

Equality and Mainstreaming Report

Mainstreaming Equality in Scottish Government Agencies



CONTENTS

1. Equality and Mainstreaming Report 2021 - Scottish Public Pensions Agency (SPPA)	3
2. Equality and Mainstreaming Report 2021 - Accountant in Bankruptcy (AiB)	4
3. Equality and Mainstreaming Report 2021 - Disclosure Scotland	7
4. Equality and Mainstreaming Report 2021 - Education Scotland	10
5. Equality and Mainstreaming Report 2021 - Student Awards Agency Scotland (SAAS)	30
6. Equality and Mainstreaming Report 2021 - Social Security Scotland	35
7. Equality and Mainstreaming Report 2021 - Disclosure Scotland (DS)	40
8. Equality and Mainstreaming Report 2021 - Transport Scotland	43

1. EQUALITY AND MAINSTREAMING REPORT 2021 - SCOTTISH PUBLIC PENSIONS AGENCY (SPPA)

Throughout 2018-20 the SPPA was able to introduce and maintain various pieces of work to ensure that we continue to build a diverse and inclusive culture within the Agency. Some of the work that supports this commitment is as follows:

Learning and Development

1. All SPPA colleagues attend training on 'Equality and Diversity' and 'Unconscious Bias' on an annual basis. Throughout the year the Agency has also worked with our partners, Optima Health, to provide awareness sessions covering areas such as hidden disabilities, dementia – both with a family and carer focus, Mental Wellbeing – especially working remotely. We also offered courses and sessions on Building Personal Resilience for both colleagues and managers.
2. The Agency, since March 2020, provided Mindfulness, Relaxation and Body Scan sessions to assist colleagues who may be struggling with mental health issues, or identified they need assistance.
3. The Agency was retained the Investors in People - 'Health and Wellbeing Award'. The Award focuses on the Standard's foundations of Leading, Supporting and Improving people, as well as assessing the Agency against three additional constructs of Physical, Psychological and Social Wellbeing. The Agency has also become a member of the Disability Confident – the SPPA has signed up to the Disability Confident scheme. The scheme is progressive and the Agency is actively working toward achievement of Level 1 with plans to progress quickly to Level 2 and 3 over the period of this report.

Recruitment

4. The Agency now offers a whole suite of apprenticeships including Modern and Graduate Apprenticeship opportunities. We currently have 8 Graduate Apprentices studying Business Management, IT, and Data Science. There is a 50:50 gender split with those apprentices studying STEM subjects. The Agency also actively participates in the Young Scotland Programme, and provide staff volunteers.
5. As the Agency concludes the Target Operating Model project, it has been able to recruit an increase in gender split in senior manager roles and have recruited individuals from a BAME background. All of the Agency's adverts have been redesigned to be more inclusive and accessible.

2. EQUALITY AND MAINSTREAMING REPORT 2021 – ACCOUNTANT IN BANKRUPTCY (AIB)

Learning, Development and Staff Performance Management

1. Equality and fairness is an integral part of AiB's day-to-day working. The Organisational Development Team deliver mandatory equality and fairness training as part of their induction session. The Organisational Development Team also deliver staff sessions on topics including: emotional intelligence, unconscious bias, and vulnerability and assertiveness.
2. AiB senior management have fully respected the diverse needs of staff brought about by the COVID-19 restrictions and all staff have been supported in any request made for a change of work patterns or any reasonable adjustments to home working set-ups. The Organisational Development Team have provided staff with useful resources and awareness articles to ensure staff maintain respect for their own rights, values and beliefs while respecting those of others. To support staff emotionally and physically additional sessions have included: techniques to support children with home schooling, signposts to NHS applications for mental health awareness and carer support awareness.
3. AiB have eight staff members who have completed mental health first aid training and are trained in basic intervention skills and can support those with mental health issues. If staff have any concerns about a colleague or a family member and are looking for advice on how best to approach the situation they can contact one of the trained mental health first aiders for advice.

Equality Outcomes

Social Responsibility:

4. Skills4bills is a project where employees of Accountant in Bankruptcy volunteer to visit local primary schools to show pupils, aged 10-11, how to be financially savvy. This is done through a game called Skills4bills which is primarily delivered to local schools on an ad hoc basis. These sessions are delivered in conjunction with other financial education initiatives run by the schools with a view to firmly establish an understanding of financial awareness.
5. Since 2017 AiB have run the Developing Young Workers Programme over the summer in support of [Scotland's Youth Employment Strategy](#). This not only provides a solution to the increased staff absences during the summer holiday period but we are able to support the development of young people in the local community and help ambitious and enthusiastic young people gain vital skills to help them on the road to their chosen careers.
6. Our doors are always open to fresh talent whether it be internally or through the Modern Apprenticeship programmes. Since 2018 the Agency has recruited nine modern apprentices who perform a range of roles and, since completing their apprenticeship, two have been successful in their application for promoted positions.

Corporate Parenting:

7. AiB's [Corporate Parenting Plan 2018-21](#) was published in line with legislative requirements. During 2019-2020 we have worked alongside Who Cares Scotland to offer a care leaver or care experienced young person an Administration Internship. Unfortunately this has been put on hold until we return to the office, possibly early 2021.
8. As the Agency deals with people who are experiencing financial difficulty, AiB's [Vulnerable Person Policy](#) sets out how AiB will identify and support debtors who may be vulnerable and in need of support. The policy was drafted in consultation with team leaders, internal customer service, the senior management team, input and requests through the Advisory Board (representing debtors, creditors, third sector and private money advice) as well as feedback from the Money Advice Trust and mental health specialists. We deliver vulnerability training to support operational members of staff who regularly deal with vulnerable customers and threats of violence or suicide to provide them with the skills to understand and empathise with vulnerability people may be experience.

Access to information and services:

9. AiB responds quickly to any requests for information in alternative languages and formats to ensure that there are no barriers to accessing information and services. On request AiB arranges for interpreters to attend meetings with Citizens Advice representatives to provide important information in relation to the insolvency process, options and consequences.
10. AiB is also responsible for the administration of a number of websites. All of the websites comply with website accessibility standards and can be accessed on all devices to ensure further compatibility.

Procurement:

11. Where possible the Agency uses the Scottish Government supported business framework. A supported factory/business is "an establishment where more than 30% of the workers are disabled persons who by reason of the nature or severity of their disability are unable to take up work in the open labour market". Supported factories and businesses have a valuable role in assisting people with disabilities to integrate into the labour market and in helping to improve their overall independence and wellbeing, which is crucial in building a healthier and fairer Scotland. The most recent example includes the purchase of new furniture and technical gear, including an induction loop, for our conference and meeting rooms.

Policy:

12. As the Agency develops its policies, we consider the impact they will have on people. AiB carries out Equality Impact Assessments which helps us consider equality issues, in particular the impact and barriers on people who share 'protected characteristics' i.e. age, disability, sex, gender reassignment, sexual orientation, race and religion or belief. Each assessment is unique to each policy.
13. An [Equality Monitoring Form](#) is including with the Debtor Application pack to help the Agency gather equalities data to assist with the development of future policies.
14. At present, the Agency asks applicants applying for bankruptcy a range of diversity questions to help us consider the impact of our policies. The Agency is currently reviewing the information it collates with a view to introducing a consistent approach across all available statutory debt solutions.

3. EQUALITY AND MAINSTREAMING REPORT 2021 - DISCLOSURE SCOTLAND

1. Disclosure Scotland (DS) has continued to focus on inclusiveness and valuing difference, especially over the last year due to the impact coronavirus has had on our colleagues. In our role as a policymaker and service provider we have collaborated with equality communities and communities of interest to meet the aspirations of a fairer more equal society. The Disclosure (Scotland) Act 2020 received Royal Assent on 14 July 2020. This Act is the legislative framework to modernise and improve the proportionality of the disclosure system in Scotland. The new legislation focuses on safeguarding children and vulnerable adults, while balancing the need for people with convictions to move on from past convictions and contribute to society. The reforms in the Act were developed through extensive consultation with stakeholders.

Early Contact Team

2. Following feedback from the Civil Service People Survey and a Culture and Leadership Audit, DS decided to explore options to create an environment where any form of bullying, harassment or inappropriate behaviour is unacceptable and is called out.
3. DS worked with Agriculture and Rural Economy (ARE), Employability Division and the Trade Unions to establish an early intervention pilot by setting up an Early Contact Team. The purpose of the pilot was to provide a confidential, informal sounding board and provide support and signposting to:
 - staff who have experienced bullying, harassment or discrimination;
 - staff who have been accused of bullying, harassment or discrimination;
 - staff who are experiencing difficulties with a colleague or manager and are not sure how to resolve the issue;
 - staff who are experiencing conflict and would like to explore their options with someone
4. The ECT is an email and telephone service. Volunteers were chosen based on a rigorous selection criteria and formal training and support was provided. The volunteers' role was to listen and help inform colleagues about the options available.
5. Despite widespread communications there was no uptake of the service during the Pilot. The 2 month review started to take place in February 20 then was put on hold due to COVID. The ECT is now under review to explore the next steps.

The COVID -19 Pulse Survey

6. The COVID 19 Pulse survey was held May 2020 to understand the impact the changes have had on our lived experience, whether working remotely or in the office.
7. The survey asked for views on wellbeing, changes to the nature of work, and the support received from managers, teams, and senior leaders. The insight gained afforded valuable information on what support was needed and what our colleagues wanted information on. As a result:
 - Advice for parents and carers was posted;
 - Our Helpline was set up for colleagues;
 - DS Saltire posted a series of blogs from colleagues sharing their stories of working from home or in the office;
 - “Let’s Keep Connected calls” were held for all staff to participate in a call with the Chief Executive and Leadership Team

Civil Service People Survey 2020

8. Despite the challenges faced by all colleagues during the year our Annual People Survey highlighted a drop from the 2019 survey of 2% in colleagues who feel discriminated against. Similarly, for those who had felt they had been bullied or harassed at work the drop was 7%. Further work will be undertaken in 2021 to improve on this.

Corporate Parenting

9. In our role as policymaker and service provider we have a DS Corporate Parenting Plan, this involves working with care experienced people to gain an understanding of their needs to ensure our services are relevant and accessible.
10. Delegates from DS Customer Engagement arranged a session with “The Young Radicals” from Who Cares? Scotland. Through this interaction, we received ideas on ways to adapt our services to make them more accessible to care experienced people. The output from this has been reviewed along with other insights from care experienced young people to consider how our service can be adapted to meet their needs.
11. We introduced an internship for a care experienced person with Who Cares Scotland providing the relevant training for our colleagues to raise awareness of the issues that care experienced people can face in the workplace and providing advice and support from recruitment through to the end of the internship. The internship provided valuable work experience for a young care experienced person. Due to the success of this programme DS will continue to offer internships in 2021.
12. The DS Customer Engagement Team have also included in their regular employer training content that supports our role as a corporate parent, along with being involved in a number of events targeted at care experienced young people or those who support them throughout the year.

Managing Wellbeing

13. Following a recommendation from a Culture and Leadership Audit, the Civil Service People Survey and the All Staff Event, a Managing Wellbeing Programme was developed for managers. The evidence highlighted a gap in the skills and capability of managers to engage, empower and develop teams to improve performance. The programme focused on:
 - The benefits of Wellbeing;
 - Coaching;
 - Developing people and teams;
 - Feedback Skills
14. The programme started in March 2020 but unfortunately was put on hold due to coronavirus. However, the wellbeing aspect will be included in a new Management Development Boost Programme which has been designed to meet the needs of a mixed home-based and in office workforce. This will be rolled out in early 2021.

Wellbeing Awareness Calendar

15. Our People Engagement Group, consisting of volunteers from each area of the business, have designed a programme of events which run throughout the year. This includes briefings from the Samaritans, stress awareness day activities as well as wellbeing activities. To raise awareness of diversity and improve inclusiveness we decided to incorporate Diversity and inclusion days in this calendar of events. To do this a Diversity Focus group was set up, comprised of volunteers, to choose which events to promote and raise awareness of. The result was a number of events such as briefings and saltire Articles on Sexual Abuse and Sexual Violence Awareness week as well as a range of activities for Neurodiversity Celebration Week.

Social Impact

16. DS are committed to making a positive impact on the local communities in which we operate. The Agency have signed up to the “Social Impact Pledge”, a Scottish Government initiative aimed at increasing the social impact of public sector organisations across Scotland.
17. DS pledged to work with local charities and volunteering organisations which has resulted in the following outcomes:
 - Turning Point have delivered sessions in DS and at our All Staff Event to raise awareness of what they do and how volunteers can contribute to this;
 - DS staff have volunteered with Turning Point Scotland;
 - Fundraising activities have been carried out for Blue Triangle Leven Care.

Summary - This report outlines the progress DS has made towards Scottish Government equality outcomes. It also underlines our ongoing commitment to mainstreaming equality by reducing discrimination, promoting equality of opportunity and inclusiveness both within DS and in the wider community.

4. EQUALITY AND MAINSTREAMING REPORT 2021 - EDUCATION SCOTLAND

Equality is an integral part of the Scottish Government's business. The public sector equality duty requires Education Scotland to give due regard in our policies, legislation and activities to eliminate unlawful discrimination, advance equality of opportunity and foster good relations between people with different protected characteristics, including those disadvantaged by poverty. Education Scotland and the other listed public authorities subject to the duty, make decisions that affect the lives of everyone in our communities and it is therefore important that we consider the equality impact of all that we do. Education Scotland will continue to be a key contributor to delivering on Scottish Government's Equality Outcomes 2017-21 set out in the Equality Outcomes and Mainstreaming Report 2017.

Our vision and mission is clearly set out in the Corporate Plan 2019-2022.

Education Governance: Next Steps in 2017

There have been significant changes to Education Scotland's remit arising from the publication of Education Governance: Next Steps in 2017. As such, we have re-structured to ensure that we can meet the expectations of our enhanced remit. In delivering our vision for education in Scotland, we have identified the following strategic priorities:

- a strong focus on learning, teaching and leadership;
- national collaborative professional learning networks;
- getting it right for every child;
- best use of high quality evidence; and
- effective partnerships.

This report delivers on our duty to publish an equality outcomes and mainstreaming report every two years and to include corporate parenting. The report provides evidence of progress in mainstreaming equality and delivering on our corporate parenting duties over the last 18 months. To help us identify the range of work we deliver on mainstreaming equalities and delivering on our corporate parenting duties, we completed an audit across our activity for the time period of August 2018 to December 2019.

Part 2: Progress reports from key programmes of work

This section of the report provides evidence related to our progress in delivering on our equality outcomes, objectives and actions within our Equality Strategy and Action Plan, in particular:

Scottish Government Equality Theme: Employment (Inwards)

Outcome Employment inequalities, discrimination and barriers are reduced. Employment opportunities for women and ethnic minorities are increased and progress made towards reducing, by at least half, the employment gap between disabled people and the rest of the working age population.

Objective The Scottish Government's workforce increases in diversity to reflect the general Scottish population by 2025.

Scottish Government Equality Theme: School Education (Outward)

Outcome Within the longer-term outcome that every child and young person should thrive and have the best opportunity to succeed regardless of their social circumstances or additional needs, there will be progress by 2021 in the educational experience of those for which evidence indicates their success is impacted negatively due to a protected characteristic.

Objective Increased educational practitioners' understanding of equality and diversity has contributed to improved practices which lead to narrowing achievement gaps of targeted groups of learners from protected characteristic groups.

Scottish Government Equality Theme: Mental Health (Outward)

Outcome Over the 10 years of the Mental Health Strategy, we will work on achieving parity between mental and physical health.

Objective Improved practices which lead to narrowing achievement gaps of targeted groups of learners from protected characteristic groups by supporting the implementation of the Mental Health Strategy.

Scottish Government Equality Theme: Hate Crime (Outward)

Outcome People feel increasingly confident in reporting hate crime when they experience it or witness it; and the prejudicial attitudes that drive hate behaviours are reduced.

Action We will support the implementation of the ESOL (English for speakers of other Languages) Strategy (race).

Action We will contribute to the development of the disability action plan which includes a commitment to tackling disability hate crime.

Scottish Government Equality Theme: Violence Against Women and Girls (Outward)

Outcome Violence against women and girls is reduced, along with the harms of gender based violence on women and their children.

Action We will contribute to the delivery of the Mentors in Violence Prevention Programme by engaging new local authorities in the development and delivery (Gender).

Corporate Parenting Plan and Actions

Annex A provides evidence related to our progress in delivering on our Corporate Parenting Plan in terms of specific duties, objectives and planned actions. Part 3 contains further specific examples of how the work of Education Scotland promotes the interests of care experienced learners and practitioners who work with them.

What have we achieved?

Scottish Government Equality Theme: Employment (Inwards)

Outcome Employment inequalities, discrimination and barriers are reduced. Employment opportunities for women and ethnic minorities are increased and progress made towards reducing, by at least half, the employment gap between disabled people and the rest of the working age population.

Objective The Scottish Government's workforce increases in diversity to reflect the general Scottish population by 2025.

Staff Training and eLearning

A variety of mandatory and optional equality and diversity related eLearning and training opportunities are available for staff, which are promoted by ES HR/OD team and line managers:

- *Diversity and Inclusion (2019)* mandatory eLearning which must be completed by staff upon taking up post. Modules include:
 - Equality, Diversity and Inclusion in the Civil Service
 - Our inclusive workplace
 - Introducing unconscious bias
 - Tackling unconscious bias
 - Unconscious bias in the workplace
 - Unconscious bias in recruitment decisions
- *Equality, Diversity and Inclusion in the Civil Service* eLearning is available for all staff to complete through the Civil Service Learning platform, where a range of additional free equality, diversity and inclusion learning resources and training materials are available. These can be tailored according to job role, grade or interest.
- Fairness at Work training sessions have been designed in-house by the ES HR/OD team. Education Scotland is committed to providing a workplace free from unfair discrimination and to ensure the fair treatment of all staff. The Fairness at Work sessions are interactive and cover all aspects of the Fairness at Work Policy, the Standards of Behaviour that underpin the policy and an understanding of individual rights and responsibilities as an employee. To maximise the learning opportunity, participants are invited to attend in mixed groups of grade, job role and experience.
- C3 Leadership Essentials programme was designed and delivered by the ES HR/OD team to all C3 staff between June-August 2019. The aim was to build collective understanding and cohesion across key areas of leadership with this key group of staff. Inclusive leadership, emotional intelligence and discrimination were significant features of the programme with participants undertaking group work, sharing experiences and case studies rooted in employment law.
- Mandatory Unconscious Bias training offered through Civil Service Learning must be completed by all Senior Civil Servant staff and lead panel members in recruitment.

-
- Induction – local induction takes place with line managers when new colleagues arrive in Education Scotland, with these staff also invited to attend the quarterly corporate induction. The mandatory eLearning requirement around Diversity and Inclusion (2019) is included within local induction where line managers utilise the induction checklist. The Corporate Induction includes a comprehensive session on Corporate Parenting.

Supporting Social Mobility

Internal initiatives are underway across the organisation to support social mobility and assure Education Scotland's commitment to equal opportunities for all, as a Scottish Government employer. These are evaluated accordingly to assess the impact, enable organisational learning and make adjustments as required.

- Career Ready – Education Scotland are working closely with Career Ready Scotland, a programme designed to support social mobility and improve positive outcomes. Six staff across the organisation mentor school children from disadvantaged backgrounds, offering support, career development and independent guidance. Participants are invited to undertake work placements within the office, supporting our ambition to build an inclusive culture.
- During 2019, the organisation participated in the *Civil Service Summer Diversity Intern Programme*, inviting two colleagues from BAME backgrounds to undertake an eight week work placement with Education Scotland. Participants were based within corporate service teams and were supported through experiential learning and mentoring. Successful participants, who demonstrated their potential during the internship, were given further support to apply for the UK Civil Service Fast Stream programme. This experience was successful with candidates leading on key organisational development activity.
- Across the organisation, we have undertaken a number of different work placements and ensured accessible opportunities for people keen to gain practical experience and mentoring support. These include partnering with Inclusion Scotland, Glasgow Caledonian University and Founders4Schools.
- The Head of HR&OD and Senior HR Officer are active members of Civil Service Local diversity and inclusion network, in senior sponsor and lead member roles respectively. This cross Civil Service network encourages sharing of best practice, buddying and collaboration across themes including bullying, harassment and discrimination; sexual harassment and building an inclusive workforce. These activities support and inform our internal organisational development work.

Additional Areas of Focus

- Employee data capture – all staff are encouraged to share their personal diversity information through our online eHR system. This is not mandatory however, so the demographic make-up of our workforce must be handled with caution.
- Recruitment – Education Scotland comply with the Civil Service Commissioner's rules around resourcing, paying particular attention to the related equalities and diversity aspects. Lead panel members undertake unconscious bias training; we ensure diversity across interview panels in terms of gender and experience, including an impartial panel member; language within our adverts is scrutinised to ensure it is inclusive and attractive to all potential candidates.

- People Survey Analysis – full evaluation has taken place of the most recent Education Scotland People Survey, specifically identifying areas for action around bullying, harassment and diversity. This activity has informed our organisational developmental programme, which is employee led, particularly the culture and leadership work streams where activity focused on standards of behaviour and building an inclusive culture through leadership messaging are paramount. Further evaluation of the specific People Survey demographics will inform more targeted action.

Scottish Government Equality Theme: School Education

Outcome Within the longer-term outcome that every child and young person should thrive and have the best opportunity to succeed regardless of their social circumstances or additional needs, there will be progress by 2021 in the educational experience of those for which evidence indicates their success is impacted negatively due to a protected characteristic.

Objective Increased educational practitioners' understanding of equality and diversity has contributed to improved practices which lead to narrowing achievement gaps of targeted groups of learners from protected characteristic groups.

Supporting Targeted Groups and those who are care experienced

Education Scotland has successfully worked with learners who are **Gypsy Travellers** to:

- Support the Scottish Travellers Education Programme (STEP) to develop further their professional learning modules and resources for their Traveller Education Network.
- Support the development and implementation of the Scottish Government's [Improving the lives of Scotland's Gypsy Travellers 2019-21](#) action and delivery plans.
- Raise awareness among practitioners of the key issues for gypsy travellers through publications such as [DYW Learning Resource 7: Ensuring equality of opportunity the Career Education Standards 3-18](#).

Education Scotland has worked with learners with complex **additional support needs** to:

- Refresh the [Milestones to support learners with complex additional support needs](#) to incorporate aspects of health and wellbeing (linked to National Improvement Priorities).

Education Scotland has supported **care experienced** children and young people by:

- Creating a [Corporate Parenting Summary page](#) on the National Improvement Hub to direct practitioners to definitions, legislation and guidance, resources, professional learning, and supporting agencies.
- Sharing information nationally about the interventions and supports being funded by the Scottish Government through the Care Experienced Children and Young People's Fund by engaging in a range of events in collaboration with local authorities, CELCIS Education Forum, and partners such as Adoption UK.
- Supporting the planning for, and contributed to, the annual CELCIS Education Conference.

- Supporting the work of the Children’s Hearing Improvement Partnership including promoting the ‘voice’ of children and young people involved with the Children’s Hearing System. We have also helped to improve practitioners knowledge of the Children’s Hearing System by providing quality resources on the National Improvement Hub.
- Supporting the ‘A Way Home Coalition’ with publications such as [Youth Homelessness Prevention Pathway: Improving Care Leavers Housing Pathways](#).

For learners who are **asylum seekers and/or refugees** Education Scotland has:

- Supported the work of the [New Scots Strategy](#) through both the Education and Language Groups. This has ensured that these learners are aware of their educational entitlement and can access it. We have also provided support for practitioners, [ESOL resources](#), and explored wider achievement and alternative educational pathways (see ESOL based learning). - [Engaging with LGBT and migrant equalities: Activities for the ESOL classroom | Practice exemplars | National Improvement Hub \(education.gov.scot\)](#).

In relation to learners who **offend or are at risk of offending** Education Scotland:

- Are involved in the work of the Youth Justice Improvement Board which has been very active in undertaking research around this group of learners, raising awareness of their specific needs ([example](#)), and producing resources for practitioners to support them in education.

Impact

- Awareness of the learning and wellbeing needs of these targeted groups has increased and are more regularly being recognised in regional, local authority and school improvement plans.
- Practitioners have practical resources to use and opportunities for professional learning in order to further support these groups of learners.

Parental Engagement and Family Learning

- Education Scotland continues to build on its resources: ‘I am a Scientist’ and ‘I am a Mathematician’. ‘I am an Engineer’ has been produced and will add to the growing bank of resources to challenge gender stereotyping/bias in Science, Technology, Engineering and Mathematics (STEM) subjects. This will encourage participation and achievement by under-represented groups. The resources offer an approach through family learning which is inclusive, non-threatening and accessible to all. We have also developed minority and gender specific case studies for use by practitioners which can be accessed on Education Scotland’s NIH. For example, case studies for practitioners working with families in travelling communities. We are also piloting a new Scottish STEM Award for ELC settings and schools with equality and equity embedded in the success criteria.
- In relation to building capacity for vulnerable families, we have extended links with the family learning network on equality issues to enhance provision for all families especially those affected by literacy and numeracy difficulties. We continue to work with Skills Development Scotland (SDS) on career pathways and employability and to provide information and guidance for parents and cares via the [Parentzone](#) website. This engagement helps to signpost the available support to parents of young disabled people and those with protected characteristics.

- All content on the Parentzone Scotland website continues to be reviewed and refreshed. The website now has new updated information regarding additional support needs. It signposts to external sources for further information and support, thereby helping to ensure improved disability awareness and rights. This year we have increased our focus on partnership working with stakeholders from Catholic, Muslim and ethnic minority communities on a range of topics regarding parental engagement in their children's learning.

Impact

- Stakeholder evaluations indicate that practitioners have embedded programmes that they have learned about at network events. More practitioners are engaged with family learning, parental engagement, improvement planning, home school partnership and STEM outcomes because of our clear focus on family learning.
- Parents from travelling communities and website users are now more aware of how to stay safe in school and in supporting children and young people with additional support for learning needs. Awareness about effective family learning practice has been raised amongst practitioners.

Developing the Young Workforce (DYW)

- Advancing Equalities has been a key work stream within the Developing Employability Creativity and Skills Programme in Education Scotland. We have created the Equality and Diversity Network which is a partners' forum for helping to promote Education Scotland's equality and diversity agenda.
- In December 2018, ES published their [Activity Agreement](#) guide alongside two interesting practice exemplars from [South Lanarkshire](#) and Inverclyde Council. This was followed in March 2019 with an open day to share [East Ayrshire Council's](#) good practice approach with local authorities and in 2020 with the release of a further 3 exemplars from [Dumfries & Galloway](#), [North Ayrshire](#) and [West Dunbartonshire](#).
- Expectations about equality and equity have been embedded within ES' £1.8 million STEM Professional Learning Grants Programme 2019.
- ES continue to enhance DYW and Equalities content into induction training for new recruits while identifying further training for staff. We are developing an equality toolkit to encourage development of effective practice.
- We are currently liaising with Scottish Schools Education Research Council to continue data collection of the [STEM Ambassador](#) and the [Young STEM leaders Programme](#) - ensuring workplace visits reflect diversity. Care experienced young people are one of the four identified groups within the Developing the Young Workforce Programme and we are focused on improving post-school transitions for care experienced young people.

Impact

- A recent survey of Scottish schools indicates that the majority of secondary schools (78%) report that they are now actively challenging gender and other stereotypes in relation to job roles and are promoting diverse representation of the workforce.
- A recent consultation exercise with local authorities revealed that almost all secondary schools in Scotland now have mechanisms in place to support learners who have disengaged or at risk of disengaging from education.

Improving gender balance and inequalities (IGBE)

- Education Scotland is leading on the commitment to extend the Improving Gender Balance and Equalities (IGBE) Programme to every school cluster by 2022. This commitment, to help address unconscious bias, gender stereotyping and tackle inequity, is set out in the national STEM Education and Training Strategy. The STEM Strategy commitment is to increase the number of girls passing SCQF Level 6 Computing Science by 20% by 2022 and in Physics by 15%. This may change depending on arrangements post COVID-19.
- The above programme follows a successful three-year pilot project that was funded by Skills Development Scotland and managed by the Institute of Physics and Education Scotland. The programme aims to change perceptions and challenge unconscious assumptions about who does what kind of job. It is also planned that practitioners and learners will be more aware of gender stereotypes, and more confident in challenging gendered thinking. Practitioners should also be more aware of unconscious bias and how they can improve classroom practice to promote gender balance.
- IGBE is working in partnership with schools and early learning and childcare centres (ELCs) to identify and tackle the root causes of gender imbalances rather than the individual symptoms. The aim is to establish interventions to effect long-term cultural change. Education Scotland has recruited a team of Improving Gender Balance and Equalities (IGBE) Officers to help achieve the above objectives. The officers are engaging with ELCs, school clusters, authorities, the Regional Improvement Collaboratives and wider local and national partners. They are building capacity to recognise, understand and address the issues underpinning gender imbalances in subject choice and learner pathways.
- A comprehensive suite of resources is now available on Education Scotland's National Improvement Hub to help centres and schools improve gender balance. These include action guides, case studies and videos of practitioners. Professional learning is now being offered to a range of centres, schools and authorities. A further package of CLPL is being developed to establish, support and celebrate leadership of IGBE approaches at every level in the system.
- As the IGBE programme is extended nationally, it will continue to focus strongly on the promotion of gender balance but will also be extended and deepened to include other equality issues as appropriate.

Impact

- Since March 2018, the Regional IGBE officers have had direct engagement with 45 clusters; 465 practitioners have attended CLPL at a range of opportunities & events; and over 470 learners have attended a workshop led by an IGBE officer. The probationer programmes in 14 authorities include IGBE to varying degrees during 2019/20.
- We have published a [literature review](#) and new content on [Parentzone Scotland](#).
- We have delivered training internally to several teams across Education Scotland, to begin to build capacity across the organisation. Finally, we have built on existing partnerships and established new ones, both locally and nationally.

Gaelic Medium Education (GME)

- ES has supported stakeholder groups to help quality assure questions in the standardised assessments for Gaelic Medium Education (GME) related to Disability, Race, Religion, Ethnicity and Gender. We have also helped in the moderation of GME CfE evidence for assessment of a level. Key documents and resources have been translated into Gaelic and have been available to the Gaelic Sector. Through our communications with stakeholders we ensure staff, children and young people are aware of the range of resources and information produced by Education Scotland which supports raising attainment and achievements.
- We have strong links with national partners and links across local authorities with the shared aim to improve outcomes for all children and young people in GME. We offer professional learning to educators of Gaelic which supports them to meet the needs of all learners across sectors ensuring no learners are disadvantaged. Our professional advice supports all partners and stakeholders to achieve high-quality provision for Gaelic Education and improve outcomes for all children and young people.

Impact

- All children and young people in GME have access to the above resources including those with protected characteristics.
- All children and young people in GME are able to engage with these resources through their language of learning.
- The resources help build teachers' confidence and increase learners' aspirations and achievement. Increased confidence and awareness of responsibilities.
- Practitioners are aware of, and address barriers to progress the development of literacy and Gaelic language skills.

Collaboration through professional networks

- Education Scotland engages with a wide range of equality groups, representing stakeholders across the protected characteristics. Our revitalised Equality and Diversity Network is an external group whose members include Scottish Government, Equality and Human Rights Commission, Coalition for Racial Equality and Rights, Inclusion Scotland, Stonewall, LGBT Youth, TIE, Scottish Refugee Council, BEMIS, Respectme, Show Racism the Red Card, the Educational Institute for Scotland, CELCIS and Glasgow City Council.
- Education Scotland offers professional advice to a number of other networks and working groups which promote equality for children and young people. These include groups supporting Armed Forces families, those requiring Augmentative and Alternative Communication or LGBT young people.

Impact

- The Equality and Diversity Network offers advice to Education Scotland in respect of diversity and equality, and collaborates on specific projects. More recently this has involved consulting them on our corporate parenting plan, inspection guidance on the appropriate language to be used by inspector's when compiling school inspection reports, and evaluation questions to measure the impact of training in gender gap work in STEM subjects. Network participants are also involved in advice and guidance about curricular developments, such as health and wellbeing benchmarks, and in reporting to Education Scotland aspects of research and campaigning linked to equalities.

- ES's inclusion, equality and wellbeing group supports Regional delivery of equality issues, and is beginning to support Regional and local authority staff in implementing strategy and policy.

Support the development of positive relationships in schools and early learning and childcare settings

Education Scotland continues to build on its successful work in the area of developing positive relationships. It contributes to the development and implementation of policies such as:

- Developing a positive whole-school ethos and culture – Relationships, Learning and Behaviour.
- Included, Engaged and Involved Part 1: A positive approach to supporting and managing attendance in schools through support to local authorities and through continuous professional learning.
- Included, Engaged and Involved Part 2: A Positive Approach to Preventing and Managing School Exclusions.
- Providing professional learning in approaches which support positive relationships in schools. For example: Restorative Approaches, Peer Mediation, Solution Oriented Schools, Whole School Nurturing Approaches (including links to Adverse Childhood Experiences), Compassionate and Connected Communities, Recognising and Realising Children's Rights, and Learner Participation.
- Working in partnership with the national agency Respectme to promote the policy Respect for All, Scotland's anti-bullying strategy which includes a section on prejudice-based bullying. We have supported the introduction of the guidance on recording and monitoring of bullying in schools.

Impact

- Schools are developing an ethos and climate where all children and young people; parents and carers and staff are valued and included. This will promote the equality of all of those with protected characteristics and who are care experienced.
- Schools are using an increasing range of strategies and approaches that promote inclusion and diversity and recognise the rights of all children and young people.
- By specifically recognising children's rights, schools are increasingly taking into account those which specifically support children and young people with protected characteristics, e.g. Articles 14, 22, 23 and 30.

Safeguarding

In carrying out duties, all Education Scotland staff must take account of their responsibilities in ensuring children, young people and protected adults are safe and get the help they need.

Education Scotland's Safeguarding policy and code of good practice are made available to all staff during induction which provide detailed guidance on responsibilities. Staff should refresh knowledge of these documents on an annual basis which can be accessed from the staff intranet. An online professional learning module is available for staff to complete.

Safeguarding desk top instructions have also been created to help staff understand what to do if an allegation is made by telephone.

A new national [RSHP](#) online learning and teaching resource is now available. This resource has been funded and developed by a partnership of local authorities and health boards (including Healthy Respect on behalf of NHS Lothian), with advice and support from Education Scotland and the Scottish Government. It was launched at Scottish Learning Festival (September 2019). It provides a comprehensive set of learning activities for teaching staff and other front line staff in all educational establishments as well as informal learning settings, to deliver high quality, up-to-date and engaging age and stage appropriate RSHP education for children and young people across the entire 3-18-year-old age range of CfE. This new resource is also designed to be inclusive for learners with moderate additional support for learning needs.

Child Sexual Exploitation (CSE)

Education Scotland has lead responsibility for the following actions in the [National Action Plan to Prevent and Tackle Child Sexual Exploitation](#)

- Support schools, colleges and education services in undertaking their safeguarding responsibilities.
- Deliver regional safeguarding events for education staff to share learning.
- Train a further 1,860 young mentors to develop the skills to identify abusive and violent behaviours and develop safe options to support and challenge their peers.

Female Genital Mutilation (FGM)

Education Scotland has lead responsibility for the following actions in [Scotland's National Action Plan to Prevent and Eradicate FGM](#):

- Education Scotland will review, update and develop learning resources that can be used in the classroom in an age appropriate manner.
- To develop and maintain FGM educational materials and resources for teachers to support children, parents/carers and other networks, to include annual safeguarding update.

Missing persons

Education Scotland has supporting responsibility for the following action within [National Missing Persons Framework for Scotland](#):

Educate children and young people about the risks of going missing:

- Improve awareness among children and young people about the risks of going missing and the fact that there are services that they can turn to for support if they need them.
- Education Scotland should lead on the development of this work to ensure it is appropriate for school-age children.

Impact

- Ensuring Education Scotland staff have up to date advice and guidance ensures consistent approaches to handling concerns from children, young people or their parents or carers are dealt with fairly and appropriately.
- Up to date resources to support the delivery of safeguarding learning and teaching in schools ensures children and young people have increased awareness and understanding of these issues and increased confidence in their responsibilities to recognise and respond to situations.

Promoting equality practices

- Education Scotland continues to provide high quality support and guidance to educational establishments on how to deliver their duties on equality and diversity. This includes a regular inclusion e-bulletin sent directly to over 4000 subscribers informing them of the work of the organisation and provides helpful links to new professional learning materials, resources and guidance.
- We continue to update and improve the National Improvement Hub (Hub) with a range of resources which promote equality and diversity. Examples include:
- Working with Volunteers in English for Speakers of Other Languages (ESOL) Provision in Scotland - [English as an Additional Language](#) (Parent Zone)
- [ESOL - Initial assessment materials](#)
- Deaf learners in English for Speakers of Other Languages (ESOL) provision - [English as an Additional Language](#) - Supportive practices and guidance in teaching and learning - <https://education.gov.scot/parentzone/additional-support/specific-support-needs/disability-and-health/deaf-and-hearing-impaired>
- [Teaching ESOL to refugees](#)
- [Engaging with LGBT and migrant equalities: Activities for the ESOL classroom](#)
- ESOL around the world in a week - [Career Education Standard 3-18: Suite of learning resources | Learning resources | National Improvement Hub](#)
- [Collaborative family learning approach to working with ESOL parents through storytelling](#)
- [Working with young unaccompanied asylum seekers and refugees](#)
- [Gypsy Traveller Education Group - South Lanarkshire Council](#)
- [Inclusive practice in action - Working with the travelling Showmen community](#)
- [Looked after and Learning: Improving the learning journey of looked after children, CELCIS](#)
- [Supporting transgender young people - Guidance for schools in Scotland](#)
- [The experience of a young transgender person](#)
- [Evidence of the link between Inclusive Education and Social Inclusion - a review of the literature 2018](#)
- [The Coalyard project - Providing stepping stones to employment for young people with learning disabilities](#)
- [Supporting Young Eastern Europeans - research, policy and practice materials](#)
- [Educational exclusion and inclusion - common themes from the Improving Life Chances Implementation Group](#)

- [CALL Scotland: The use of inclusive digital technologies to raise attainment for learners who require additional support \(Additional Support Needs\)](#)
- Education Scotland is currently collaborating with a range of stakeholders to review and quality assure race equality and LGBT materials which will then be made available on the Hub.
- A resource has been produced to support practitioners in promoting equality of opportunities for children and young people in line with the Career Education Standards 3-18 - [Career Education Standard 3-18: Suite of learning resources | Learning resources | National Improvement Hub](#)
- ES continues to support the national network of [Young Ambassadors for Inclusion](#) who are young people requiring additional support and who are supported to give their views on how to make education more inclusive. In session 2019 the Young Ambassadors created an animation for peers about their experiences entitled 'Accept Me for Who I Am'. Professional learning materials have been created to support these materials. From August 2019 Children in Scotland will lead the Young Ambassadors for Inclusion.
- The Young Leaders of Learning programme has been launched and delivered. The programme enables children and young people to be fully involved in school improvement.
- Online professional learning modules have been produced to promote inclusion. The module [Introduction to Inclusive Education](#) has been followed by the launch, at the end of August 2019, of [Inclusion in Practice: The CIRCLE Framework - Secondary](#) which was created in partnership with the Queen Margaret University and Edinburgh City Council. The aim of the resources is to ensure that children and young people with a protected characteristic will have a more inclusive experience of education.

Impact

- The inclusion e-bulletin is responsible for a spike in the number of visitors to inclusion materials on the National Improvement Hub (Hub). The number of views continues to increase since its launch. One local authority created time for all ASN teaching staff to complete the module offering professional learning support. Additionally, Strathclyde University Post Graduate Degree in Education students tweeted 'the inclusion course was so informative', 'such a great course', 'really rounds up all the lectures we've had'. The Circle resources have received 1150 views in two months since its launch.
- The Young Ambassadors have influenced policy, through advice to ASN Tribunal members and their film has the potential to influence attitudes and practice. A wide range of materials is now available on Hub. The newly created animation will allow messages for peers to be taken into schools.
- Education Scotland is supporting the Scottish Government's refugee integration strategy by being a member of both the Education and Language theme groups and taking forward actions identified for each theme.

Work with the European Agency for Special Needs and Inclusive Education (EASNIE)

- Education Scotland provides the Representative Board member for Scotland for the in European Agency in Special Needs and Inclusive Education (EASNIE). Scotland is an active and participative member of EASNIE.
- The EASNIE is an independent and self-governing organisation established by 32 member countries to act as their platform for collaboration regarding the development of provision for learners with special educational needs across Europe.
- Education Scotland provide national reports, such as the Preventing School Failure Country Survey (March 2019), in support of the work of EASNIE, and gathers data to inform EASNIE of inclusive practice across the member countries.

Impact

- Our work is impacting positively on policy review e.g. in relation to mainstreaming education for those with disabilities; promoting Scotland's inclusion and equality profile internationally.
- Scotland is providing leadership in influencing project direction and in sharing inclusion and equality practices across European countries.

Implementing the National Improvement Framework

- Education Scotland staff undertook quality assurance of assessment items to ensure these were culturally and linguistically appropriate for learners in Scotland. This included quality assurance of questions in Gaelic medium education (GME) for disability, race, ethnicity and gender.
- A group focused on implementation of Scottish National Standardised Assessments (SNSA) for learners requiring additional support in line with equality legislation. Requirement to meet the equality legislation was included as part of the standardised assessment for GME tender.
- Quality assurance of materials used for moderation events took place to ensure compliance with equality legislation.

Impact

- Several questions were either rejected or modified to ensure these were culturally and linguistically appropriate for cohorts of learners requiring additional support.
- Advice was provided to influence SNSA delivery for learners requiring additional support with their learning.
- Overall this has ensured that the assessment are more accessible for those with protected characteristics and includes GME.

Delivering the Scottish Attainment Challenge (SAC)

- Attainment Advisors are core staff within our new regional teams with a clear focus on raising attainment for all, and closing the poverty-related attainment gap. They provide high quality support to local authorities through their link role and working together to support regional collaboration when appropriate.
- ES have worked with SG Policy colleagues to develop a plan to support all schools and LAs in their efforts to maximise progress in relation to the SAC aims. The plan, which is embedded in the national improvement framework plan for 2020, includes a strengthened and consistent focus on improving data literacy at classroom level and sharing knowledge of what works well in relation to closing the poverty-related attainment gap.
- Professional learning for attainment advisors includes work on corporate parenting and the specific needs of care experienced children and young people so that the team can support these aspects of local authority work. All new attainment advisors are expected to complete Scottish Government modules on equality and diversity and to work through the modules on inclusion.
- ES have published a [SAC self-evaluation](#) resource to support local authorities and schools to reflect on and improve their approaches to ensuring equity.
- Working with SG Policy colleagues we delivered a very successful event for schools in the SAC Schools Programme. This focused on the need to maximise our collective efforts to ensure equity and tackle underperformance in closing the poverty-related attainment gap.

Impact

- The year 4 review of the [Attainment Scotland Fund](#) included positive feedback from HTs and Local Authority staff about the work of attainment advisors. The increased capacity in the team is enabling improved consistency in the level and quality of support to all LAs.
- Across Scottish education there is evidence of increased understanding of equity and how to support learners who experience challenges as a result of deprivation.

Inspection and Review

- A sample of School and ELC inspections evaluate Q.I. 3.1 Ensuring wellbeing equality and inclusion.
- Ongoing professional learning for HM Inspectors includes a focus on areas of equality and corporate parenting. They have been encouraged to work through the module on “Introduction to Inclusive Education.” All HMI attended learning event on corporate parenting in June 2018. This deepened knowledge and understanding of inclusion.
- HM Inspectors look at safeguarding in all inspections. Questions related to supporting care experienced children and young people have been added to the inspection safeguarding forms, and HMI have been provided with training in LGBTI with prompts to use with focus groups during inspection.
- An inspection advice note on equalities supports inspection teams in taking a consistent approach to carrying out the range of inspection activities required to evaluate quality indicator 3.1.

- Training for Associate Assessors has included an input on ensuring they have an up-to-date knowledge of good practice in equalities and meeting the needs of care experienced children and young people. This also includes a focus on a range of information related to wellbeing, equality and inclusion.
- Evidence about progress of different groups of learners is routinely discussed in all school inspections. The progress and wellbeing of care-experienced young people are always part of evidence gathering activities.
- Evidence is gathered on Gaelic across all inspection programmes. We look at individual and groups of learners, including those who may have protected characteristics.
- Education Scotland has recently implemented a series of improvements to its pre-inspection questionnaires, including converting from a paper-based system to digital. We have kept our main equality partners updated through our Equality and Diversity network. Changes include sending the questions to all children from P4 upwards (note: equality questions are only sent to all young people in secondary schools), and all parents rather than a proportionate cohort. We ask questions on bullying which enable learners to comment on the effectiveness of the school's approaches to dealing with inappropriate behaviours. Text boxes provide learners with the opportunity to comment on the nature of any bullying. Any comments are passed to the managing inspector who will discuss with senior school staff. A wide range of stakeholders were consulted on the revised questionnaires before they were piloted. We recognise that we need to consult further on amending the range of equalities questions asked to take more cognisance of the two equality groups of race and sexual orientation; however, it is important for us to work with our stakeholders by working collaboratively as we introduce further changes.

Impact

- Gradings and evaluative evidence for Q.I 3.1 in published Summarised Inspection Findings support the system to better understand impact of approaches to wellbeing. Use of Q.I. 3.1 is sending strong signals to the sector that ensuring wellbeing, equality and inclusion requires strong strategic leadership.

Equalities reporting

- Most early learning and childcare settings have a positive, inclusive ethos and practitioners value and celebrate the specific characteristics of families they work directly with. In a few examples children and families were actively involved in exploring diversity, fairness and in challenging discrimination. Most settings now need to develop more proactive approaches to promote equality and diversity. This includes developing approaches that ensure experiences, interactions and resources available to children promote diversity and challenge stereotypes.
- In the primary sector, staff are developing children's understanding and awareness of diversity and equality based on their local context. The majority of schools should now develop children's understanding of equality and diversity across the school community. There is scope for explicit links to this incorporated within the health and wellbeing and wider curriculum. This will help children to learn about all aspects of equalities related to a wider range of protected characteristic groups. More work is also required to increase children's understanding of diversity and to be more able to challenge discrimination.

- A variety of groups which support and discuss issues relating to equalities are developing in most secondary schools inspected. Where these are most effective, they are led by young people, inclusive of all protected characteristics and are supported by learning across the curriculum at all stages. For example, in one school 'Welcome Ambassadors' help young people from outwith Scotland feel included in the life of the school and in others positive awareness training is improving young people's awareness of disability. For young people with English as an Additional Language (EAL) there is an increasing understanding not only of the need to support their language development but also to recognise cultural differences. Schools need to continue to ensure that learning about all aspects of equality and diversity is progressive and relevant for all young people. There remains a need to continue to raise awareness of conscious and unconscious bias.
- In the majority of special schools, a focus on inclusion and equality is leading to improved outcomes for vulnerable learners. Most children and young people requiring additional support or those with protected characteristics raise their attainment at the school in comparison with previous mainstream placements.
- In the majority of schools, children and young people have equality of opportunities, are treated fairly and have access to learning and activities. The majority of children and young people are confident that incidents and complaints related to protected characteristics will be dealt with. A minority of schools need to do more to help learners how to deal with discrimination. Most schools need to be better aware of current local and global issues, and continue to value and celebrate diversity and challenge discrimination through a regularly refreshed and progressive curriculum.

Scottish Government Equality Theme: Mental Health (Outward)

Outcome Over the 10 years of the Mental Health Strategy, we will work on achieving parity between mental and physical health.

Objective Improved practices which lead to narrowing achievement gaps of targeted groups of learners from protected characteristic groups by supporting the implementation of the Mental Health Strategy.

- ES is actively involved in working groups with Scottish Government and other stakeholders to improve the mental health of children and young people. Notably, the professional learning resource, The Compassionate and Connected Community, focuses on supporting schools to understand the impact of adversity and trauma on children and young people and develop ways to support them. The material takes account of children and young people with a range of additional support needs including those with social and emotional needs and those who are care experienced.
- In addition to the above, The Compassionate and Connected Classroom, provides curriculum materials to help practitioners develop the learning from The Compassionate and Connected Community.
- Ongoing guidance and support around the links between nurturing approaches; Adverse Childhood Experiences and trauma informed practice has been taken forward. Making these links more explicit can help practitioners to see the specific needs of groups of children and young people who have experienced adversity and trauma as a result of their protected characteristics such as disability; religion or belief including those who are care experienced.

- Education Scotland published a report in August 2018 as an outcome of a wider Scottish Government thematic inspection of delivery of PSE in schools and early learning and childcare settings across Scotland. The thematic inspection included a focus on the extent to which equality issues taught in PSE/HWB, teach children and young people about prejudice and promote an understanding of different groups of people. The recommendations in the report are being addressed over three years, led by Scottish Government, supported by Education Scotland and other key stakeholders.
- Education Scotland has managed the Scottish Government's Food for Thought Fund for seven years. As part of the criteria for entry, there is a clear emphasis on Additional Support Needs (ASN).

Education Scotland ran two national events for the ASN sector in relation to health and well-being. Specifically, the aims were:

- To increase the knowledge and skills of staff around physical education, physical activity, sport (PEPAS) and ASN.
- To sustain partnership working within the PEPAS learning community to enhance physical education for children and young people with ASN.
- To share understanding of the range of physical and learning disabilities in the ASN sector.
- To provide progressive, high quality, inclusive learning experiences in physical education, allowing learners to develop their knowledge and skills.
- To plan and implement learning experiences in mainstream setting, adaptability required in mainstream setting to ensure inclusion, and/or exclusive experiences to meet the needs of young people with learning or physical disability.

Impact

- The Compassionate and Connected Community professional learning resource has been rolled out across 29 Local Authorities. The Compassionate and Connected Classroom has been one of the most popular resources on the National Improvement HUB. All of the above resources have helped practitioners recognise the impact that early adversity and trauma can have on children and young people and can recognise how to support them. This includes recognising the needs of specific children and young people with protected characteristics such as disability (including care experienced) and religion or belief.
- The physical education programme directed at ASN and vulnerable groups produced very positive results in relation to engagement and learning. One ASN school noted:

'The fund has been fantastic as it has allowed our school to teach our pupils with ASN to learn to cycle.'

- A number of schools which were working through the Core Physical Education Fund journey were visited by HM inspection teams. One report recorded the statement below in relation to this fund:

'The department is proactive in securing funding to target vulnerable young people who are in danger of missing out to provide inclusive opportunities to be more active ... the department work well with a range of partners ensuring the complementary roles of physical education, physical activity and sport are realised.'

Scottish Government Equality Theme: Violence Against Women and Girls (Outward)

Outcome Violence against women and girls is reduced, along with the harms of gender based violence on women and their children.

Action We will contribute to the delivery of the Mentors in Violence Prevention Programme by engaging new local authorities in the development and delivery (**Gender**)

- The Mentors against Violence Programme (MVP) continues to provide highly effective training. MVP is a peer education programme where older pupils work with younger pupils to challenge violence including gender-based violence and bullying. Staff will develop the knowledge and skills to implement a programme which will challenge both gender stereotyping and behaviours that negatively target protected characteristics. The aim of the programme is to ensure that learners have an increased awareness of gender stereotypes and their relationship to violence. Learners will be more likely to see the need to intervene when violence is occurring (e.g. prejudiced-based bullying) and will have an increased number of options of how to intervene safely. The following activities have been successfully implemented by ES:
- Staff training to implement MVP in schools.
- A national network established to support the roll out of MVP in local authorities.
- Senior pupils trained as mentors to deliver peer education lessons to younger pupils.
- Local support given to area co-ordinators, steering groups and school staff to embed the programme in schools where staff and partners have been trained.
- High quality materials produced and piloted to support the programme.

Impact

- The number of local authorities with trained staff to roll out MVP, has risen from 22 in June 2018 to 25 in June 2019. The total number of schools with trained MVP staff is 198. Attitude surveys before and after training in MVP show a significant increase in the number of staff who feel that they have the necessary skills to educate others about gender-based violence.
- A staff survey was conducted to assess impact of training and implementation of MVP. This demonstrated that staff report a good level of readiness to implement MVP and train mentors following training, and more than 80% of participants felt that MVP professional learning prepared them to take up the issue of gender inequality more widely.
- In 2018-19 approximately 2480 mentors were trained and delivered sessions to peers in at least 124 schools.

Scottish Government Equality Theme: Hate Crime (Outward)

Outcome People feel increasingly confident in reporting hate crime when they experience it or witness it; and the prejudicial attitudes that drive hate behaviours are reduced.

Action We will contribute to the development of the disability action plan which includes a commitment to tackling disability hate crime.

- Education Scotland continues to work in partnership with RespectMe, Children in Scotland and an autism organisation to design professional learning resources to support practitioners to respond effectively to deal with bullying of children and young people with autism. Addressing bullying behaviour towards those with a disability at an early stage can potentially reduce hate crime.

5. EQUALITY AND MAINSTREAMING REPORT 2021 – STUDENT AWARDS AGENCY SCOTLAND (SAAS)

Equality Outcomes and Mainstreaming Report 2021

The Student Awards Agency Scotland (SAAS) is an Executive Agency of Scottish Government. We provide funding and support for around 180,000 students a year. SAAS are responsible for the administration of fees, bursaries and loans to Scotland's higher education students and operate a number of different support schemes. It is committed to widening access and provides additional support through bursaries or grants for 55,000 disadvantaged students.

1. In 2020 SAAS set out its new Corporate Plan for 2020-25 which reflects the agency's high-level ambitions and vision for the next five years. The commitments in this plan will continue to use technology and innovation to improve services and to provide more targeted support for vulnerable and disadvantaged students. This is reinforced by our SAAS Corporate Values of People First, Inclusive and Enabling and Quality in Excellence which remain at the heart of everything we do and underpin our purpose of enabling all students to fulfil their potential.

Access to Information and Services

2. Examples of our successful in-house project delivery were:
 - The launch of an improved SAAS website, a key component was a focus on improved accessibility standards.
 - Introduction and development of the Student Information Scotland website, built on Digital First principles and will be maintained on an ongoing basis by SAAS. The website complies with accessibility standards, was comprehensively tested with a range of students with different abilities and built mobile first in order to be accessed on all devices.
3. As enhanced funding packages continue to be introduced for disadvantaged groups SAAS will continue to support widening access ambitions. In order to meet challenges and to embrace new opportunities SAAS' commitment to the declaration against racism, also endorsed by the Scottish Funding Council and Minister for Further Education, Higher Education and Science reflect SAAS approach against racism in Scotland's Universities. As an employer we will continue to consider equality, diversity and inclusion in future job postings.
4. SAAS recently redesigned its Funding Guide which provides an accompanying suite of British Sign Language (BSL) and subtitled videos on its website, working closely with Deaf Action throughout. Taking account of the current COVID crisis SAAS also developed a COVID-19 British Sign Language and subtitled video also hosted on its website.

Policy

5. SAAS have embedded an assessment of equalities impacts and risks as part of our standardised project management approach for delivering business change. Templates are completed and approved by project boards where there are equality risks and impact to ensure any change do not adversely affect groups with protected characteristics. A recent example of this is the new SAAS Website and Student Information Portal where equality and accessibility were integral to the overall assessment before the new services were launched.
6. As part of Professional Skills for Government SAAS were commissioned to support Child Poverty and connected with CEMVO Scotland a national intermediary organisation and strategic partner of the Scottish Government Equality Unit. To build the capacity and sustainability of the ethnic minority (EM) voluntary sector and its communities, SAAS developed a suite of Funding Guide leaflets in eight alternative community languages for the communities most in need. Working in partnership SAAS have been able to identify the best demographics and geographical areas on where to issue paid for marketing adverts, to target these communities across Scotland. Our Outreach team has worked with CEMVO to attend Ethnic Minority events and provide funding advice. SAAS sponsored a part of their event last year which enabled us to market our services to a wider audience.
7. SAAS are currently leading a project (on behalf of the Scottish Government) to review the disability student support allowance, encompassing both Further Education and Higher Education. The project aims to deliver a suite of recommendations to the Minister for Further Education, Higher Education and Science which will seek to improve the provision of support and increase parity across the sector. It is anticipated that recommendations will be provided to the Minister late 2020.
8. SAAS have developed its Student Application process in partnership with Stand Alone for estranged students. Students without parental support for higher education are now able to find detailed information on the financial support they are entitled to on the SAAS website. SAAS have a Dedicated Support Team who are responsible for dealing with students requiring additional support and/or who have complex backgrounds (e.g. Care Experienced, Residency and Estranged) which provides comprehensive help and support throughout the students' learner journey.
9. To identify opportunities for collaborative working SAAS engage with other Corporate Parents such as Skills Development Scotland, Who Cares? Scotland and CELCIS to develop the services currently available for care experienced students. SAAS' Outreach Team have developed bespoke Care Experienced Guidance, Tips and Application workshops which provide practical support when applying for student funding.
10. Training for our managers in SAAS Operations and Fraud Teams was arranged which enabled the teams to help and respond to vulnerable people. This was delivered by the Samaritans at the end of 2019.

Learning and Development

11. The SAAS People Forum was formed in February 2019. The primary purpose was to have a group who would be the voice of staff and who would work together to make SAAS a great place to work. Initially a pilot a staff reward and recognition award scheme was introduced. This aligned with the SAAS corporate values. Following the success of this pilot this initiative has been established as a permanent feature.
12. SAAS introduced a Colleague of the Month scheme which enabled staff to recognise each other and the differences that they have made to their peers during the working day. Initially introduced by the SAAS People Forum it is judged by an independent panel of forum members. To enable this to be implemented and successful SAAS Executive Team have entrusted the People Forum to hold this monthly using fair and open scoring principles. The results are communicated for all staff to share in the recognition of individuals. All nominees are also recognised for their contribution regardless of this being large or small.
13. SAAS are leading on a Diversity and Inclusion role which will align with the objectives of Scottish Government's Diversity and Inclusion strategies, with a particular focus on measuring diversity and inclusion across SAAS. This approach will enable help us to understand better the differences across SAAS and to tackle the issues to attract and retain a diverse workforce. In conjunction with this SAAS have refreshed its Learning and Development model which promotes 'just in time' Diversity and Inclusion themes recently incorporated into Induction.

Corporate Social Responsibility

14. SAAS are committed to making a positive impact on the local communities. The Agency continues to commit to the "Social Impact Pledge", a Scottish Government initiative aimed at increasing the social impact of public sector organisations across Scotland. A group of representatives from across SAAS lead on this work, which have resulted in the following outcomes:
 - £1200 raised for a range of charities.
 - Staff have volunteered with SiMBA and the Broomhouse Foodbank.
 - Dignity Box launched in collaboration with the Dignity Box Charity.
 - Specific festive appeals for both the Dignity Boxes and the Broomhouse Foodbank.
 - Facilitation of pupil placements for 2 S4 pupils from schools in Edinburgh and Armadale.
15. SAAS continue to promote the Young Scotland Programme and have supported and provided funding for 2 members of staff to attend the programme.

Inclusive and Enabling

16. SAAS held its second annual Inclusive and Enabling week in early 2019. The theme of the event was mental health and diversity. Ten interactive sessions were delivered which examined diversity, mental health and local SG policies and procedures. SAAS collaborated with a variety of stakeholder which included Police Scotland, Poverty Alliance, Women's Aid, CEMVO, Samaritans, Lothian Centre for Inclusive Living, Dignity Box charity and SG colleagues who represent the SG mental health network. SAAS also worked with Edinburgh College who provided NHS Scotland accredited mental health training for nine staff, which resulted in the establishment of the SAAS Mental Health Network.
17. To ensure the continuity of diversity and equality training a number of bespoke sessions were delivered offering this as a regular occurrence and providing a signpost to relevant resources.
18. Linked to the SAAS Corporate values which puts customers and staff at the centre of everything we do, SAAS celebrated and recognised staff achievements through its staff Excellence Awards in January 2019. This was a great opportunity for staff to nominate each other and acknowledge the continued effort of individual colleagues and teams, being fully inclusive to all staff at all grades.
19. SAAS were delighted to be awarded Investors in People and Investors in Young People accreditation again in March 2020 and September 2019 respectively, following on from its initial accreditation 3 years earlier.

Wellbeing and Support

20. To support the Corporate Values and People Plan SAAS have:
 - Provided over 30 Occupational Health assessments, to ensure employees with health conditions and disabilities are supported as much as possible. This can include but is not restricted to job modification, equipment, adjustments and working with Mental Health First Aiders to provide support to all staff and managers.
 - Provided a facility of advice, guidance, and support and coaching. Coaching has enabled line managers to help them think about how they get the best from those they manage whilst also handling often sensitive and challenging situations in relation to wellbeing, attendance, performance, conduct and grievance-related matters.

Resourcing

21. In line with SG Policies and the Civil Service Recruitment Principles SAAS are committed to the Disability Confident Employer Scheme and guarantee interviews to all disabled candidates who meet the minimum criteria for a post.
 - SAAS have supported the development of students by offering various student placement opportunities within the organisation, shared the opportunities throughout SAAS social media channels and colleges/universities, and connected with a diverse range of students.
 - Recruiting for our Non Exec Directors SAAS consulted with a broad range of organisations, to widen the reach to underrepresented groups which attracted a more diverse range of applications.

-
- SAAS have recognised that the qualification element for external campaigns restrict applications from experienced candidates. As a result this has been removed as an eligibility criteria from adverts where possible, ensuring the focus is on key skills and experience.
 - In recognition that the majority of applications were received from a specific demographic, SAAS changed part of the recruitment strategy for one of our big campaigns and introduced several “information events” for potential candidates. This provided an opportunity for applicants to have a more in-depth conversation about the application process and what to expect, as well as to meet the team and ask specific questions on the role. This resulted in a more diverse application pool and successful candidates.

6. EQUALITY AND MAINSTREAMING REPORT 2021 - SOCIAL SECURITY SCOTLAND

1. Context

On 1 September 2018, Social Security Scotland came into being as an Executive Agency. Since September 2018 Social Security Scotland has taken on the delivery of ten benefits and when fully operational will deliver sixteen.

2. Equality is front and centre

Social Security Scotland is committed to mainstreaming equality. It is front and centre within the legislative framework we operate. Our principles speak to the creation of a system with equality at its heart. We deliver a social security system that has been co-designed by the Scottish people and has adaptations in place to make sure our services are inclusive.

Over the past two years we have established our Social Security Charter. This explains how we will:

- Uphold our principles
- Make sure that we are taking a human rights based approach to what we do
- Demonstrate dignity, fairness and respect in all our actions

[Our Charter was co-designed](#) with a 'core group' of people with lived experience of social security and those with protected characteristics. In addition to the charter we also co-designed our [Charter Measurement Framework](#), which contains measures relating to the commitments set out in Our Charter, which will be reported on annually. Population of the Framework will involve research with our Client Panels, our people and stakeholders.

Our new [Corporate Plan for 2020 - 2023](#) continues this commitment. Again co-designed through consultation with a wide range of stakeholders this includes the themes of:

- Delivering a social security system with dignity, fairness and respect
- Supporting people in Scotland to access devolved benefits that they are entitled to
- Running our service in a responsible way

Finally we are continuing to develop our first Equality Strategy and Outcomes. We ran a public consultation on [draft Mainstreaming Equality Outcomes](#) between November 2019 and February 2020, and our Equality Strategy, along with our first Mainstreaming Equalities report and set of Equality Outcomes will be published in 2021.

Overall the work outlined below together informs our delivery approach and helps us to put equality at its heart. As we continue to take on new benefits and build our operational services across Scotland, we will through our Equality Outcomes seek to make practical improvements for those who experience discrimination and disadvantage.

3. Equality networks

We have established two [Equalities Networks](#). One a staff network and the second includes representatives from key stakeholder organisations. These networks, while helping shape our overall approach, also help inform specific actions including how we better use our equality data, quality assure all of our equality impact assessments, improve our induction processes and support our people.

4. Inclusive information and accessibility

We have a strong commitment to communicate inclusively and to help us on our journey we have established an [inclusive communications reference group](#) and co-created a set of [Inclusive Communication Principles](#).

Clients are able to interact with Social Security Scotland via multiple channels, and can apply for benefits online, over the phone or in writing and in the future face to face. We are also committed to providing clear, plain English guidance that explains what people are entitled to expect from us, and what they need to do in order to receive the support they are entitled to.

Below is an outline of the methods we use to ensure that people who communicate in different ways can access the benefits we provide:

- Materials for clients and stakeholders will be made available in a range of different formats and languages, including British Sign Language.
- Interpretation, Translation and Transcription services are available in over 100 languages.
- British Sign Language (BSL) video relay service is available through Contact Scotland.
- Deafblind interpreters, Text Relay and electronic note taker services are available.
- Online content is compatible with screen reader software on Jaws, Voiceover and Non Visual Desktop Access (NVDA) platforms

Additionally, we have been working with a range of other teams across Social Security Scotland, Scottish Government Social Security Directorate and with our stakeholders to develop some specific initiatives. This includes creating signposting options to allow our people to refer our most vulnerable clients to relevant supportive stakeholder organisations.

We are building up our service throughout Scotland so that people can speak with a Social Security Scotland member of staff face to face regardless of where they live in Scotland. This includes the consideration of alternative solutions for our clients in the event that COVID-19 restrictions impact on our ability to deliver a face to face service.

These alternative solutions will include telephone and video appointments. The service will provide advice for clients on eligibility and offer support for people to make applications.

5. Communications

When we develop communication and marketing plans for Social Security Scotland and each individual benefit, we work hard to make sure we consider diverse needs and how we reach seldom heard groups.

We consult with relevant Scottish Government policy areas and stakeholders to get insight to help us plan. In addition to this, we commission user research and testing to hear directly from those who we are trying to communicate with on what they need.

Our experience over the past two years of promoting benefits has led to a number of things becoming standard in the way we communicate.

We use a wide range of channels so we reach people who communicate in different ways. We proactively produce information in nine languages and Easy Read. We initially found that these were not being accessed in the volumes we would have anticipated so having spoken with stakeholders, we now proactively provide these to the organisations who will be able to get the information to those who need it in different formats.

We have joined Happy to Translate to benefit from this brand's visibility with people who speak little or no English. Seeing this logo on our materials gives people the confidence to know that they would be able to engage with our services in their chosen language.

Key to getting people to engage in our content is making sure that they recognise it is for them. This is why we are working hard to make sure that the people who appear in images and video show the full range of groups who we will serve. We have a way to go on making sure that we are as diverse as possible and we are continuing to work with others to create a bank of suitable images. We have had some early success working with young carers where they have had the freedom to create content, which we share through our channels. We have also adopted this when communicating with gypsy traveller communities.

The work we do to ensure equality and diversity is not only focused on how we communicate externally, it is equally important in our staff communications. As such, we aim to adopt the same standards to our internal communications as we use for client communications. This includes writing in plain English and user testing content where appropriate.

6. Equality impact assessments

Equality impact is included on the Governance Checklist for all our key governance groups including our Executive Advisory Body, Executive Team and Agency Leadership Team. Most recently we have introduced our own equality impact assessment guidance and have ran workshops to upskill our staff on the process.

We are undertaken equality impact assessments on our Staff Recognition Scheme and Workforce Planning, as well as a number of assessments to inform our COVID-19 recovery planning including one on the introduction of virtual recruitment and new web-chat facility.

7. Data:

We publish [workforce data](#) on a quarterly basis, and our internal equality network is focusing on how we improve by working with our people to increase the completion of equality data within our HR systems.

Our application based benefits include an Equality Monitoring and Feedback form. We improved the collection of this data very early on, so that completion was mandatory and published our [first report](#) in September 2020. Our External Network help us to interpret these results and are also helping us consider its content and presentation to increase accessibility. Reflecting on the most recent results we understand we need to consider how we communicate eligibility criteria within some Black and Ethnic Minority communities and this is something we are focusing on.

8. Recruitment:

Social Security Scotland are prioritising equality and inclusion in our recruitment practices. Our aim is to recruit a workforce which is representative of the working population of Scotland.

Stakeholder engagement and work with our Social Security Experience Panels informs our recruitment processes specifically influencing how we advertise our jobs and support and interact with candidates throughout the recruitment process. Specific actions we have undertaken include removal of the minimum qualification criteria for entry level posts, the introduction of recruitment workshops to help those considering to apply to navigate the process and regular attendance at jobs fairs.

We are also supporting the Fair Work agenda by offering Fair Start Scotland placements in Social Security Scotland – so far we have 15 Fair Start Scotland placements. We also offer placements through Inclusion Scotland and the Care Leavers Internship Programme.

In response to COVID-19 we have implemented virtual interviewing methods rather than face to face interviews. An equality impact assessment was completed and we have a better understanding of the barriers that a virtual interviewing approach can create for some candidates, so we also offer alternatives where a video interview is not accessible or where the candidate does not have access to IT, for example, we can offer telephone interviews.

For those people joining Social Security Scotland we have introduced improvements to ensure we have reasonable adjustments in place for those needing them from day one. Needs are identified as part of pre-employment checks and induction and to ensure continual support and a new user friendly home working risk assessment was developed for staff to complete along with Social Security Scotland's display screen equipment eLearning module. For those working at home, regularly or as a result of COVID-19, we put in place a process to capture any reasonable adjustments and deliver equipment requested.

We have also established a Digital Accessibility Group. This is made up of users of digital accessible software from across the organisation and our future plans are to use this group to undertake accessibility user testing on systems our people use to operate telephony, appointment booking and document management.

Finally feedback from our candidates and our stakeholders highlighted that the costs of a Disclosure Scotland Certificate, which is required for our pre-employment checks, can act as a barrier to employment. So, we are pleased to introduce a new policy from 1 April 2021 that Social Security Scotland will cover the cost of Disclosure Scotland Certificates for all successful candidates

9. Learning

We work with partners to provide training with the clients' experience at the heart of delivery. This has included successful collaborations with Carers Trust, Alzheimer's Scotland, One Parent Families Scotland and Sands Lothian. This approach will continue as we deliver future benefits. For example for disability assistance we are designing a scenario-based approach to training. We will be using case studies developed with stakeholders who are assisting in quality assurance of training materials.

Equality specific training is also important and our internal and external equality network are helping us with this. During 2020 we held inclusion sessions with our managers with the aim of upskilling staff on what inclusion in the workplace really looks like and to promote inclusion amongst our teams. We are also working with Close the Gap to hold sessions on the gendered approach.

In response to COVID-19, training has transitioned from a face to face delivery model to a Technology Supported Learning approach delivered remotely, and an equality impact assessment has help shaped and improve this model of working.

10. Buildings/Environment

It is important to us that our buildings work for our staff and the people we serve. Our central buildings have been selected to ensure good accessibility for both staff and clients. Located in city centres in Dundee and Glasgow, our buildings have excellent transport links and parking including disabled bays in close proximity.

The buildings meet the legal requirements in terms of accessible access, and fit-out designs will also reflect the needs of our diverse workforce, as well accommodating those visiting these central locations.

In response to COVID-19 an equality impact assessment was conducted for returning to buildings, the findings from this piece of work led to changes being made to signage and proposed one way system.

We also continue to build our service across Scotland. Social Security Scotland staff will co-locate with partner organisations and be based in locations such as council buildings, health settings, advice and support hubs and other community service points. This will improve the client experience as staff will be located in places that people already go and be able to establish more effective partnership working with organisations who can offer support out with the Scottish Benefit system. In addition the service will provide hospital, prison and home visits. This will ensure we can support our most vulnerable clients.

7. EQUALITY AND MAINSTREAMING REPORT 2021 - DISCLOSURE SCOTLAND (DS)

1. Disclosure Scotland (DS) has continued to focus on inclusiveness and valuing difference, especially over the last year due to the impact coronavirus has had on our colleagues. In our role as a policymaker and service provider we have collaborated with equality communities and communities of interest to meet the aspirations of a fairer more equal society. The Disclosure (Scotland) Act 2020 received Royal Assent on 14 July 2020. This Act is the legislative framework to modernise and improve the proportionality of the disclosure system in Scotland. The new legislation focuses on safeguarding children and vulnerable adults, while balancing the need for people with convictions to move on from past convictions and contribute to society. The reforms in the Act were developed through extensive consultation with stakeholders.

Early Contact Team

2. Following feedback from the Civil Service People Survey and a Culture and Leadership Audit, DS decided to explore options to create an environment where any form of bullying, harassment or inappropriate behaviour is unacceptable and is called out.
3. DS worked with Agriculture and Rural Economy (ARE), Employability Division and the Trade Unions to establish an early intervention pilot by setting up an Early Contact Team. The purpose of the pilot was to provide a confidential, informal sounding board and provide support and signposting to:
 - staff who have experienced bullying, harassment or discrimination;
 - staff who have been accused of bullying, harassment or discrimination;
 - staff who are experiencing difficulties with a colleague or manager and are not sure how to resolve the issue;
 - staff who are experiencing conflict and would like to explore their options with someone.
4. The ECT is an email and telephone service. Volunteers were chosen based on a rigorous selection criteria and formal training and support was provided. The volunteers' role was to listen and help inform colleagues about the options available.
5. Despite widespread communications there was no uptake of the service during the Pilot. The 2 month review started to take place in February 20 then was put on hold due to COVID. The ECT is now under review to explore the next steps.

The COVID-19 Pulse Survey

6. The COVID-19 Pulse survey was held May 2020 to understand the impact the changes have had on our lived experience, whether working remotely or in the office.
7. The survey asked for views on wellbeing, changes to the nature of work, and the support received from managers, teams, and senior leaders. The insight gained afforded valuable information on what support was needed and what our colleagues wanted information on. As a result:

- Advice for parents and carers was posted;
- Our Helpline was set up for colleagues;
- DS Saltire posted a series of blogs from colleagues sharing their stories of working from home or in the office;
- “Let’s Keep Connected calls” were held for all staff to participate in a call with the Chief Executive and Leadership Team

Civil Service People Survey 2020

8. Despite the challenges faced by all colleagues during the year our Annual People Survey highlighted a drop from the 2019 survey of 2% in colleagues who feel discriminated against. Similarly, for those who had felt they had been bullied or harassed at work the drop was 7%. Further work will be undertaken in 2021 to improve on this.

Corporate Parenting

9. In our role as policymaker and service provider we have a DS Corporate Parenting Plan, this involves working with care experienced people to gain an understanding of their needs to ensure our services are relevant and accessible.
10. Delegates from DS Customer Engagement arranged a session with “The Young Radicals” from Who Cares? Scotland. Through this interaction, we received ideas on ways to adapt our services to make them more accessible to care experienced people. The output from this has been reviewed along with other insights from care experienced young people to consider how our service can be adapted to meet their needs.
11. We introduced an internship for a care experienced person with Who Cares Scotland providing the relevant training for our colleagues to raise awareness of the issues that care experienced people can face in the workplace and providing advice and support from recruitment through to the end of the internship. The internship provided valuable work experience for a young care experienced person. Due to the success of this programme DS will continue to offer internships in 2021.
12. The DS Customer Engagement Team have also included in their regular employer training content that supports our role as a corporate parent, along with being involved in a number of events targeted at care experienced young people or those who support them throughout the year.

Managing Wellbeing

13. Following a recommendation from a Culture and Leadership Audit, the Civil Service People Survey and the All Staff Event, a Managing Wellbeing Programme was developed for managers. The evidence highlighted a gap in the skills and capability of managers to engage, empower and develop teams to improve performance. The programme focused on:
 - The benefits of Wellbeing;
 - Coaching;
 - Developing people and teams;
 - Feedback Skills.
14. The programme started in March 2020 but unfortunately was put on hold due to coronavirus. However, the wellbeing aspect will be included in a new Management Development Boost Programme which has been designed to meet the needs of a mixed home-based and in office workforce. This will be rolled out in early 2021.

Wellbeing Awareness Calendar

15. Our People Engagement Group, consisting of volunteers from each area of the business, have designed a programme of events which run throughout the year. This includes briefings from the Samaritans, stress awareness day activities as well as wellbeing activities. To raise awareness of diversity and improve inclusiveness we decided to incorporate Diversity and inclusion days in this calendar of events. To do this a Diversity Focus group was set up, comprised of volunteers, to choose which events to promote and raise awareness of. The result was a number of events such as briefings and saltire Articles on Sexual Abuse and Sexual Violence Awareness week as well as a range of activities for Neurodiversity Celebration Week.

Social Impact

16. DS are committed to making a positive impact on the local communities in which we operate. The Agency have signed up to the “Social Impact Pledge”, a Scottish Government initiative aimed at increasing the social impact of public sector organisations across Scotland.
17. DS pledged to work with local charities and volunteering organisations which has resulted in the following outcomes:
 - Turning Point have delivered sessions in DS and at our All Staff Event to raise awareness of what they do and how volunteers can contribute to this;
 - DS staff have volunteered with Turning Point Scotland;
 - Fundraising activities have been carried out for Blue Triangle Leven Care.

Summary - This report outlines the progress DS has made towards Scottish Government equality outcomes. It also underlines our ongoing commitment to mainstreaming equality by reducing discrimination, promoting equality of opportunity and inclusiveness both within DS and in the wider community.

8. EQUALITY AND MAINSTREAMING REPORT 2021 – TRANSPORT SCOTLAND

Strategy

1. In February 2020, Transport Scotland published the second National Transport Strategy (NTS2) setting out our vision for a sustainable, inclusive, safe and accessible transport system, helping deliver a healthier, fairer and more prosperous Scotland for communities, businesses and visitors. It sets out 4 key priorities to support that vision: Reduces Inequalities; Takes Climate Action; Helps Deliver Inclusive Economic Growth; and Improves our Health and Wellbeing. Within these priorities there is a greater focus on Reducing Inequalities and Taking Climate Action to ensure we address the key challenges we face.
2. NTS2 recognises the key role transport plays in enabling people to realise their human rights. It is an essential requirement in enabling people to realise other human rights such as the right to education, the right to work, the right to take part in cultural and public life, and the right to an adequate standard of living and the right to highest attainable standard of physical and mental health. The Strategy also sets out the impact transport has in helping people across Scotland move out of poverty and our vision for transport in Scotland will help households access employment, training and education - supporting an increase in earned incomes - and by being affordable will help to reduce overall household costs.
3. While NTS2 did not consider the specific challenge of COVID-19 within its original remit, however, it will continue to provide the guiding principles for the transport element of planning for Scotland's Strategic Framework out of the crisis and into the future. The NTS2 Delivery Plan was published in December 2020, which brings together - for the first time - the actions Scottish Government will take to deliver the Strategies priorities. The Delivery Plan recognises the significant impact the COVID-19 pandemic has and will continue to have on transport. The plan looks beyond the immediate impacts of COVID-19 towards the longer-term future of transport in Scotland.

Evidence, Data and Engagement

4. COVID-19 has impacted on data collection and face to face research has not been possible. This has impacted on the continuity of data series from before the pandemic. However, where possible Transport Scotland have remained committed to working in collaboration with stakeholders.
5. Since the onset of the pandemic there has been significant engagement across the transport sector and close working with local authorities. Transport Scotland have worked with a range of stakeholders - transport operators, passengers, Local Authorities, Regional Transport Partnerships (RTP's), representative bodies and third sector, education, health, and business to inform the reviews of restrictions and manage demand for transport based on the evidence we gather.
6. Most notable of this work, is the Transport Equality Network which was established to engage and seek evidence to inform the iterative Transport Transition Plan and Impact Assessment process. Membership of this Network includes the Poverty and Inequality Commission, Mobility and Access Committee for Scotland, Disability Equality Scotland, Young Scot, Engender, Age Scotland and Interfaith Scotland. Transport Scotland have also facilitated engagement sessions with young people

through Young Scot and the Scottish Youth Parliament to hear directly from people under the age of 19 about how they are travelling and their experience on public transport. We have worked with the Network to take their views and thoughts on how best to capitalise on the positive travel behaviours we have seen during lockdown, with investments in measures such as the £39 million to deliver the 'Spaces for People' fund and £10 million for pop-up bus priority infrastructure and the Scottish Bike Repair Scheme.

7. Monitoring and evaluation of the implementation of NTS2 will be done over the short, medium and long-term and an annual monitoring report will be produced to track our progress towards achieving the outcomes in the Strategy. We will also produce a three-year evaluation report. All measures will be disaggregated by protected characteristics, where possible, showing trends over time.

Impact Assessments

8. On 5 February 2020, Transport Scotland published the [NTS2 Equality Impact Assessment](#). This Assessment recognised that transport affects access to services, amenities, economic opportunities and social activities for all people across all parts of Scotland and that NTS2 therefore affects any person in Scotland who travels for any purpose and by any mode, and, interacts with or faces barriers to accessing the transport system. The Assessment also found that the Strategy provides a positive framework to, within the context of the transport system, eliminate discrimination, harassment, victimisation, advance equality of opportunity, and foster good relations between people with or within individual protected characteristics. However, this assessment has purely been carried out at a strategic level and it is recognised that ongoing Impact Assessments on policies/projects/actions which will fall under NTS2 as it is implemented will need to be undertaken.
9. Supporting the Scottish Government Route Map, the Cabinet Secretary for Transport, Infrastructure and Connectivity launched the Transport Transition Plan (TTP). The TTP is a continually evolving plan which outlines the actions Transport Scotland has taken to date and the planning being undertaken to prepare the transport system as we transition through the COVID-19 crisis. To inform the TTP a number of Impact Assessments are currently under way - including: Equality Impact Assessment; Fairer Scotland Duty; and Child Rights and Wellbeing Impact Assessment.
10. In September 2020 the [Transport Transition Plan - EQIA Interim Update](#) was published setting out initial findings from the consultation and engagement undertaken to support the Impact Assessment - which will remain live and dynamic until the Transport Transition Plan is closed off. This update provides an overview of next steps which will focus on using the evidence and issues identified through the assessments to inform our decision making process.

Procurement

11. The Transport Scotland Annual Procurement Report for 2020 was published on 25 January 2021. The report highlights that Transport Scotland continues to investigate ways to further increase community engagement, provide improved community benefits, and further develop our engagement with the third sector and supported businesses. Community benefits reported include:
- Creation of over 550 new entrants positions, around 100 apprenticeships and just under 140 graduate positions;
 - Over 120 work placements for students and persons not currently in education;
 - Award of 3,000 sub-contracts valued in excess of £210 million; and
 - Over £1.25 million of spend with supported businesses and social enterprises.

Corporate

12. Transport Scotland have recently formed a Diversity & Inclusion Group, which focuses on a range of topics to improve our strategic approach to diversity and inclusion across the organisation. Although in its infancy, the group are progressing well with the communication plan and the wider promotion of a range of diversity events. The groups focus is to educate, promote confidence and to showcase the type of organisation that we are, with the aim of becoming a more valued, more equal and more diverse place, supportive of all its staff members.



Scottish Government
Riaghaltas na h-Alba
gov.scot

© Crown copyright 2021

OGL

This publication is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. To view this licence, visit nationalarchives.gov.uk/doc/open-government-licence/version/3 or write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

This publication is available at www.gov.scot

Any enquiries regarding this publication should be sent to us at
The Scottish Government
St Andrew's House
Edinburgh
EH1 3DG

ISBN: 978-x-xxxxx-xxx-x (web only)

Published by The Scottish Government, March2021

Produced for The Scottish Government by APS Group Scotland, 21 Tennant Street, Edinburgh EH6 5NA
PPDAS835907 (03/21)

W W W . g o v . s c o t