and delivered to fourteen multi-national volunteers. We are currently placing volunteer tutors with individual learners and also with small groups, so they can share their learning;
- ESOL parents groups have been established in two local primary schools. This is a direct result of targeted outreach and partnership working with head teachers. This provision aims to support ESOL parents to better integrate themselves and their children into school life;
- A group of ESOL learners has been supported to produce a DVD that discusses the impact their learning has had on their everyday lives and shares their experiences of migration and living in Renfrewshire. The making of the DVD helped the learners build confidence in using their English language skills;
- A programme to enable ESOL students to access our Confidence with Computers courses has been developed through the purchase and installation of computers. This resource also allows ESOL tutors and learners to access materials from the internet, to enhance their learning experiences. The technology allows a link with family and friends in their native countries and is often cited as being a tremendous support in maintaining contact and reducing feelings of isolation;
- A women only group for basic English, includes a woman with a disability. All members benefit from increased confidence, reduced isolation, increased community activity and new friendships;
- A further allocation of £15,000 in 2008-09, will allow us to build on the good work already carried out. It will allow further strengthening of links with Reid Kerr College, which has also received an ESOL award. A working group will be set up to further develop ESOL provision in Renfrewshire. Members will be drawn from various areas of education and leisure services, Reid Kerr College, Paisley Partnership and other community planning partners; and
- Staff from community learning and development adult learning services will work with Reid Kerr College, schools, the specialist EAL service, libraries, Renfrewshire arts and museums, voluntary organisations, community groups and local employers to double the number of ESOL learners from 45 to 90.

Attainment

5.7 Attainment at 5-14, Standard and Higher Grade or equivalent, by ethnic background and gender, is monitored by head teachers and the school review team on a school by school basis. Aggregated data is presented below. Attainment of pupils with disabilities is monitored by head teachers in relation to personal learning plans.

5.8 The tables below indicate the percentage of combined P3, P4, P6 and P7 rolls by ethnic group meeting or exceeding the appropriate 5-14 levels for their age in 2007-08. The Scottish Government convention of replacing numbers less than 5 with an asterisk (*) is used throughout. The tables indicate attainment by gypsy traveller pupils who participated in national testing although they were not registered in schools at the time of the census.

Percentage of Primary School Pupils Meeting or Exceeding Appropriate 5-14 levels

(i)

| Ethnic Group | Reading % | | | |
|-------------------|-----------|---------|---------|---------|
| | 2007-08 | 2006-07 | 2005-06 | 2004-05 |
| White – UK | 87.07 | 87.48 | 86.45 | 84.69 |
| White – Other | 74.07 | 71.83 | 81.36 | 85.96 |
| Black – African | 90.48 | 72.73 | 79.17 | * |
| Black - Caribbean | * | * | 0 | 0 |
| Black – Other | * | * | * | * |
| Chinese | 95.00 | 80.95 | 90.48 | 95.24 |
| Indian | 80.56 | 74.36 | 76.32 | 86.21 |
| Pakistani | 80.36 | 82.98 | 81.08 | 75.56 |
| Other Ethnic | 40.00 | 50.00 | 66.67 | * |
| Mixed | 89.58 | 87.80 | 82.50 | 86.67 |
| Asian Other | 84.21 | 76.92 | 77.78 | * |
| Gypsy Traveller | * | 0 | * | 0 |
| Not Disclosed | 82.81 | 86.11 | 83.33 | 76.92 |
| Not Known | 71.08 | 54.67 | 46.43 | 82.40 |
| All Ethnic Groups | 86.57 | 86.77 | 86.13 | 84.24 |

(ii)

| Ethnic Group | Writing % | | | |
|-------------------|-----------|---------|---------|---------|
| | 2007-08 | 2006-07 | 2005-06 | 2004-05 |
| White – UK | 80.56 | 79.37 | 77.58 | 75.72 |
| White – Other | 69.44 | 64.79 | 71.19 | 75.44 |
| Black – African | 80.95 | 72.73 | 66.67 | * |
| Black - Caribbean | * | * | 0 | 0 |
| Black – Other | * | * | * | * |
| Chinese | 85.00 | 80.95 | 80.95 | 90.48 |
| Indian | 75.00 | 66.67 | 76.32 | 72.41 |
| Pakistani | 69.64 | 76.60 | 64.86 | 66.67 |
| Other Ethnic | 30.00 | 50.00 | 50.00 | * |
| Mixed | 91.67 | 80.49 | 77.50 | 82.22 |

| | | | | |
|-------------------|-------|-------|-------|-------|
| Asian Other | 89.47 | 61.54 | 77.78 | * |
| Gypsy Traveller | * | 0 | * | 0 |
| Not Disclosed | 79.69 | 77.78 | 70.83 | 65.38 |
| Not Known | 65.06 | 46.67 | 46.43 | 49.60 |
| All Ethnic Groups | 80.16 | 78.74 | 77.29 | 75.29 |

(iii)

| Ethnic Group | Maths % | | | |
|-------------------|---------|---------|---------|---------|
| | 2007-08 | 2006-07 | 2005-06 | 2004-05 |
| White – UK | 88.65 | 88.14 | 87.85 | 86.71 |
| White – Other | 82.41 | 81.69 | 84.75 | 84.21 |
| Black – African | 95.24 | 63.64 | 70.83 | * |
| Black - Caribbean | * | * | 0 | 0 |
| Black – Other | * | * | * | * |
| Chinese | 100.00 | 90.48 | 100.00 | 95.24 |
| Indian | 86.11 | 79.49 | 84.21 | 86.21 |
| Pakistani | 78.57 | 85.11 | 86.49 | 77.78 |
| Other Ethnic | 50.00 | 57.14 | 66.67 | * |
| Mixed | 93.75 | 95.12 | 85.00 | 91.11 |
| Asian Other | 78.95 | 76.92 | 100.00 | * |
| Gypsy Traveller | * | 0 | * | 0 |
| Not Disclosed | 90.63 | 94.44 | 75.00 | 92.31 |
| Not Known | 83.13 | 68.00 | 53.57 | 61.60 |
| All Ethnic Groups | 88.43 | 87.76 | 87.61 | 86.34 |

5.9 The tables below indicate the percentage of S2 pupils by ethnic group who met or exceeded level E in reading, writing and maths by the end of S2 in 2007-08.

Percentage of Secondary School Pupils Meeting or Exceeding Appropriate 5-14 levels

(i)

| Ethnic Group | Reading % | | | |
|-------------------|-----------|---------|---------|---------|
| | 2007-08 | 2006-07 | 2005-06 | 2004-05 |
| White – UK | 72.23 | 70.95 | 69.71 | 69.73 |
| White – Other | 75.00 | 59.26 | 66.67 | 60.00 |
| Black – African | 83.33 | * | * | * |
| Black - Other | 100.00 | * | 0 | * |
| Chinese | 80.00 | 71.43 | * | * |
| Indian | 50.00 | * | * | 71.43 |
| Pakistani | 50.00 | 68.18 | 33.33 | 56.25 |
| Other Ethnic | 100.00 | * | * | 100.00 |
| Mixed | 84.62 | 71.43 | 62.50 | 80.00 |
| Asian Other | 100.00 | * | 83.33 | * |
| Not Disclosed | 50.00 | 85.71 | 66.67 | 35.71 |
| Not known | 40.00 | * | 31.25 | 46.15 |
| All Ethnic Groups | 72.05 | 70.32 | 69.23 | 69.07 |

(ii)

| Ethnic Group | Writing % | | | |
|--------------------------|--------------|--------------|--------------|--------------|
| | 2007-08 | 2006-07 | 2005-06 | 2004-05 |
| White – UK | 59.20 | 55.81 | 56.99 | 55.66 |
| White – Other | 40.00 | 44.44 | 66.67 | 50.00 |
| Black – African | 66.67 | * | * | * |
| Black - Other | 50.00 | * | 0 | * |
| Chinese | 80.00 | 71.43 | * | * |
| Indian | 25.00 | * | * | * |
| Pakistani | 66.67 | 68.18 | 33.33 | 50.00 |
| Other Ethnic | 0 | * | * | 100.00 |
| Mixed | 46.15 | 57.14 | 43.75 | 60.00 |
| Asian Other | 50.00 | * | 66.67 | * |
| Not Disclosed | 50.00 | 57.14 | 77.78 | 42.86 |
| Not known | 30.00 | * | 31.25 | 38.46 |
| All Ethnic Groups | 58.70 | 55.59 | 56.81 | 55.38 |

(iii)

| Ethnic Group | Maths % | | | |
|--------------------------|--------------|--------------|--------------|--------------|
| | 2007-08 | 2006-07 | 2005-06 | 2004-05 |
| White – UK | 69.36 | 65.99 | 63.16 | 65.72 |
| White – Other | 65.00 | 70.37 | 72.22 | 70.00 |
| Black – African | 83.33 | * | * | * |
| Black - Other | 100.00 | * | 0 | * |
| Chinese | 80.00 | 85.17 | * | * |
| Indian | 50.00 | * | * | 71.43 |
| Pakistani | 66.67 | 50.00 | 53.33 | 75.00 |
| Other Ethnic | 100.00 | * | * | 100.00 |
| Mixed | 46.15 | 85.71 | 50.00 | 70.00 |
| Asian Other | 100.00 | * | 83.33 | * |
| Not Disclosed | 50.00 | 71.43 | 66.67 | 50.00 |
| Not known | 80.00 | * | 31.25 | 41.03 |
| All Ethnic Groups | 69.25 | 65.64 | 63.11 | 65.40 |

5.10 The number of pupils from each category of minority ethnic background is so small that it is not possible to reach general conclusions. We will continue to act on issues arising at school level.

Attendance

5.11 Percentage Attendance of Pupils in Renfrewshire Schools by Ethnicity in each sector is shown in the tables which follow.

Primary school attendance by ethnicity

| Ethnic Group | Primary % | | | |
|-------------------|-----------|---------|---------|---------|
| | 2007-08 | 2006-07 | 2005-06 | 2004-05 |
| White – UK | 95.31 | 95.71 | 96.14 | 95.30 |
| White - Other | 93.30 | 95.34 | 96.56 | 95.50 |
| Black – African | 96.83 | 97.28 | 98.40 | 96.90 |
| Black - Caribbean | 89.04 | 94.73 | 97.42 | 93.10 |
| Black – Other | 98.50 | 98.54 | 0 | 83.10 |
| Chinese | 96.54 | 96.03 | 97.82 | 69.20 |
| Indian | 94.11 | 94.28 | 95.92 | 94.70 |
| Pakistani | 94.24 | 95.19 | 92.86 | 93.90 |
| Other Ethnic | 90.21 | 92.09 | 86.86 | 91.70 |
| Mixed | 94.77 | 96.30 | 95.87 | 94.80 |
| Asian Other | 95.22 | 89.87 | 94.61 | 93.80 |
| Not Disclosed | 94.09 | 95.22 | 95.04 | 93.00 |
| Not Known | 94.91 | 94.99 | 94.50 | 93.50 |
| All Ethnic Groups | 95.24 | 95.66 | 96.09 | 95.20 |

Secondary school attendance by ethnicity

| Ethnic Group | Secondary % | | | |
|-------------------|-------------|---------|---------|---------|
| | 2007-08 | 2006-07 | 2005-06 | 2004-05 |
| White – UK | 90.57 | 90.42 | 91.18 | 90.10 |
| White - Other | 90.29 | 91.40 | 92.66 | 91.50 |
| Black – African | 96.54 | 95.55 | 98.22 | 96.20 |
| Black – Other | 90.61 | 92.29 | 87.32 | 90.20 |
| Chinese | 96.68 | 94.36 | 96.61 | 92.90 |
| Indian | 93.08 | 91.10 | 92.16 | 90.10 |
| Pakistani | 92.68 | 92.55 | 93.06 | 93.90 |
| Other Ethnic | 86.97 | 89.70 | 93.89 | 94.90 |
| Mixed | 90.84 | 90.10 | 90.49 | 90.50 |
| Asian Other | 91.39 | 90.97 | 90.33 | 91.10 |
| Gypsy Traveller | * | 85.53 | 97.94 | 97.40 |
| Not Disclosed | 88.52 | 89.28 | 88.40 | 88.40 |
| Not Known | 88.15 | 86.93 | 86.57 | 87.50 |
| All Ethnic Groups | 90.60 | 90.43 | 91.17 | 90.10 |

(*) A small number of traveller pupils attended Renfrewshire secondary schools for a short time though they weren't registered at the time of the census in September 2007.

Special school attendance by ethnicity

| Ethnic Group | Special % | | | |
|--------------------------|-----------|---------|---------|---------|
| | 2007-08 | 2006-07 | 2005-06 | 2004-05 |
| White – UK | 92.78 | 93.65 | 93.30 | 92.90 |
| White – Other | 96.93 | 96.89 | 90.41 | 93.60 |
| Black – African | * | 0 | 0 | 0 |
| Pakistani | * | 93.81 | 93.49 | 90.90 |
| Mixed | * | 84.87 | 86.60 | 99.40 |
| Not Known | 87.90 | 0 | 94.37 | 100.00 |
| All Ethnic Groups | 92.70 | 93.69 | 93.21 | 93.30 |

- 5.12 The number of pupils in each category of minority ethnic background is very small, especially in special schools. The very small sample size means no firm conclusion can be drawn. We will continue to monitor this data.

Exclusions

- 5.13 Information relating to exclusions of pupils from ethnic background is available for the last eight years. However, the number of exclusions of pupils from ethnic groups is extremely small. It is not possible to draw valid conclusions from this data, nor would it be possible to preserve the anonymity of pupils who had been excluded, therefore, this data has not been reported.

Reported Racist Incidents

- 5.14 The number of reported racist incidents in schools in 2007-08 was 91, an increase of 127.5% from the 40 reported incidents in 2006-07. 91 incidents across 65 schools equates to an average of 1.4 incidents per school with an average increase of less than 1 incident per school. Our target is to reduce the number of racist incidents, while increasing the reporting of those incidents which do occur.
- 5.15 70% of incidents reported were name calling, insults or racist jokes. Schools where the number of incidents in this category had increased were asked to provide reasons for the increase and a note of the measures being taken to decrease the number of racist incidents. The reasons schools suggested for the increase included:
- increase in the number of pupils from minority ethnic backgrounds;
 - parent attitudes and statements;
 - raised staff awareness;
 - encouragement to report incidents;
 - multiple incidents involving the same children, usually two incidents. (The number of incidents in each school is so small this could typically be a doubling of the number of incidents);
 - children with behaviour difficulties, children who lack of social skills; and
 - children not understanding that they are using racist language and that these incidents are unintentional.

5.16 It is probable that the implementation of the schools' impact assessment programme raised staff awareness which led to encouragement to report and increased recording.

5.17 Renfrewshire schools foster a positive ethos; encourage respect for others; develop clear race equality and positive behaviour policies with parents and pupils; celebrate success and achievement and offer rewards to promote self-esteem; and create confident individuals and responsible citizens. Specific measures schools take to reduce the number of racist incidents and promote reporting of incidents which occur include:

- informing parents about incidents and challenging their own inappropriate behaviour eg telling their children racist jokes;
- attention in the curriculum, including the PSE programme, RE and citizenship, to equality and fairness, cultural diversity and human rights;
- raising staff and pupil awareness, including use of circle time, PACE drama group, Show Racism the Red Card activities, and individual and class discussion;
- staff working together to develop ways to educate children;
- staff talking to children to understand the reasons for comments or actions and point out the proper course of action; and
- making arrangements to accommodate the needs of pupils from a range of faiths.

5.18 The numbers of and trends in reported racist incidents are given in the table below which shows the number of reported incidents as a percentage of the school population.

| Sector | % of Incidents (number) | | | | School population (numbers) | | | |
|------------------|-------------------------|---------------|---------------|---------------|-----------------------------|--------|--------|--------|
| | 07-08 | 06-07 | 05-06 | 04-05 | 07-08 | 06-07 | 05-06 | 04-05 |
| Primary | 0.47% (61) | 0.20% (27) | 0.22% (30) | 0.19% (27) | 13,017 | 13,357 | 13,608 | 13,925 |
| Secondary | 0.25% (28) | 0.11% (13) | 0.15% (17) | 0.17% (20) | 11,209 | 11,368 | 11,507 | 11,666 |
| Special | 0.63% (2) | 0% (0) | 0% (0) | 0% (0) | 318 | 299 | 299 | 305 |
| Total | 0.37% (91) | 0.16% (40) | 0.18% (47) | 0.18% (47) | 24,543 | 25,024 | 25,414 | 25,896 |

5.19 As stated in 5.14, the reported incidents equated to, on average, 1.4 incidents per school per annum. Schools in Renfrewshire will continue to implement the Promoting Race Equality in Education policy and work towards eliminating racism in Renfrewshire schools.

Comments from HMle inspections

- 5.20 From January 2006 until September 2008, HMle inspected 22 Renfrewshire schools. Comments on race equality are classified in the table below.

HMle comments on Race Equality

| | Race Equality | | | Total |
|------------------|----------------|--------------------|------------|-------|
| | Well developed | Development needed | No comment | |
| Primary | 8 | 3 | 6 | 17 |
| Secondary | 1 | 0 | 3 | 4 |
| Special | 0 | 0 | 1 | 1 |
| Total | 9 | 3 | 10 | 22 |

- 5.21 Good practice from schools whose policies and practice are well developed will be shared with all schools.

6. Monitoring data: gender

- 6.1 The gender mix of pupils enrolled in Renfrewshire primary, secondary and special schools in 2007-2008 is indicated in the table below.

Gender of pupils enrolled in Renfrewshire Schools

| Gender | Primary | Secondary | Special | Total |
|---------------|---------|-----------|---------|--------|
| Male | 6,557 | 5,605 | 205 | 12,367 |
| Female | 6,460 | 5,595 | 112 | 12,167 |
| Total | 13,017 | 11,200 | 317 | 24,534 |

- 6.2 The table below compares numbers of pupils in alternative placements outwith mainstream education broken down by gender in May and September 2008.

Gender of pupils attending Alternative Placements Outwith Mainstream Education

| | Boys | | Girls | | Total | |
|------------------------------|----------|----------|----------|----------|----------|----------|
| | 16/09/08 | 01/05/08 | 16/09/08 | 01/05/08 | 16/09/08 | 01/05/08 |
| Day Placement | 28 | 40 | 6 | 7 | 34 | 47 |
| Residential Placement | 24 | 32 | 7 | 6 | 31 | 38 |
| Total | 52 | 72 | 13 | 13 | 65 | 85 |

- 6.3 The table below indicates the percentage of combined P3, P4, P6, and P7 rolls by gender meeting or exceeding the appropriate 5-14 levels for their age in 2007-08.

Gender breakdown of Primary School Pupils Meeting or Exceeding Appropriate 5-14 levels

| | Boys | | Girls | |
|----------------|---------|---------|---------|---------|
| | 2007-08 | 2006-07 | 2007-08 | 2006-07 |
| Reading | 84% | 84% | 89% | 89% |
| Writing | 74% | 74% | 84% | 84% |
| Maths | 87% | 87% | 89% | 88% |

- 6.4 The table below indicates the percentage of S2 pupils by gender who met or exceeded level E in reading, writing and maths by the end of S2 in 2007-08.

Gender Breakdown of Secondary School Pupils Meeting or Exceeding Appropriate 5-14 levels

| | Boys | | Girls | |
|----------------|---------|---------|---------|---------|
| | 2007-08 | 2006-07 | 2007-08 | 2006-07 |
| Reading | 67% | 69% | 76% | 72% |
| Writing | 50% | 48% | 67% | 64% |
| Maths | 68% | 64% | 70% | 67% |

- 6.5 The table below indicates the percentage of the original S4 cohort who, by the end of S6, have attained appropriate SCQF levels.

Level 3 or better in English and Maths (Standard Grade 1-6) in 2007-08

(i)

| | Boys | | Girls | |
|----------------|---------|---------|---------|---------|
| | 2007-08 | 2006-07 | 2007-08 | 2006-07 |
| English | 95% | 94% | 98% | 95% |
| Maths | 95% | 92% | 96% | 94% |

5+ awards at level 5 or better (Standard Grade 1-2) in 2007-08

(ii)

| | Boys | | Girls | |
|--|---------|---------|---------|---------|
| | 2007-08 | 2006-07 | 2007-08 | 2006-07 |
| | 45% | 42% | 55% | 55% |

3+ awards at SCQF level 6 or better (3+ highers at A-C) in 2007-08

(iii)

| | Boys | | Girls | |
|--|---------|---------|---------|---------|
| | 2007-08 | 2006-07 | 2007-08 | 2006-07 |
| | 26% | 26% | 34% | 34% |

5+ awards at SCQF level 6 or better (5+ highers at A-C) in 2007-08

| (iv) | Boys | | Girls | |
|------|---------|---------|---------|---------|
| | 2007-08 | 2006-07 | 2007-08 | 2006-07 |
| | 16% | 16% | 23% | 21% |

1+ award at SCQF level 7 or better (1+ Advanced Higher A-C) in 2007-08

| (v) | Boys | Girls | | |
|-----|---------|---------|---------|---------|
| | 2007-08 | 2006-07 | 2007-08 | 2006-07 |
| | 11% | 10% | 15% | 13% |

- 6.6 Boys consistently perform less well than girls. Implementation of a curriculum for excellence will build on our good practice in developing learning and teaching methods to suit all pupils.

Attendance

6.7 Percentage Attendance of Pupils in Renfrewshire Schools by Gender

| Gender | Primary | Secondary | Special | Total |
|--------|---------|-----------|---------|-------|
| Male | 95% | 91% | 92% | 93% |
| Female | 95% | 90% | 93% | 93% |

There is no statistical difference in attendance between boys and girls.

Exclusions

- 6.8 The table below gives a breakdown of exclusions by gender for the session 2007-08.

Exclusions by Gender

| Gender | Number of exclusions | | | |
|--------------|----------------------|-----------|---------|-------|
| | Primary | Secondary | Special | Total |
| Male | 144 | 999 | 25 | 1168 |
| Female | 7 | 201 | 9 | 217 |
| Total | 151 | 1,200 | 34 | 1385 |

83.61% of exclusions involve boys. Our positive behaviour policies and policies and practices to tackle the under achievement of boys will have an impact on boys' behaviour and lead to a reduction in the number of exclusions. We will continue to monitor the gender difference.

7. Monitoring data – disability

- 7.1 Recording of data on pupils with disability is an area identified for further development. The SEEMIS system provides some data on pupils with special education needs which includes pupils with disabilities. The table below gives a breakdown of exclusions by special education needs for the session 2007-08. The number of exclusions from special schools of pupils with special needs is so small that to report it could lead to infringement of pupils' data protection rights.

Exclusions by SEN

| SEN | Number of exclusions | | | |
|--------------|----------------------|-----------|---------|-------|
| | Primary | Secondary | Special | Total |
| Yes | 5 | 18 | * | * |
| Unknown | 146 | 1182 | * | * |
| Total | 151 | 1200 | 34 | 1385 |

- 7.2 Monitoring data on disability has been identified as an area for improvement. We will investigate what information can be gathered from within our services and from the SEEMIS system in relation to roll, attainment and attendance.

8. Reported Incidents of Bullying

- 8.1 Schools continue to encourage pupils to report incidents of bullying. The table below shows the number of reported incidents of bullying and this number as a percentage of the school population.

Reported incidents of bullying

| Sector | % Reported Incidents (number) | | | |
|--------------|-------------------------------|-------------|-------------|-------------|
| | 2007-08 | 2006-07 | 2005-06 | 2004-05 |
| Primary | 0.7% (91) | 0.6% (80) | 0.52% (71) | 0.49% (68) |
| Secondary | 0.35% (39) | 0.45% (51) | 0.56% (64) | 0.98% (114) |
| Special | 0.93% (3) | 1% (3) | 1.34% (4) | 0.33% (1) |
| Total | 0.54% (133) | 0.54% (134) | 0.55% (139) | 0.71% (183) |

- 8.2 The data shows that the number of reported incidents recorded in primary schools has risen gradually for the last three years. The number of reported incidents in secondary schools has fallen for the last four years. Neither of these trends is statistically significant. Very few incidents occur in special schools where the school roll is comparatively low. No meaningful conclusions can be drawn from trends.

8.3 In 2007-08 there were 11 additional reported incidents across our 51 primary schools, giving a total of 91. That is, on average, less than 2 reported incidents per school, with an average increase of less than one reported incident per school. However, primary schools where the number of reported incidents had increased were asked to provide reasons for the increase and a note of the measures being taken to decrease the incidence of bullying. The reasons schools suggested for the increase included:

- improved recording;
- raised anti-bullying profile;
- improved PSD programmes;
- raised awareness of bullying among staff and pupils;
- better system for reporting;
- changes in pupil population; and
- increased pupil roll.

8.4 Renfrewshire schools foster a positive ethos; encourage respect for others; develop clear positive behaviour policies; with parents and pupils, celebrate success and achievement and offer rewards to promote self-esteem and create confident individuals and responsible citizens. Specific measures schools take to reduce the incidence of bullying include:

- awareness-raising activities;
- talks at assembly;
- individual counselling;
- competitions eg. poster design; and
- teaching children bullying is unacceptable behaviour.

8.5 In 2007-08 there were 12 fewer reported incidents in our 11 secondary schools, giving a total of 39. That is an average of just over 3 reported incidents per school, with an average decrease of one reported incident per school. Secondary schools where the number of reported incidents had decreased were asked to provide reasons for the decrease. The reasons schools suggested for the decrease included:

- ethos of school, senior pupil involvement;
- high profile given to tackling bullying;
- whole school campaign on tackling bullying;
- restorative practice initiative;
- anti-bullying focus week;
- zero tolerance approach to bullying; and
- promoting a culture where pupils are encouraged to discuss issues with a teacher or pupil buddy at an early stage.

8.6 The introduction of restorative practice has proved particularly successful. We will continue to monitor incidents and share good practice in tackling bullying.

8.7 The educational psychology service will support the proposed review of the policy Tackling Bullying in Renfrewshire and revision of recording guidelines to ensure consistency across schools.

9. Impact assessment

9.1 Schools have carried out 2,852 impact assessments. The breakdown of impact assessments of policies across school sectors, is shown below:

Schools' impact assessments

| | Race | Gender | Disability | Age | Sexual Orientation | Religion and Faith |
|--------------------|--------------|--------|------------|-----|--------------------|--------------------|
| Primary | 996 | 411 | 393 | 34 | 33 | 84 |
| Secondary | 206 | 178 | 175 | 6 | 0 | 0 |
| Special | 128 | 77 | 128 | 0 | 0 | 0 |
| Total | 1,333 | 666 | 696 | 40 | 33 | 84 |
| Grand total | 2,852 | | | | | |

9.2 Community services and central support services have carried out 83 impact assessments. Details of these are shown in the table below:

Community and central support services' impact assessments

| Race | Gender | Disability | Age | Sexual Orientation | Religion and Faith |
|--------------|-----------|------------|-----|--------------------|--------------------|
| 42 | 20 | 21 | 0 | 0 | 0 |
| Total | 83 | | | | |

9.3 The programme of impact assessment continues with all new policies being assessed as part of their development and an ongoing programme of assessment for existing policies. The results are used to shape policies and practice. Additional support will be offered to schools and services with less well developed impact assessment programmes. Progress with impact assessment will continue to be monitored reported in the next annual equalities report.

10. Customer Monitoring

10.1 This is an area which has been identified for development. Information already collected by services is being identified and a questionnaire has been developed for use with parent councils.

10.2 A gender breakdown for the pupil forum in 2008-09 is included in the table below. At this stage not all schools have held elections which explains the reduction in numbers from previous years.

Pupil Forum Membership

| Gender | 2008-09 | 2007-08 | 2006-07 |
|--------------|---------|---------|---------|
| Male | 49 | 66 | 72 |
| Female | 66 | 80 | 80 |
| Total | 115 | 146 | 152 |

- 10.3 An equality breakdown of people making complaints to education and leisure services customer services officer from 1 April to 30 September 2008 is given below.

| Gender | |
|--------------|----|
| Male | 13 |
| Female | 14 |
| Not declared | 2 |
| Total | 29 |

| Race | |
|--------------|----|
| Scottish | 11 |
| English | 1 |
| Not declared | 17 |
| Total | 29 |

| Disability | |
|--------------|----|
| Disability | 1 |
| Not declared | 28 |
| Total | 29 |

| Age | |
|--------------|----|
| 31-40 | 3 |
| 41-50 | 4 |
| Not declared | 22 |
| Total | 29 |

11. Workforce Monitoring

- 11.1 Workforce monitoring data gives a snapshot picture of the composition of the workforce.
- 11.2 Ethnicity of teachers, for 2007-08, was reported in the equalities progress report to the education policy board in February 2008. Data has not been updated since then as 2008-09 data is collected in the census in September 2008 and will be available for the next annual report.
- 11.3 Data on teachers in pre-5 establishments is unpublished. From our Resourcelink system we have identified 25 white UK teachers and 1 teacher from a minority ethnic background in Renfrewshire. This is a reduction from 35 teachers, all white UK, in 2006-07, however the numbers do not include supply teachers providing cover.

11.4 The ethnicity of staff leaving schools in 2007-08 is shown in the tables below.

Teachers

| Ethnic Origin | Pre-5 | Primary | Secondary | Special |
|----------------------|--------------|----------------|------------------|----------------|
| White | 2 | 86 | 122 | 8 |
| Other Ethnic | 0 | 0 | 8 | 0 |

Staff excluding teachers

| Ethnic Origin | Pre-5 | Primary | Secondary | Special |
|----------------------|--------------|----------------|------------------|----------------|
| White | 17 | 53 | 38 | 14 |
| Mixed Ethnic | 0 | 1 | 0 | 0 |

11.5 Education and leisure services' continuing professional development catalogue for school session 2007-08 comprised a wide range of development opportunities, offering a total of 354 courses. The breakdown of the 1087 participants by ethnicity, gender and disability is shown in the tables below.

(i)

| Ethnicity | Number |
|--------------------|---------------|
| White English | 119 |
| White Irish | 49 |
| White Scottish | 688 |
| White Welsh | 38 |
| Other White | 55 |
| African | 2 |
| Caribbean | 5 |
| Black English | 3 |
| Black Scottish | 2 |
| Chinese | 6 |
| Indian | 5 |
| Pakistani | 25 |
| Other ethnic group | 1 |
| Mixed | 14 |
| Not Disclosed | 75 |
| Grand Total | 1087 |

(ii)

| Gender | Number |
|--------------------|---------------|
| Male | 343 |
| Female | 744 |
| Grand Total | 1087 |

(iii)

| Disability | Number |
|--------------------|---------------|
| No | 1000 |
| Yes | 87 |
| Grand Total | 1087 |

- 11.6. Training opportunities are also offered to staff through the corporate training and development unit. Attendance at those courses is shown in the table below.

All Corporate Courses

| Gender | |
|--------------|------------|
| Male | 48 |
| Female | 165 |
| Total | 213 |

| Ethnicity | |
|--------------|-----|
| White UK | 210 |
| Other Ethnic | 3 |

- 11.7 Corporate services also provide courses dealing with equalities and report on staff participation broken down by equality.

Grievance and Disciplinary Action

- 11.8 It is indicative of the positive ethos in education and leisure services that only 3 grievances and 7 disciplinary hearings took place in 2007-08. The grievances were all from white Scottish women with no disability. None related to discrimination. The disciplinaries all involved white Scots with no disabilities. The majority involved women.

Recruitment Data

- 11.9 The tables below show the breakdown of applicants for posts in education and leisure services by race, disability and gender between 31 July 2007 and 1 August 2008.

(i)

| Race | Secondary | Primary | Special | Nursery | Other | Totals |
|-------------------|-----------|------------|-----------|-----------|--------------|--------------|
| White – Scottish | 6 | 83 | 13 | 34 | 739 | 875 |
| White – English | 0 | 1 | 1 | 1 | 22 | 25 |
| White – Irish | 0 | 0 | 0 | 0 | 3 | 3 |
| White - Other | 0 | 0 | 0 | 0 | 17 | 17 |
| Asian – Indian | 1 | 1 | 0 | 0 | 7 | 9 |
| Asian – Pakistani | 0 | 0 | 0 | 0 | 2 | 2 |
| Asian – Chinese | 0 | 0 | 0 | 1 | 1 | 2 |
| Mixed | 0 | 0 | 0 | 0 | 3 | 3 |
| Not Disclosed | 26 | 109 | 11 | 38 | 610 | 784 |
| Total | 33 | 194 | 25 | 74 | 1,404 | 1,730 |

| (ii) | Disability | Secondary | Primary | Special | Nursery | Other | Totals |
|------|----------------------|------------------|----------------|----------------|----------------|--------------|---------------|
| | Disabled | 0 | 10 | 1 | 0 | 17 | 28 |
| | Not Disabled | 6 | 88 | 16 | 41 | 891 | 1,042 |
| | Not Disclosed | 27 | 96 | 8 | 33 | 496 | 660 |
| | Total | 33 | 194 | 25 | 74 | 1,404 | 1,730 |

| (iii) | Gender | Secondary | Primary | Special | Nursery | Other | Totals |
|-------|----------------------|------------------|----------------|----------------|----------------|--------------|---------------|
| | Male | 0 | 5 | 0 | 4 | 291 | 300 |
| | Female | 7 | 84 | 15 | 32 | 535 | 673 |
| | Not Disclosed | 26 | 105 | 10 | 38 | 578 | 757 |
| | Total | 33 | 194 | 25 | 74 | 1,404 | 1,703 |

11.10 We will continue to monitor workforce data and use it in workforce planning

12. Next Steps

12.1 Education and leisure services will continue to be represented on the corporate workforce development and equality group and its equalities sub group.

12.2 Education and leisure services' equality steering group will continue to take an overview of all equality strands and monitoring of progress with implementation of schemes and policies.

12.3 The programme of work for 2008 – 2009 includes:

- Rolling out revised policy Promoting Race Equality in Education to schools and services;
- Continuing implementation of disability and gender equality schemes with associated impact assessment of policies;
- Contributing to consultation on the Framework for a Fairer Future – the Equality Bill;
- Reviewing the policy Tackling Bullying in Renfrewshire to make all equalities explicit, to include tackling cyber bullying and to promote consistency in reporting procedures; and
- Producing an annual equalities report to the education policy board by the end of 2009.

Implications of this report

1. **Financial Implications**
None.
2. **Personnel Implications**
None.
3. **Community Plan Implications**
 - Social Inclusion - Promoting equal opportunities and tackling bullying in schools is important in creating an atmosphere in which all pupils can thrive and benefit fully from the learning opportunities available to them. Ensuring a balanced workforce contributes to the creation of a positive ethos in schools.
 - Modernising Government - Efforts to promote equality challenge the institutionalisation of certain attitudes and values. Working in partnership with the whole school community, pupils, staff and parents, is an important element of promoting equality.
 - Sustainable Development - Promotion of equality in education and celebration of diversity is important in fostering sustainable communities and improving relationships between individuals and groups.
4. **Legal Implications**
None.
5. **Property Implications**
None.
6. **Information Technology Implications**
None.
7. **Equal Opportunities Implications**
The report highlights progress in promoting equality of opportunity and eliminating discrimination and harassment.
8. **Health and Safety Implications**
None.
9. **Procurement Implications**
None.