

Public Sector Equality Duty and Corporate Parenting Progress Report

Report for August 2018 to February 2020

Foreword

I am delighted to share Education Scotland's: Public Sector Equality Duty and Corporate Parenting: Progress Report for August 2018- February 2020.

Education Scotland is required to mainstream its Equality Duties integrating them into our day-to-day work, and take account of the duties in all our programmes, approaches and interventions.

I recognise and value the work my organisation does in helping to create inclusivity and tolerance across the educational community of Scotland and internationally. We know equity for all can only be achieved through an education system that values individuals emphasising the importance of the work shared in this report. However, we are not complacent. Moving forward, Education Scotland will continue to play a full role in promoting equality. As Corporate Parents we are committed to ensuring the recommendations from the Independent Care Review are at the core of our work to improve the educational outcomes of all children and young people in care. We know that more needs to be done.

As we go to print we find ourselves working in a global pandemic caused by COVID-19. Our ability to be flexible, agile and creative will be even more important to ensure equity and excellence for all learners.

Gayle Gorman
Chief Executive
Education Scotland

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Part 1: Context of this report

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.

Our Vision

Achieving excellence and equity for Scotland's learners with Scotland's educators.

Our Mission

To work collaboratively with all stakeholders involved in Scottish education to secure sustained improvement in achievement and attainment for all learners, closing the poverty related attainment gap and securing positive and sustained destinations for all learners regardless of their age and where the learning takes place.

Corporate Parenting

[The Children and Young People \(Scotland\) Act 2014 \('The Act'\) Part 9](#), which came into effect on 1 April 2015, makes specific provision for care experienced children and young people, thereby, providing a legislative framework for corporate parenting. Education Scotland is named (under Ministers) as being a corporate parent. The Act provides a clear statement on what is expected of organisations in terms of being a corporate parent:

“an organisation's performance of actions necessary to uphold the rights and secure the wellbeing of looked after children and care leavers, and through which physical, emotional, spiritual, social and educational development is promoted”

'The Act' outlines six duties corporate parents must fulfil in order to do this:

- be alert to anything that might adversely affect their wellbeing;
- assess their needs or the services provided to them;
- promote their interests;
- seek opportunities to promote their wellbeing;
- help them access those opportunities; and
- improve the way we exercise our functions.

In addition, as corporate parents we must plan actions demonstrating how we will fulfil our duties and report on the outcomes resulting from these actions. Education Scotland's planned actions are outlined in the Corporate Parenting Plan 2017-2020. Action 16 gives the commitment to replicating the approach in the Developing Young Workforce (DYW) to including care experience as an additional protected characteristic within all Education Scotland's equality work. We will be using up-to-date research, surveys and the recent recommendations from the Independent Care Review to ensure that our new Corporate Parenting Plan 2020-2023 reflects fully our commitment to #KeepThePromise. As part of this commitment, this report includes a focus on care experienced children and young people.

Who we are and what we do

Education Scotland came into being on 1 July 2011, with the Scottish College for Educational Leadership becoming an incorporated element of the Executive Agency from April 2018. We have recently organised our improvement activity into six regional teams. Our role means that in addition to gathering evidence on the performance of the education system through our various functions, we also provide professional analysis and interpret a wide range of data relating to Scottish education. In essence, we add value to Scottish education by making sense of the system in its totality. As the Executive Agency supporting quality and improvement in Scottish education, our role secures the delivery of better learning experiences and outcomes for Scottish learners of all ages. In partnership with Scottish Government, education authorities, community partners and colleges, we promote and contribute to the fulfilment of statutory duties in relation to inclusion, wellbeing and equality.

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 enhance 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.

Part 3: 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 (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.

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
- 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](#)).
- 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 carers 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 workstream 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.
- We provide 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.

- We work 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 on-line 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](#)
 - [ESOL - Initial assessment materials](#)
 - [Deaf learners in English for Speakers of Other Languages \(ESOL\) provision – Supportive practices and guidance in teaching and learning](#)
 - [Teaching ESOL to refugees](#)
 - [Engaging with LGBT and migrant equalities: Activities for the ESOL classroom](#)
 - [ESOL Project Based Learning: Around the World in a Week](#)
 - [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](#).
 - 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

- o 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.
- o 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.
- o 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

- o 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 focussed 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

- o 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.
- o 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.
- o 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.

Annex A - Corporate Parenting Plan Report

Planned Actions		Completed Actions
Duty Objectives	ALERT	
	<ul style="list-style-type: none"> • Represent the needs of care experienced learners in our corporate planning and review processes. • Develop links with CELCIS and Who Cares? Scotland and other organisations representing care experienced learners to ensure ES has an understanding of their needs. • All staff and managers understand corporate parenting duties and the needs of care experienced learners 	
1	Reference duties within our corporate parenting plan with the corporate planning process.	Education Scotland Corporate Plan 2019-2022 SP3: Getting it Right for Every Child includes our Corporate Parenting Plan as an action
2	Incorporate the voice and concerns of care experienced learners into our corporate planning.	Voice and concern of care experienced young people included in Corporate Induction PL Module and as case studies on National Improvement HUB. Example
3	Liaise with external organisations with corporate parenting responsibilities to share good practice and publish examples on our website/Hub.	Links established. ES supporting Education Forum, CELCIS Education Conference Planning, and Virtual Head Teachers Network. Induction Professional Learning Module developed in collaboration with Who Cares? Scotland. Links also established with other partners such as Adoption UK, CHS etc. Partners consulted in the development of ES Corporate Parenting Summary Page and links to their resources placed on page.
4	Deliver awareness sessions to all staff and ensure a focus on the induction programme for new staff and systematically recording staff's participation. Training at a strategic level will be essential.	An initial impact event was delivered with Who Cares? Scotland in June 2018 to front line staff. Subsequently the Induction Professional Learning Module has been developed and is being delivered to all new recruits. Existing staff groups (inspectors, attainment advisers, regional and corporate teams are systematically receiving this PL through Education Scotland days and learning weeks.
5	Develop an e-learning pack for vulnerable learners to roll out across the organisation.	See above. This is being supported by an annual report collating all nationally available statistics on care experienced CYP educational outcomes and destinations.
6	Include corporate parenting duties during staff's annual appraisals under the equality objective.	Email reminder to line managers to consider care experience as a protected characteristic when discussing/planning equality objectives.
7	Ensure inspectors across all sectors are trained appropriately in evaluating wellbeing outcomes for care experienced learners.	Completed through: <ul style="list-style-type: none"> • Inspection Briefing meetings • Professional Learning Module; and • Summary of annual statistics report

Planned Actions		Completed Actions
Duty Objectives	ASSESS <ul style="list-style-type: none"> • Ensure educational establishments are consistently assessing wellbeing to a high standard and in line with current legislation. 	
8	Monitor inspection safeguarding procedures to ensure care experienced learners are being protected from harm.	Three questions on care experience incorporated into Inspection Safeguarding Form to be used as a focus of professional dialogue during inspection.
9	Ensure our inspection and review frameworks give priority to the experiences of care experienced learners and evaluate how their learning and wellbeing needs are being met. Ensure during all inspections reviewers engage with care experienced learners.	Completed through QI 3.1 focus of inspections and focus meetings with children and young people during inspections. Not always possible to include care experienced CYP. For example, none are in attendance. This action has been supported by national priority placed on assessing wellbeing. Regional teams are supporting local authorities and schools in developing ways of doing this in different learning contexts.
10	Increased focus during scrutiny activity on the impact of assessment of needs (Additional Support For Learning and wellbeing indicators) on service delivery.	Completed through focussed discussions in Inspection Briefing meetings.
Duty Objectives	PROMOTE <ul style="list-style-type: none"> • Communicate and share best practice in relation to care leavers and care experienced learners. • Assess if our resources and improvement activity are meeting the needs of care experienced learners. 	
11	Collaborate with our partners to share evidence from inspection on areas of strengths and developments for care experienced learners at our Equality and Diversity Network.	Progress on actions shared at Equality and Diversity Network meetings. First Inspections Findings report currently going through the quality assurance process.
12	Provide a dedicated area of ES's Glow* estate providing high quality research and case studies from schools doing interesting work. ES to approach leading academics to ask them to contribute a "thought piece" on promoting improved performance for the GLOW site.	As many practitioners, involved in the lives and education of care experienced children and young, do not have access to GLOW it was decided that the National Improvement Hub was a more appropriate location for this information. The Corporate Parenting Summary page was created in collaboration with multiple stakeholders and has been active since July 2019. The site is being regularly updated and is consistently accessed by a range of practitioners.
13	Further develop the Participation Resource * to ensure it captures the voice of care experienced learners. Ensure the Compassionate and Connected	Both resources have been updated to reflect the voice of care experienced children and young people. A further DYW resource has also been produced for practitioners to support them address equality issues and to help care experienced CYP access vocational/FE/HE opportunities

Planned Actions		Completed Actions
Classroom wellbeing programmes take full account of LA and Care experienced learners.		and move on to positive destinations including employment.
14 Share good practice from inspection and review illustrating how schools are assessing care experienced learners' learning and wellbeing and implementing interventions successfully. Links to DYW 37.01.01/02		Links to Actions 8-11 Inclusion SEO has worked extensively with DYW colleagues, Attainment Advisers, and Inspectors in terms of: <ul style="list-style-type: none"> • reporting progress of this plan, • Summary of National Statistics (two annual reports) • supporting links with partner organisations such as MCR pathways, CELCIS and Scottish Government. • sharing the range of approaches and interventions being used by local authorities in support of 'attainment' funded by the Care Experienced Children and Young People's Fund
15 In collaboration with Scottish Government's statistic teams plan for a bi-annual educational performance report on care experienced.		Reports completed as required.
16 Replicating Developing Young Workforce's (DYW) approach to including care experienced as an additional protected characteristic within all ES's equality work including Equality Impact Assessments.		See Action Points 4 & 6 Care experience included as a characteristic to be considered in the ES Guidance for EQIAs.
Duty Objectives	OPPORTUNITIES <ul style="list-style-type: none"> • ES provides opportunities to support the development of individual's wellbeing. • Facilitate opportunities to work in partnership to develop further policy and practice 	
17 Education Scotland's Regional Advisors ensure wherever possible that the improvement work planned in Regional Improvement Collaboratives takes into account the needs of care experienced learners.		On-going. As plans are being reviewed Regional teams are working hard to ensure that vulnerable learners including those who are care experienced are included in plans at every level – school, local authority and regional improvement collaborative
18 Include targeted and prioritised opportunities for care experienced learners to have work experience and to provide modern apprenticeship opportunities with staff teams across all ES buildings.		See Action 22 - Action deferred to the next plan. In light of the organisational restructuring it was not possible to ensure that a young person on work experience or an apprenticeship would have a positive experience with consistent supervision and support throughout their time with us during this period of organisational re-structuring.

Planned Actions		Completed Actions
Duty Objectives	IMPROVE <ul style="list-style-type: none"> • The Corporate Parenting plan is fully implemented and delivered in the required timescale. • ES meets its statutory requirements. 	
19	Education Scotland (ES) appoints an Assistant or Strategic Director to be a LAC champion' and to oversee all developments through a cross-cutting steering group.	Deferred to next plan. The organisational restructuring has involved a lot of change in terms of roles and responsibilities. When all roles are fully established in the new structure this position will be reviewed.
20	Continue key elements of the DYW workstream to improve access to internships, further study, routes to work and employment for care experienced young people.	Deferred to next plan. Collaboration with other Corporate Parents such as Colleges/Universities, and specific mentoring organisations such as MCR Pathways have been supporting Action 20 indirectly.
Duty Objectives	ACCESS <ul style="list-style-type: none"> • Facilitate opportunities to work in partnership to develop further policy and practice. • Corporate Parenting plan published and reported in line with agreed timescales 	
21	Work with our corporate and equality partners to support the delivery of our corporate parenting duties in supporting learners who are or have experienced care in schools and colleges This will include identifying areas of good practice and preparing guidance and advice for our staff. CELCIS and Who Care? Scotland to be invited to join the Equality and Diversity network.	Inclusion SEO extensively works in collaboration with key Corporate Parents and Equality Partners with specific influence on education such as SQA, Disclosure Scotland, CELCIS, Who Cares? Scotland, the Children's Commissioner (Independent Care Review – Education and Rights workstreams), Pupil Inclusion Network, COSLA, Children's Hearing Improvement Partnership etc. to develop practical support, give advice, guidance and support policy/guidance development. Much of which is already exemplified in points above. Who Cares? Scotland and CELCIS both members of Equality and Diversity Network.
22	The corporate parenting plan will be implemented and reviewed every six months and actions updated regularly to ensure it is a dynamic planning format which reflects internal improvements to Education Scotland.	Reviewed much more regularly than bi-annually. Dynamic revisions ongoing in response to organisational restructuring.

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