
SCOTTISH BORDERS COUNCIL

Equality Outcomes and Mainstreaming Report 2026–2030

Public Sector Equality Duty (PSED)

Fairer Scotland Duty (FSD)

Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012

Prepared by:

People, Performance & Change

Scottish Borders Council

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Embedding equality across services, communities, and the workforce

Executive Summary

This Equality Outcomes & Mainstreaming Report sets out how Scottish Borders Council (SBC) will meet the Public Sector Equality Duty (PSED), the Fairer Scotland Duty (FSD) and the Scottish specific duties, and how equality will be embedded (“mainstreamed”) across our services from 2026–2030.

It also reports on progress on the outcomes from the previous Mainstreaming Report and details equality outcomes for the period 2026-2030, with indicators and governance to ensure delivery.

The report aligns with SBC’s Council Plan priorities and evidence base (e.g., education, economy, communities, health and wellbeing, and climate), ensuring equality is integral to how we plan, invest and deliver.

1. Legal and Policy Context

1.1 Public Sector Equality Duty (PSED)

Under section 149 of the Equality Act 2010, SBC must, in exercising our functions, have due regard to the need to:

eliminate discrimination,

advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it, and

foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

This is known as the **Public Sector Equality Duty**.

Relevant protected characteristics are:

- age;
- disability;
- gender reassignment;
- pregnancy and maternity;
- race;
- religion or belief;

- sex;
- sexual orientation.

Specific requirements are placed on listed authorities, including SBC, by **The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012**.

The Scottish specific duties require listed authorities to

- publish equality outcomes every four years (equality outcomes are a result the authority aims to achieve to further the Public Sector Equality Duty),
- report on progress on the equality outcomes at least every two years
- report on mainstreaming the Public Sector Equality Duty (making the duty central to the exercise of its functions) at least every two years,
- assess and review policies and practices.),
- gather and publish employee information,
- report on the gender pay gap between employees
- publish equal pay statements.

1.2 Fairer Scotland Duty

From April 2018, certain public bodies, including SBC, are also required to actively consider (have due regard to) how to reduce inequalities of outcome caused by socio-economic disadvantage when making **strategic decisions**, and publish a written assessment showing how they have done so.

“Socio -economic disadvantage” is defined as follows:

- Low/no wealth
 - Low income
 - Area deprivation
 - Socio-economic background
 - Material deprivation
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2. Our Local Context and Evidence

SBC provides £370m of services annually across a large rural area, with priorities covering a clean, green future; fulfilling potential; a strong, inclusive economy, transport and infrastructure; empowered, vibrant communities; and good health and wellbeing.

3. Mainstreaming Equality at SBC (How we embed equality)

3.1 Governance and accountability

- **Corporate ownership:** The Chief Executive and Council Management Team are accountable for equality performance.
- **Equalities Forum:** the Equalities Forum meets quarterly. It is chaired jointly by the Director People Performance & Change and Director of Resilient Communities, representing the internal and external aspects of SBC's equalities duties. The Forum discusses equalities initiatives and issues and can report relevant matters to the Council Management Team. In addition to the joint chairs, membership comprises relevant support services including Human Resources and Corporate Policy, and representatives from each of the SBC services.
- **Service leadership:** Each Directorate has responsibility for equalities matters within their services.

3.2 Integrated Impact Assessments (IIAs)

A key method of ensuring that equalities are mainstreamed within SBC functions is the use of impact assessments. These are utilised when proposals are being considered to ensure that any potential equalities implications are taken into account, any adverse impacts are mitigated as far as possible and potential benefits maximised.

In addition to the Public Sector Equality and Fairer Scotland duties, the IIA also considers, where relevant, any impacts on SBC's obligations under the Consumer Duty, Armed Forces Covenant Duty and the United Nations Convention on the Rights of the Child (UNCRC) duty.

A separate, more detailed assessment is undertaken in respect of the UNCRC duty when the specific subject of the proposal is children.

IAs are published along with papers to Council or Committees where relevant, including the financial plan proposals.

The IIA process was revamped in November 2025 and is now an end-to-end digital process. This allows easy collaboration between officers and automatic alerts for sign-off are sent to the Lead Officer and relevant Director.

An IIA Quality Control Group, comprising some members of the Equalities Forum and other relevant officers, has also been established to monitor the content of IAs and maximise their utility in decision making.

3.3 Use of Data

Data is recorded in respect of all services and is reported quarterly against a number of measures. This is used to measure performance and better inform decision making.

The latest complete year's data can be found [here](#).

This complements the data provided for the Local Government Benchmarking Framework, which can be found [here](#).

4. Mainstreaming the Public Sector Equality Duty as an Employer

Fair Work First

In consultation with the recognised trades unions, SBC has agreed their Fair Work First statement. This was agreed in June 2025. This commits the Council to providing an effective voice for employees, investing in workforce development, not using zero hours contracts other than where necessary, tackling the gender pay gap and creating a more diverse workforce, opposing the use of fire and rehire practices, and paying at least the Real Living Wage.

Fair Work First and Apprentices

SBC pays apprentices the Real Living Wage. This was introduced from 1st April 2023.

Permanent Employment wherever possible

SBC has updated its Temporary Appointments policy to make it clear that temporary contracts should only be used in certain defined circumstances, such as where the

post is reliant on external funding, cover is required for a permanent employee, for example if they are on maternity leave, or the post is designed to provide work experience.

As a result of the policy change, a number of employees have been moved from temporary to permanent contracts.

Redeployment Policy Revision

The Retention and Redeployment policy has been updated and substantially revised to aid in the retention of employees.

Whereas previously there was an interview process for redeployment opportunities, employees on the redeployment register will now be matched in to posts which they meet the essential criteria for. Interviews will only be held if there are two or more employees in the same position.

Reasonable Adjustments Policy Update

SBC has had a Reasonable Adjustments policy for ten years, providing guidance to employees with disabilities and managers on the consideration and implementation of reasonable adjustments.

Following discussion with the trades unions, the policy has been substantially revised and provides for a centralised register of equipment made available to employees and a central return point when the equipment is no longer required.

This will make it easier and quicker for employees to access equipment.

HR Policy Review Programme

The HR Policies, Procedures and Guidelines are reviewed on a rolling basis to ensure they remain up to date and effective.

Employee Engagement Survey

SBC has run an annual Employee Engagement Survey since 2018. This allows all employees the opportunity to express their views and describe their experience of working with SBC.

The latest survey is from 2025 and garnered 1442 responses, a record high.

The overall employee engagement score was 65%, a 1.5% increase on the 2024 results.

The engagement score is made up of the number of positive responses to the following questions:

- I enjoy working at SBC.
- I would recommend SBC as a place to work.
- I am proud to work for SBC.

The overall results are published, as are the results for each Directorate individually. An action plan is then produced by each Directorate addressing themes arising from their responses.

Employee Benefits

SBC has a wide range of employee benefits available to all employees, subject to statutory eligibility criteria for those that are provided under a Salary Sacrifice arrangement. The benefits include Shared Cost AVC, Car Salary Sacrifice and Cycle to Work, along with access to employee discounts via our online. These benefits are promoted to all SBC employees and prospective employees as part of our recruitment process.

Aviva Digicare+ Workplace App

This is available to all SBC employees and family members through registration. It provides a range of services:

- **Health Check** – an annual check via a self-administered fingerprick blood test which looks at 20 different health markers to spot problems early, including diabetes risk, cholesterol status and liver health. It also includes a personalised health report with a follow-up digital GP consultation available.
- **Digital GP** – up to three consultations a year with a NHS-registered private GP for employees and their family.
- **Nutritional Consultations** - up to six 30-minute consultations with a nutritionist each year, shared between the employee and their family. It offers advice and guidance on optimal eating plans, how to change the relationship with food and breaking bad habits.
- **Mental Health Consultations** – to help with many types of issues, from workplace stress to money worries, big life changes and more. It includes bereavement support. Up to 6 mental health and 6 bereavement consultations per year are available to be shared between the employee and their family.

- **Second Medical Opinion** - for an expert opinion on an initial diagnosis and treatment plan, two expert Second Medical Opinions per year with UK based clinicians can be shared between the employee and their family.
- **Wellbeing Library** - sections offering helpful on all kinds of situations, from family and relationships, money or work, mental or physical health conditions.

Armed Forces Covenant

SBC is a committed signatory to the Armed Forces Covenant, which recognises the unique obligations and sacrifices made by Armed Forces personnel, veterans and their families, and the need to reduce any disadvantages arising from service.

Its principles are embedded across policy and practice. As tangible examples of this, SBC has introduced a guaranteed interview scheme for Armed Forces personnel and veterans applying for roles for which they meet the essential criteria, and paid special leave for reservist training.

SBC has achieved the Employer Recognition Scheme Silver Award, reflecting its established support for reservists, veterans and cadet forces, and has developed a structured programme of activity to strengthen this further. This includes holding NAAFI breaks during the working day for employees with an Armed Forces connection.

SBC is now progressing an application for the Gold Award, which focusses on leadership and advocacy beyond its own workforce, including encouraging supply chain organisations to sign the Covenant, expanding partnerships with employability services and military support organisations, and delivering wider community initiatives such as Armed Forces Day events and support for military children in schools

Armed Forces Veterans and Military Associates First NAAFI Break

The first NAAFI Break was held in Council Headquarters on 20th January 2026.

More than half of those who have identified as a **Veteran**, on Business World came along to chat over a coffee a biscuit, which was a great start. It is our aim to build a **community** of people, with a variety of Military experience and we would love more of you to be involved!



Career Pathways

As a way of widening the pool of potential employees, and in recognition that many people are unable to commit to full-time study, SBC makes use of career pathways.

These can be formal pathways, with an entry post, an intermediate post and a destination post which the employee progresses through as they gain experience, skills and any relevant qualifications.

Informal pathways also exist, where there is a clear route of progression through different roles within the service or department.

5. Equal Pay Statement and Gender Pay Gap

Equal Pay Statement

SBC, as a council, constituted under section 2 of the Local Government etc (Scotland) Act 1994 and as an education authority in terms of S.135(1) of the Education (Scotland)

Act 1980, is committed to equal pay for all its employees and aims to eliminate any bias in relation to pay systems on any ground, including sex, disability, race, religion or belief, age, gender reassignment or sexual orientation.

Our principle is that all employees receive equal pay for the same or broadly similar work, for work rated as equivalent, and for work of equal value.

SBC operates and will continue to operate a pay and benefits system which is transparent, based on objective criteria, and free from bias.

SBC will identify and eliminate any unfair, unjust or unlawful practices that impact on pay as well as taking any appropriate remedial action.

Gender Pay Gap

The gender pay gap is the difference between men and women’s full-time hourly earnings.

Chief Officers and Single Status Staff

- The average hourly rate for women is £16.7824
- The average hourly rate for men is £17.9470
- The difference in hourly pay is £1.1646
- This means that on average women earn 6.49% less than men

Whilst there is a gender pay gap of 6.49% for the Council overall for this cohort of staff, we have further analysed the data based on the grades of individuals. This is shown in the following table: -

Council Employee - Contractual Only

Grade Group	Female	Male	Pay Gap
Modern Apprentice	13.0600	13.1299	0.53%
Live Borders	18.4786	17.6922	-4.44%
Grade 1	13.0605	13.0600	0.00%
Grade 2	13.0946	13.3520	1.93%
Grade 3	13.3336	14.1227	5.59%
Grade 4	14.0051	14.3649	2.50%
Grade 5	15.0820	15.6124	3.40%
Grade 6	16.8747	17.6205	4.23%
Grade 7	18.6851	19.0349	1.84%
Grade 8	21.2283	21.2908	0.29%
Grade 9	25.1779	25.1332	-0.18%
Grade 10	29.1935	29.1386	-0.19%
Grade 11	33.1147	32.9167	-0.60%

Grade 12	37.7837	38.3249	1.41%
Chief Officer	53.1699	54.9867	3.30%
Grand Total	16.7824	17.9470	6.49%

Education (SNCT Staff)

- The average hourly rate for females is £33.3004
- The average hourly rate for males is £34.5116
- The difference in hourly pay is £1.2112
- This means that on average women in Education earn 3.51% less than men.

Educational Establishment - Contractual Only

Grade Group	Female	Male	Pay Gap
Probationary Teacher	21.2389	21.2389	0.00%
Common Scale Teacher	31.1850	31.0750	-0.35%
Music Instructor	28.4052	28.4949	0.31%
Chartered Teacher	36.7120	38.2438	4.01%
Lead Teacher	36.3082		
Principal Teacher	38.8866	39.2668	0.97%
Psychologist	36.2089	39.9412	9.34%
Quality Improvement	47.4937	46.4893	-2.16%
Depute & Head Teacher	46.2366	48.4049	4.48%
Grand Total	33.3004	34.5116	3.51%

Further data showing the composition of the workforce as required by legislation is contained in Appendix 1.

6. Mainstreaming the Public Sector Equality Duty in Education

Scottish Borders Council Education has continued to strengthen the way equality, inclusion and children's rights are embedded across policy, practice, planning, curriculum and service delivery. Equality is not treated as a standalone activity, but is increasingly reflected through core Education priorities, including improving attendance, reducing exclusion, closing the poverty-related attainment gap, strengthening inclusive practice, supporting care experienced learners, promoting

children's rights and ensuring children and young people can access learning, support and opportunities in ways which reflect their individual circumstances.

This work is underpinned by a clear commitment to excellence and equity. The **Education Equity Strategy 2021 to 2026**, launched in 2022, provides a strategic framework for reducing the poverty-related attainment gap and improving outcomes for care experienced children and young people. It coordinates the use of Pupil Equity Funding, Strategic Equity Funding and Care Experienced Children and Young People Funding, and establishes a system-wide focus on governance, data, leadership, partnership and targeted improvement. The strategy sets out the ambition that, regardless of background or socio-economic status, all children and young people should have access to the tools and opportunities they need to reach or exceed their potential.

Education planning and reporting over the period has maintained a strong focus on inclusion, wellbeing, rights and equity. This includes work to improve outcomes for children and young people affected by poverty, care experience, additional support needs, disability, race, language, health and wellbeing needs, rurality, young caring responsibilities, Armed Forces family life, LGBT identity and family diversity, and other circumstances which may create barriers to participation and achievement. Strategic Equity Funding, the cluster model and the Virtual School Headteacher model have provided key mechanisms for turning this commitment into targeted, data-informed and partnership-based action.

Key equality mainstreaming activity

Policy and strategic development

Several significant Education policies and strategies have been introduced or revised with a strengthened equality and rights-based focus.

The revised **Attendance Policy** was launched in 2024. It frames attendance as a rights, wellbeing and inclusion issue, rather than simply a compliance matter. The policy recognises that low attendance can be linked to poverty, additional support needs, care experience, young caring responsibilities, anxiety, health needs, Black and Minority Ethnic backgrounds, LGBTQI+ identity and other individual or family circumstances. It promotes early intervention, whole-school nurturing approaches, strong family engagement, flexible curriculum pathways and partnership working to remove barriers to attendance.

To support implementation of the revised Attendance Policy, Education has delivered an **Attendance Quality Improvement Programme** involving all 9 secondary schools and 9 targeted primary schools. Through CLPL and coaching in quality improvement methods, schools are using data, improvement tools and small tests of change to

reduce unauthorised absence and strengthen earlier, more supportive responses for children, young people and families.

Alongside this, Education has been developing guidance on **learners' entitlement to education when unable to attend school**. This supports schools to meet their statutory responsibilities for children and young people who are unable to attend due to health, additional support needs, anxiety, emotionally based school non-attendance or other barriers. This is relevant to equalities mainstreaming because it reinforces the right to education and promotes flexible, accessible provision for learners whose circumstances may otherwise affect their access to learning.

The revised **Managing School Exclusions Policy**, launched in August 2025, reflects a significant shift towards rights-based, preventative and equality-informed practice. It states that exclusion should only be used as a last resort, proportionately and non-punitively. The policy is grounded in UNCRC, GIRFEC, The Promise, the Additional Support for Learning Act and the Equality Act 2010, and requires schools to consider individual circumstances, protected characteristics, trauma, additional support needs, poverty and care experience before any decision to exclude. It strengthens expectations around educational continuity, therapeutic support, child voice and multi-agency planning.

The **Respectful Relationships and Anti-Bullying Policy** was updated in line with RespectMe national guidance. It supports safe, respectful and nurturing environments and includes a clear focus on prejudice-based bullying. The policy expects schools to challenge inequality, avoid stigmatising labels, listen to children and young people, involve them in agreeing next steps, and record bullying and discriminatory incidents through the SEEMiS Bullying and Equalities Module.

The **Physical Intervention, Restraint and Seclusion Guidance for Schools**, strengthens Education's rights-based and trauma-informed approach to supporting children and young people in distress. It aligns with *Included, Engaged and Involved Part 3*, emphasises prevention, co-regulation, de-escalation and least restrictive practice, and makes clear that restraint or seclusion should only ever be used as a last resort, for the shortest possible time and where no safer option is available.

Professional learning, curriculum and inclusive practice

There has been sustained professional learning across Education to support inclusive, nurturing, trauma-informed and anti-discriminatory practice. The Inclusion and Wellbeing Service has supported CLPL and targeted interventions linked to nurture, trauma-informed practice, restorative approaches, neurodiversity, additional support needs, emotional wellbeing, bilingual learners, refugee and asylum-seeking children, racial literacy and anti-racist practice. These have been promoted through our central CLPL offer as well as national partners such as Education Scotland

All Headteachers have received input from **Time for Inclusive Education (TIE)** to support LGBT+ Inclusive Education across the curriculum. This has supported schools to reflect LGBT+ identities, issues and families within learning and teaching, helping ensure curriculum content, resources and learning experiences reflect the diversity of children, young people, families and communities. This contributes to the mainstreaming of equality by supporting schools to challenge prejudice, reduce stigma, promote respectful relationships and ensure LGBT children, young people, staff and families are recognised and included within school life.

In Early Learning and Childcare, the Early Years Team has worked with Scotdec to develop anti-racist and rights-based practice at early level. This followed earlier UNCRC professional learning and led to a two-part CLPL programme focused on anti-racist education, representation, belonging and children's voice. Settings have used this learning to review books, images, play resources, family engagement and learning environments, helping children to see themselves reflected in their setting while also learning about the lives and experiences of others.

Education has also supported multilingual learners, New Scots, refugee and asylum-seeking children and young people through English as an Additional Language and ESOL support, inclusive transitions and advice to schools. This work helps ensure that learners and families who are new to Scotland or who use languages other than English can access learning, participate in school life and be supported in ways that recognise language, culture, identity and wellbeing. In addition, targeted training such as dyslexia support for Principal Teachers was delivered, alongside access to a broader suite of professional learning resources to support inclusive practice across schools. While not all provisions are delivered centrally, staff are actively encouraged and supported to engage with these opportunities as part of their ongoing professional development.

Children's rights, participation and pupil voice

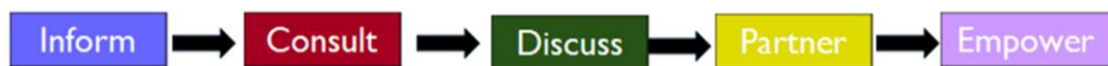
Children's rights and participation are increasingly embedded across Education activity. Rights Respecting Schools activity continues across Scottish Borders schools. The framework supports schools to embed children's rights into their ethos, curriculum, policies and relationships, promoting non-discrimination, participation, respect and inclusion.

Since 2023, there has been significant progress in the number of schools participating in the RRSa programme. As of February 2026, **37 schools** had advanced their Rights Respecting Schools journey, including:

- **11 schools** newly registered with the programme;
- **17 schools** achieving **Bronze: Rights Committed** status; and
- **9 schools** achieving **Silver: Rights Aware** accreditation.

The RRSA framework supports schools to embed children's rights into their ethos, curriculum, policies and relationships, promoting non-discrimination, participation, respect and inclusion. It contributes to the creation of positive learning environments where children and young people understand their rights, have opportunities to influence decisions and are treated with dignity and fairness.

The growing engagement with RRSA across Scottish Borders demonstrates an ongoing commitment to mainstreaming equality and children's rights within education, supporting schools to foster inclusive cultures that benefit all learners and staff.



Youth voice has also been strengthened through the YELL strategy and wider pupil participation activity. The strategy was co-created with children and young people to strengthen meaningful participation across Scottish Borders and embed a rights-based approach to engagement. This has supported children and young people to contribute to discussions about education, public health, social care and transformation planning. Across policy and practice, there is a growing emphasis on listening to children and young people, including those whose voices may be less often heard. The YELL approach has been applied successfully across a range of settings to engage children and young people in decisions that affect them. This includes

- Scottish Borders Champions Board which is open to all care experience young people
- The New Roots group for unaccompanied asylum-seeking (UAS) children and young people in the Scottish Borders
- The co-production of the Nicotine Prevention Toolkit, which was shortlisted for the Collaborative Working award at the UKPHR Innovation in Public Health awards 2025.
- Community Conversations
- Live Borders estate management and service planning
- Consultation on the Council's Budget Plan
- The commissioning of LGBTQ+ mental health support services.

Along with the YELL strategy, officers are still encouraged to plan their work and utilise the wider Community Engagement Strategy and Toolkit that sets out and supports effective ways of community engagement. This has been seen in the Council's approach to Community Conversations, where ideas and opinions are sought to help shape Council Plan priorities and also feed in to budget decisions and conversations.

Care experience, The Promise, Virtual School Headteacher model and Corporate Parenting

Education has continued to strengthen its approach to care experienced children and young people through the **Virtual School Headteacher model**, Care Experienced School Co-ordinators, partnership working and the use of Care Experienced Children and Young People Funding. The Virtual School Headteacher provides a strategic mechanism for tracking, supporting and challenging improvement in outcomes for care experienced learners, with a focus on attendance, attainment, wellbeing, interventions and positive destinations. This supports Education's role as a corporate parent and helps ensure that care experienced learners are visible within school improvement, data discussions and targeted support planning.

Education has undertaken care experienced outcomes tracking across all nine secondary schools, reviewing attendance, attainment, wellbeing, interventions and positive destinations for care experienced young people. This has supported focused discussion with schools about individual learners, barriers, supports and next steps, while also identifying wider themes for system improvement.

In 2024, Scottish Borders participated in the Bright Spots Programme, working with CELCIS and Coram Voice to hear directly from children in care and care leavers through the **Your Life, Your Care** and **Your Life Beyond Care** surveys. These surveys gathered views on care, wellbeing, trusted adults, rights, safety, school, belonging and future opportunities.

Building on Bright Spots, the **Together for the Promise** pilot was developed by the Scottish Borders Promise Team during 2025/26. The programme was designed to create a shared understanding of The Promise across schools and educational settings, support staff to understand their role as corporate parents, and help settings move towards more inclusive environments where children and young people feel listened to and know their voices matter. The pilot was informed by The Promise, local Bright Spots findings and the lived experiences of care experienced children and young people in the Borders.

Poverty, rurality, and cluster approaches

Education has used Pupil Equity Funding, Strategic Equity Funding and Care Experienced Children and Young People Funding to support learners affected by poverty and disadvantage. A key feature of the Scottish Borders approach is recognition that rural poverty is not always well represented by SIMD alone. Engagement with Scottish Government in November 2025 highlighted that child poverty in the Borders is spread across communities, including areas not identified as SIMD Quintile 1, and that the largest cohort of Scottish Child Payment claimants locally live in Quintiles 3 and 4.

The Strategic Equity Funding cluster model is a central part of Education's approach to mainstreaming equity. Funding is devolved through school clusters to support local flexibility, partnership working and collective responsibility across schools and communities. This enables clusters to respond to local barriers through approaches such as family support, home-school link work, attendance support, health and wellbeing interventions, partnership with NHS, Social Work and third sector partners, and targeted work to improve attendance, attainment, achievement and wellbeing.

This approach reflects the geography and community context of the Scottish Borders, allowing equity activity to be shaped around local need rather than a single central model. It also supports earlier intervention and more joined-up support for children, young people and families whose barriers to learning may be linked to poverty, rurality, transport, family stress, health, care experience or additional support needs.

Cost of the School Day approaches have also supported schools to identify and reduce financial barriers to participation. This includes attention to practical issues such as uniform, food, transport, trips, resources, clubs and wider achievement opportunities, helping ensure that children and young people affected by poverty can participate fully in the life of the school.

Digital inclusion and accessibility

Digital inclusion has been an important part of the Education equality approach. Through Inspire Learning, learners have had improved access to digital tools and accessibility features which can reduce barriers to learning for children and young

people with additional support needs, disabilities, literacy barriers, communication needs or interrupted access to learning. This has supported greater personalisation, accessibility and independence, while also helping reduce inequity in access to digital learning across a large rural authority.

Curriculum pathways, employability and positive destinations

Education has continued to develop curriculum pathways and positive destination work to widen opportunity and support equality of outcome. This includes partnership working with Borders College, Skills Development Scotland, Developing the Young Workforce and employers to strengthen vocational pathways, wider achievement, work-based learning, flexible curriculum offers and transition planning.

This work is particularly important for young people who may face additional barriers to sustained positive destinations, including learners affected by poverty, care experienced young people, young carers, learners with additional support needs and those who may benefit from a more flexible or personalised curriculum offer.

SkillsQuest Borders, running since 2022/23, is a targeted careers and skills programme for young carers, care experienced young people and other learners who may benefit from additional support to identify their skills, talents and future options. Delivered with DYW Borders and Skills Development Scotland, the programme provides hands-on workshops with businesses, community partners and education providers, with transport, lunch and refreshments provided to reduce practical barriers to participation.

The 2025 event involved 79 young people from S2 and S3 across 8 secondary schools, including 19 young carers and 36 care experienced young people. Overall, 71% of care experienced young people in S2 and S3 and 68% of young carers in S2 and S3 attended SkillsQuest.

Health, wellbeing, counselling and prevention

Education has continued to support health and wellbeing as a core equalities issue. The School Counselling Service, launched in August 2025, provides access to counselling support for children and young people across schools, helping address barriers linked to mental health, wellbeing, trauma, anxiety, family circumstances and other pressures which can affect participation, attendance, relationships and learning.

A coordinated nicotine prevention pilot has also been developed across secondary schools, initially centred at Galashiels Academy and rolling out to Selkirk, Peebles and Kelso High Schools. This work reflects a whole-school, preventative and inclusive approach to health and wellbeing. It supports UNCRC rights to health, protection from harmful substances, participation, non-discrimination and best interests. Staff have engaged in targeted CLPL on vaping trends, health risks and non-stigmatising

responses, supported by NHS colleagues. Pupil voice has been central, with young people developing prevention campaigns, working with feeder primary schools and contributing views at national level through engagement linked to the Tobacco and Vaping Bill.

Armed Forces children and families

In April 2026, Education highlighted the experiences of children and young people from Armed Forces families through Month of the Military Child. A briefing was shared with schools to support staff to recognise the strengths and additional pressures that can be associated with Armed Forces family life, including mobility, deployment, transition, curriculum continuity, wellbeing, identity and belonging.

This work links to the Armed Forces Covenant and the principle that serving personnel, veterans and their families should not be disadvantaged because of service. Schools were encouraged to identify Armed Forces children sensitively, listen to their experiences, strengthen transitions, avoid assumptions and use inclusive language. The Education Dashboard was also updated in March 2026 to include Armed Forces slicers on all data pages, supporting improved visibility and analysis.

The Armed Forces Families Liaison role has supported this work by providing a point of contact for advice, support and awareness-raising. This strengthens the authority's ability to identify Armed Forces children and families, understand their experiences and reduce the risk of disadvantage linked to service life.

Quality improvement, inspection and school review

Equality, inclusion and wellbeing are also increasingly embedded in school improvement, quality assurance and inspection activity. Through school reviews, improvement planning, standards and quality reporting, and feedback to school leaders, Education continues to focus on equity, poverty-related gaps, attendance, exclusions, additional support needs, care experience, children's rights, wellbeing and inclusive practice. This helps ensure equalities are considered as part of core improvement activity, rather than as a separate or occasional theme.

Case Study 1: Early Years anti-racist and rights-based practice

Scottish Borders Early Years has developed a strong example of equality mainstreaming through its work on anti-racist and rights-based practice. In 2024, the Early Years Teacher Team, working with the Young Persons Engagement Lead and The Promise Team, partnered with Scotdec to deliver professional learning on the UNCRC. This led to further practitioner interest in embedding diversity, representation and anti-racist approaches within everyday early years practice.

In response, a two-part CLPL programme was developed with Scotdec, focused on anti-racist education at early level. Practitioners explored national resources, reflected as teams and considered how children and families experience representation, identity, belonging and voice within settings. The learning was supported through self-evaluation using the Quality Improvement Framework, particularly in relation to nurturing care and support.

Settings have translated the learning into practical change. This has included reviewing books, imagery and play resources; using “mirrors and windows” approaches so children can see themselves and others reflected in learning; and strengthening opportunities for parents and carers to share cultures, traditions and lived experiences. Inspection feedback at Lauder Primary School recognised that staff had taken leadership roles in UNCRC, racial equality and literacy, supporting positive outcomes for children.

This case study demonstrates how equality-focused CLPL can move beyond awareness-raising into changes in pedagogy, environments, family engagement and children’s everyday experiences.

Case Study 2: Bright Spots and Together for the Promise

In 2024, Scottish Borders Council participated in the Bright Spots Programme with CELCIS and Coram Voice. Through the **Your Life, Your Care** and **Your Life Beyond Care** surveys, children in care and care leavers were supported to share their views on what matters to them, including care, relationships, wellbeing, rights, safety, school and future opportunities.

Schools played a key role in supporting safe and inclusive participation. Children and young people were supported by trusted adults, such as Care Experienced School Co-ordinators, pastoral staff or another adult identified by the child or young person. Schools were specifically asked to avoid approaches that could single children out as being in care, reinforcing a sensitive and non-stigmatising approach.

The Bright Spots findings identified strengths, including high levels of trust in carers, social workers and throughcare/aftercare workers, access to nature and participation in education, employment and training. Areas for improvement included safety, bullying, stigma, financial wellbeing, mental health and trusted relationships.

In response to this local evidence, the Scottish Borders Promise Team developed the **Together for the Promise** pilot during 2025/26. The programme was created as a bespoke professional learning offer to build a shared understanding of The Promise across schools and educational settings, and to support staff to reflect on how they contribute to children and young people growing up loved, safe and respected. It

consisted of two workshops and a reflective task, with content tailored to participating settings.

The pilot explicitly linked The Promise to education's role as a corporate parent and to UNCRC incorporation, GIRFEC, equity, health and wellbeing, nurturing approaches, pupil voice and attendance. It used local Bright Spots findings and case study material based on the real experiences of care experienced children and young people in the Borders. The evaluation report notes that this helped staff translate national aspirations and local evidence into reflective and practical action.

Feedback from staff and school leaders was positive. Participants reported increased understanding of The Promise in relation to their role, and highlighted the importance of relationships, language, participation and small achievable changes. Examples of early changes included using more inclusive and consistent language, creating or strengthening safe spaces for children, building in more opportunities for pupil voice and improving information sharing across staff teams.

This case study demonstrates how Education has used the voices and experiences of care experienced children and young people to shape professional learning, challenge stigma and strengthen inclusive school cultures.

Case Study 3: Nicotine prevention and pupil voice

A coordinated nicotine prevention pilot has been developed across secondary schools in Scottish Borders, initially centred at Galashiels Academy and now rolling out to Selkirk, Peebles and Kelso High Schools. The work reflects a whole-school, preventative and inclusive approach to wellbeing, aligned with GIRFEC, UNCRC and wider equality priorities.

The initiative supports children's rights to health, protection from harmful substances, participation in decisions affecting them, non-discrimination and having their best interests considered. Staff have engaged in targeted CLPL on vaping trends, health risks and non-stigmatising responses. The work has been supported by a school-based NHS Wellbeing Advisor and wider NHS colleagues, strengthening capacity for early intervention and trauma-informed practice.

Nicotine education is being embedded within Health and Wellbeing, with a focus on critical literacy, accessible learning and ASN-inclusive approaches. The work is also supported through 2 to 18 partnership activity with NHS and Police Scotland, promoting a consistent multi-agency approach across school communities.

Pupil voice has been central. Young people have contributed to prevention campaigns through the development of t-shirts, flyers and banners, and have extended learning by working with feeder primary schools. Pupils have also engaged at national level through a visit to the Scottish Parliament, where they shared their views on the Tobacco and

Vaping Bill, with those views then shared with Westminster. Engagement with community role models, including local football captain Danny Galbraith, has further strengthened the relevance and reach of the campaign.

This case study demonstrates equality mainstreaming through rights-based health education, pupil voice, prevention, inclusive curriculum design and partnership working to reduce health inequalities.

Case Study 4: SkillsQuest Borders for young carers and care experienced learners

SkillsQuest Borders is a targeted employability and skills programme for young carers, care experienced young people and learners who may benefit from additional support to identify their strengths and future pathways. It has been running since 2022/23 and is delivered in partnership with DYW Borders and Skills Development Scotland.

The programme supports equality of opportunity by providing hands-on workshops with businesses, community partners and education providers. Young people build skills in teamwork, communication, problem solving, organisation, budgeting, cooking on a budget, IT, adaptability and self-motivation. Practical barriers are reduced through transport, lunch and refreshments.

The rationale for the programme is explicitly linked to corporate parenting, The Promise and UNCRC. It recognises that young people with care experience and young carers may benefit from tailored education and employment opportunities, with support that is responsive and sustained. Young people are also invited to contribute to the naming, planning, organisation and evaluation of the event.

In September 2025, SkillsQuest involved 79 young people from S2 and S3 across 8 of the 9 secondary schools. Attendees included 19 young carers and 36 care experienced young people, with 15 organisations and teams supporting the event.

This case study demonstrates a practical, partnership-based approach to widening access to skills, achievement, employability and positive destinations for young people who may experience additional barriers.

Case Study 5: Rights-based policy reform in attendance and exclusions

Two major policy developments demonstrate how Education is embedding equality and rights into core operational practice.

The 2024 Attendance Policy reframes attendance as an issue of inclusion, wellbeing, support and rights. It recognises that attendance barriers may be linked to poverty, disability, additional support needs, care experience, young caring responsibilities,

anxiety, health, ethnicity, LGBTQI+ identity and family circumstances. The policy emphasises early support, positive relationships, family engagement, flexible curriculum pathways and partnership responses.

The 2025 Managing School Exclusions Policy strengthens safeguards for learners who may be disproportionately affected by exclusion. It requires schools to consider additional support needs, disability, trauma, protected characteristics, care experience, child protection concerns and poverty before exclusion is considered. It also makes clear that educational provision, therapeutic support and existing non-school supports should continue during exclusion.

Together, these policies demonstrate a shift away from punitive or compliance-based approaches and towards preventative, relational and equality-informed practice. They provide a clear framework for schools to consider barriers, individual circumstances, rights, wellbeing and the potential for disproportionate impact before making decisions that affect access to education.

Next steps

Education will continue to embed equality, inclusion and children's rights through core improvement planning, policy implementation, professional learning, curriculum development and quality assurance. The focus will remain on using data, pupil voice and partnership working to identify barriers early, reduce inequality of experience and outcome, and ensure all children and young people can access learning, support and opportunities in ways that reflect their needs and circumstances.

Community Learning and Development (CLD) and ESOL Provision

Community Learning and Development (CLD) is committed to promoting equality of opportunity and outcomes, to ensure that individuals and groups can participate fully in learning and community life. Embedded within these values is the CLD strategic priority for 2025–2027, which prioritises increased provision of English for Speakers of Other Languages (ESOL).

In recent years, the Scottish Borders has welcomed people from a wide range of backgrounds including a significant number displaced by the war in Ukraine, as well as UASC (Unaccompanied Asylum-Seeking Children) and adults claiming asylum.

A coordinated partnership approach with Borders College has enabled the growth and effectiveness of community-based ESOL classes and accredited formal learning opportunities. CLD currently delivers nine ESOL classes, supporting approximately 60

active learners, with many learners engaging in both CLD and Borders College provision.

The impact of ESOL provision is significant. It supports integration, enhances access to essential services, and opens pathways to further learning and employment. Learners develop confidence in their language abilities and are better equipped to contribute to their local communities. Many report increased social connection and active participation in community life.

7. Our Equality Outcomes 2026–2030

SBC is obliged to set equality outcomes every four years.

After consultation, the outcomes are aligned to the Council Plan. This will ensure that the Council's priorities are aligned with their statutory duties and that equalities are taken into account in the delivery of these priorities.

It will also aid in reporting on progress against the equality outcomes.

The Council's equality outcomes for 2026 onwards are:

1. Children and young people, particularly those from low-income families, care-experienced young people, and those with additional support needs, experience improved educational attainment, attendance, participation, and wellbeing.
2. Communities and individuals who are less likely to engage, such as young people, rural residents, low-income households, and people with disabilities, are better able to influence decisions on services, planning, and local priorities. This will be achieved in part through our approach to Community Conversations.
3. People who face barriers, for example due to disability, race or cultural background, age, geography, poverty, or lack of transport, experience improved access to public services, digital tools, employment and education opportunities.
4. Older adults, disabled people, unpaid carers and people with long-term conditions are supported to live independently, safely and with improved wellbeing.
5. Scottish Borders Council is an employer where staff from all backgrounds and of all protected characteristic groups feel valued and included, with equitable

access to development, wellbeing support, fair work, and progression opportunities.

6. People who are disadvantaged, rural, or vulnerable benefit equally from improvements in climate adaptation, biodiversity, transport, and access to green spaces.

Progress on these outcomes will be published at least every two years, and the outcomes will be reviewed and revised as appropriate by 2030 at the latest.

Appendix 1 – Workforce Data

The workforce data has been separated into Chief Officers and Single Status employees and SNCT employees. The SNCT statistics cover teachers and allied professionals.

Table 1

Occupational Segregation by Gender/ Department – Chief Officers and Single Status (Contracted Hours)

Department	Female	Male	Total	% Female	% Male
Education & Lifelong Learning	925	114	1039	89.03%	10.97%
Finance & Corporate Governance	143	107	250	57.20%	42.80%
Infrastructure & Environment	456	625	1081	42.18%	57.82%
People, Performance & Change	95	42	137	69.34%	30.66%
Resilient Communities	407	82	489	83.23%	16.77%
Social Work & Practice - IJB	153	26	179	85.47%	14.53%
Social Work & Practice - SBC	40	16	56	71.43%	28.57%
Strategic Commissioning & Partnerships	493	110	603	81.76%	18.24%
TOTAL	2712	1122	3834	70.74%	29.26%

Table 2

Occupational Segregation by Gender/ Grade – Chief Officers and Single Status (Contracted Hours)

Group	Female	Male	Total	% Female	% Male
C-EXEC & CO	11	11	22	50.00%	50.00%

GRADE1	295	57	352	83.81%	16.19%
GRADE2	100	116	216	46.30%	53.70%
GRADE3	10	123	133	7.52%	92.48%
GRADE4	845	229	1074	78.68%	21.32%
GRADE5	248	76	324	76.54%	23.46%
GRADE6	403	128	531	75.89%	24.11%
GRADE7	260	97	357	72.83%	27.17%
GRADE8	180	89	269	66.91%	33.09%
GRADE9	235	97	332	70.78%	29.22%
GRADE10	68	44	112	60.71%	39.29%
GRADE11	17	13	30	56.67%	43.33%
GRADE12	12	15	27	44.44%	55.56%
SLGLW1	17	9	26	65.38%	34.62%
LIVEBORD	7	17	24	29.17%	70.83%
QIM	2	0	2	100.00%	0.00%
QIO	2	1	3	66.67%	33.33%
TOTAL	2712	1122	3834	70.74%	29.26%

Table 3

Occupational Segregation by Age/ Department – Chief Officers and Single Status
(Contracted Hours)

Age Group	Education & Lifelong Learning	Finance & Corporate Governance	Infrastructure & Environment	People, Performance & Change	Resilient Communities	Social Work & Practice - IJB	Social Work & Practice - SBC	Strategic Commissioning & Partnerships
16 to 29	122 (11.74%)	38 (15.20%)	114 (10.55%)	22 (16.06%)	74 (15.13%)	11 (6.15%)	0 (0.00%)	66 (10.95%)

30 to 44	384 (36.96%)	71 (28.40%)	229 (21.18%)	50 (36.50%)	144 (29.45%)	58 (32.40%)	17 (30.36%)	210 (34.83%)
45 to 59	410 (39.46%)	113 (45.20%)	492 (45.51%)	48 (35.04%)	203 (41.51%)	81 (45.25%)	23 (41.07%)	227 (37.65%)
60 and above	123 (11.84%)	28 (11.20%)	246 (22.76%)	17 (12.41%)	68 (13.91%)	29 (16.20%)	16 (28.57%)	100 (16.58%)

Table 4

Occupational segregation by Age/ Grade – Chief Officers and Single Status (Contracted Hours)

Grade	16 to 29	30 to 44	45 to 59	60 and above
C-EXEC & CO	-	1 (4.55%)	20 (90.91%)	1 (4.55%)
GRADE1	25 (7.10%)	106 (30.11%)	142 (40.34%)	79 (22.44%)
GRADE2	12 (5.56%)	35 (16.20%)	85 (39.35%)	84 (38.89%)
GRADE3	31 (23.31%)	25 (18.80%)	47 (35.34%)	30 (22.56%)
GRADE4	119 (11.08%)	333 (31.01%)	432 (40.22%)	190 (17.69%)
GRADE5	43 (13.27%)	98 (30.25%)	137 (42.28%)	46 (14.20%)
GRADE6	89 (16.76%)	173 (32.58%)	213 (40.11%)	56 (10.55%)
GRADE7	47 (13.17%)	133 (37.25%)	130 (36.41%)	47 (13.17%)
GRADE8	31 (11.52%)	87 (32.34%)	125 (46.47%)	26 (9.67%)
GRADE9	18 (5.42%)	115 (34.64%)	159 (47.89%)	40 (12.05%)
GRADE10	-	35 (31.25%)	57 (50.89%)	20 (17.86%)
GRADE11	-	8 (26.67%)	20 (66.67%)	2 (6.67%)
GRADE12	-	3 (11.11%)	21 (77.78%)	3 (11.11%)
SLGLW1	25 (96.15%)	1 (3.85%)	-	-
LIVEBORD	7 (29.17%)	9 (37.50%)	6 (25.00%)	2 (8.33%)

Table 5

Occupational segregation by Declared Disability/ Department - Chief Officers and Single Status (Contracted Hours)

Department	No (%)	Not Declared (%)	Prefer Not (%)	Yes (%)
Education & Lifelong Learning	48.89%	48.51%	0.48%	2.12%

Finance & Corporate Governance	45.20%	50.00%	1.20%	3.60%
Infrastructure & Environment	39.78%	56.61%	0.83%	2.78%
People, Performance & Change	35.77%	62.77%	0.00%	1.46%
Resilient Communities	47.44%	48.06%	0.82%	3.68%
Social Work & Practice - IJB	44.13%	49.16%	1.12%	5.59%
Social Work & Practice - SBC	41.07%	51.79%	0.00%	7.14%
Strategic Commissioning & Partnerships	24.54%	72.80%	0.00%	2.65%

Table 6

Occupational segregation by Declared Disability/ Grade- Chief Officers and Single Status (Contracted Hours)

Grade	No (%)	Not Declared (%)	Prefer Not (%)	Yes (%)
C-EXEC/CO	18.18%	81.82%	0.00%	0.00%
GRADE1	42.90%	52.27%	1.14%	3.69%
GRADE2	34.72%	61.11%	0.93%	3.24%
GRADE3	45.11%	53.38%	0.00%	1.50%
GRADE4	38.92%	58.47%	0.56%	2.05%
GRADE5	44.14%	52.47%	0.00%	3.40%
GRADE6	46.33%	50.09%	0.56%	3.01%
GRADE7	43.14%	54.34%	0.28%	2.24%
GRADE8	38.29%	57.99%	1.12%	2.60%
GRADE9	46.39%	47.29%	0.90%	5.42%
GRADE10	29.46%	66.07%	0.00%	4.46%
GRADE11	36.67%	63.33%	0.00%	0.00%
GRADE12	29.63%	70.37%	0.00%	0.00%
SLGLW1	69.23%	19.23%	3.85%	7.69%
LIVEBORD	16.67%	83.33%	0.00%	0.00%

Table 7

Occupational segregation by Declared Ethnic Group/ Department- Chief Officers and Single Status (Contracted Hours)

Department	White (%)	Minority Ethnic (%)	Prefer Not to say (%)
Education & Lifelong Learning	96.95%	1.83%	1.22%
Finance & Corporate Governance	98.18%	0.91%	0.91%
Infrastructure & Environment	98.05%	0.37%	1.58%
People, Performance & Change	93.04%	3.48%	3.48%
Resilient Communities	96.98%	1.86%	1.16%
Social Work & Practice - IJB	97.95%	0.68%	1.37%
Social Work & Practice - SBC	95.92%	0.00%	4.08%
Strategic Commissioning & Partnerships	85.49%	11.73%	2.78%

Table 8

Occupational segregation by Declared Ethnic Group/ Grade- Chief Officers and Single Status (Contracted Hours)

Grade	White (%)	Minority Ethnic (%)	Prefer Not (%)
C-EXEC/CO	100.00%	0.00%	0.00%
GRADE1	94.78%	1.87%	3.36%
GRADE2	97.20%	0.70%	2.10%
GRADE3	97.96%	0.00%	2.04%
GRADE4	92.85%	5.72%	1.43%
GRADE5	96.62%	2.26%	1.13%
GRADE6	97.32%	1.12%	1.57%
GRADE7	97.65%	2.01%	0.34%
GRADE8	96.52%	1.30%	2.17%
GRADE9	96.91%	1.03%	2.06%
GRADE10	97.89%	1.05%	1.05%
GRADE11	100.00%	0.00%	0.00%
GRADE12	100.00%	0.00%	0.00%
SLGLW1	100.00%	0.00%	0.00%
LIVEBORD	75.00%	25.00%	0.00%

Table 10

Occupational Segregation by Gender and Cluster- SNCT Employees (Contracted Hours)

Cluster	Female	Male	Total
Berwickshire	164	43	207
Cheviot	135	40	175
Eildon East	215	56	271
Eildon West	156	39	195
Teviot & Liddesdale	140	41	181
Tweeddale	166	42	208
Various	40	9	49
TOTAL	1016	270	1286

Table 11

Occupational Segregation by Gender and Cluster- SNCT Employees (Contracted Hours)

Cluster	Female (%)	Male (%)
Berwickshire	79.23%	20.77%
Cheviot	77.14%	22.86%
Eildon East	79.34%	20.66%
Eildon West	80.00%	20.00%
Teviot & Liddesdale	77.35%	22.65%
Tweeddale	79.81%	20.19%
Various	81.63%	18.37%

Table 12

Occupational Segregation by Age Group and Cluster- SNCT Employees (Contracted Hours)

Cluster	16 to 29 (%)	30 to 44 (%)	45 to 59 (%)	60 and above (%)
Berwickshire	16.43%	35.75%	42.03%	5.80%
Cheviot	15.43%	38.86%	38.86%	6.86%
Eildon East	13.28%	45.02%	36.53%	5.17%
Eildon West	14.36%	38.97%	42.05%	4.62%
Teviot & Liddesdale	22.10%	41.44%	30.94%	5.52%
Tweeddale	7.69%	39.42%	48.56%	4.33%
Various	0.00%	51.02%	46.94%	2.04%

Table 13

Occupational Segregation by Age Group and Grade- SNCT Employees (Contracted Hours)

Grade Group	16 to 29 (%)	30 to 44 (%)	45 to 59 (%)	60 and above (%)
Chartered Teacher	0.00%	5.26%	84.21%	10.53%
Common Scale Teacher	16.50%	41.69%	36.45%	5.35%
Depute & Head Teacher	0.00%	29.66%	65.25%	5.08%
Lead Teacher	0.00%	80.00%	20.00%	0.00%
Music Instructor	0.00%	50.00%	33.33%	16.67%
Principal Teacher	3.93%	46.07%	45.51%	4.49%
Probationary Teacher	63.41%	26.83%	9.76%	0.00%
Psychologist	0.00%	60.00%	40.00%	0.00%

Table 14

Occupational Segregation by Declared Disability and Cluster SNCT Employees (Contracted Hours)

Cluster	No (%)	No Response (%)	Not Stated (%)	Prefer Not To Say (%)	Yes (%)
Berwickshire	29.47%	34.30%	32.37%	0.48%	3.38%
Cheviot	24.57%	29.71%	42.86%	0.57%	2.29%
Eildon East	28.04%	33.95%	36.16%	0.00%	1.85%
Eildon West	28.72%	37.95%	31.28%	0.51%	1.54%
Teviot & Liddesdale	27.07%	32.04%	38.67%	0.55%	1.66%
Tweeddale	31.73%	23.56%	42.79%	0.48%	1.44%
Various	28.57%	30.61%	38.78%	0.00%	2.04%

Table 15

Occupational Segregation by Declared Disability and Grade- SNCT Employees
(Contracted Hours)

Grade Group	No (%)	Not Declared (%)	Prefer Not (%)	Yes (%)
Chartered Teacher	15.79%	78.95%	0.00%	5.26%
Common Scale Teacher	29.99%	67.22%	0.45%	2.34%
Depute & Head Teacher	27.12%	71.19%	0.00%	1.69%
Lead Teacher	0.00%	100.00%	0.00%	0.00%
Music Instructor	22.22%	72.22%	5.56%	0.00%
Principal Teacher	28.09%	70.79%	0.00%	1.12%
Probationary Teacher	7.32%	92.68%	0.00%	0.00%
Psychologist	40.00%	60.00%	0.00%	0.00%

Table 16

Occupational Segregation by Declared Ethnic Group and Cluster- SNCT Employees
(Contracted Hours)

Cluster	White (%)	Minority Ethnic (%)	Prefer Not to Say(%)
Berwickshire	90.15%	1.52%	8.33%
Cheviot	90.91%	0.83%	8.26%
Eildon East	95.48%	1.69%	2.82%
Eildon West	95.80%	0.00%	4.20%
Teviot & Liddesdale	91.87%	1.63%	6.50%
Tweeddale	94.87%	0.64%	4.49%
Various	88.24%	5.88%	5.88%

Table 17

Occupational Segregation by Declared Ethnic Group and Grade- SNCT Employees
(Contracted Hours)

Grade Group	White (%)	Prefer not to say (%)	Minority Ethnic (%)
Chartered Teacher	100.00	0.00	0.00
Common Scale Teacher	92.31	6.32	1.37
Depute & Head Teacher	97.06	2.94	0.00
Lead Teacher	100.00	0.00	0.00
Music Instructor	100.00	0.00	0.00
Principal Teacher	92.75	5.80	1.45
Probationary Teacher	100.00	0.00	0.00
Psychologist	85.71	0.00	14.29

Appendix 2 –Recruitment Data

The information used within this Appendix is taken from the ‘My Job Scotland’ National Recruitment Portal for the posts advertised by Scottish Borders Council. Analysis is based on the applicant’s progress through the recruitment process in the 2025 calendar year.

Statistics are included for Gender, Age, Disability, Race, Gender Reassignment, Marital Status, Religion/Belief, Sexual Orientation, Caring Responsibilities and the difference between internal and external candidates.

The information is based on candidates who have answered the specific question and does not include those who have not answered or responded “prefer not to say”.

Gender

Category	Applications	Appointed	Success Rate (%)
Female	6114	504	8.24%
Male	3158	233	7.38%

Age

Category	Applications	Appointed	Success Rate (%)
16 to 29	2894	212	7.33%
30 to 44	3844	265	6.89%
45 to 59	1983	206	10.39%
60 and above	343	42	12.24%

Disability

Category	Applications	Appointed	Success Rate (%)
No	7054	554	7.85%
Yes	685	46	6.72%

Race

Category	Applications	Appointed	Success Rate (%)
Black Minority Ethnic	2130	41	1.92%
White	7044	690	9.80%

Gender Reassignment

Category	Applications	Appointed	Success Rate (%)
No	9178	730	7.95%
Yes	32		0.00%

Marital Status

Category	Applications	Appointed	Success Rate (%)
Civil Partnership – Legally Dissolved	17		0.00%
Civil Partnership – Surviving Partner	6		0.00%
Divorced	498	51	10.24%
Married/Civil Partnership	3733	296	7.93%
Not Married/Civil Partnership	4192	331	7.90%
Separated	247	17	6.88%
Widowed	66	3	4.55%

Religion/ Belief

Category	Applications	Appointed	Success Rate (%)
Another Religion or Body	8		0.00%
Buddhist	46	2	4.35%
Church of Scotland	1025	112	10.93%
Hindu	123	1	0.81%
Jewish	7	1	14.29%
Muslim	332	7	2.11%
None	5236	505	9.64%
Other Christian	1247	29	2.33%

Pagan	13	3	23.08%
Roman Catholic	742	31	4.18%
Sikh	6		0.00%

Sexual Orientation

Category	Applications	Appointed	Success Rate (%)
Bisexual	209	9	4.31%
Gay or Lesbian	231	23	9.96%
Heterosexual/Straight	8423	674	8.00%
Other	10		0.00%

Caring Responsibilities

Category	Applications	Appointed	Success Rate (%)
No	5468	422	7.72%
Yes	3669	305	8.31%

Internal/ External

Category	Applications	Appointed	Success Rate (%)
External	2137	135	6.32%
Internal	7333	651	8.88%

Appendix 3 – Leavers Data

These statistics are for the calendar year 2025.

They categorise the date for employees leaving SBC by gender, age group, race and disability status.

As with the Employee Information, the data is split into Chief Officer/ Single Status employees and SNCT employees.

Chief Officer/ Single Status

Gender

Category	Capability Dismissal	Death in Service	Dismissal	End of Contract	Flexible Retirement	Ill Health Retirement	Redundancy	Resignation	Retiral	Total	% Overall
Female	19	1	1	5	3	6	1	154	85	275	73.3%
Male	3	5	5	1	5	3	0	49	29	100	26.7%
Grand Total	22	6	6	6	8	9	1	203	114	375	100.0%

Age

Category	Capability Dismissal	Death in Service	Dismissal	End of Contract	Flexible Retirement	Ill Health Retirement	Redundancy	Resignation	Retiral	Total	% Overall
16 to 29	0	0	1	3	0	0	0	42	0	46	12.3%
30 to 44	4	1	2	3	0	1	1	70	0	82	21.9%
45 to 59	11	2	2	0	0	5	0	72	13	105	28.0%

60 and above	7	3	1	0	8	3	0	19	101	142	37.9%
Grand Total	22	6	6	6	8	9	1	203	114	375	100.0%

Race

Category	Capability Dismissal	Death in Service	Dismissal	End of Contract	Flexible Retirement	Ill Health Retirement	Redundancy	Resignation	Retiral	Total	% Overall
African – African, African Scottish or African British	0	0	0	0	0	0	0	1	0	1	0.3%
Asian – Chinese, Chinese Scottish Or Chinese British	0	0	0	0	0	0	0	1	0	1	0.3%
Black Minority	0	0	0	0	0	0	0	2	0	2	0.5%

Ethnic Total											
White-Irish	0	2	0	0	0	0	0	2	1	5	1.3%
White-Other British	1	1	0	0	3	1	0	26	11	43	11.5%
White-Other Ethnic Groups	0	0	0	0	0	0	0	4	1	5	1.3%
White-Polish	0	0	0	0	0	0	0	3	0	3	0.8%
White-Scottish	13	2	5	4	3	4	0	103	70	204	54.4%
White Total	14	5	5	4	6	5	0	138	83	260	69.3%
No Response	8	1	1	2	1	3	1	60	23	100	26.7%
Not Stated	0	0	0	0	0	0	0	1	2	3	0.8%
Prefer Not to Answer	0	0	0	0	1	1	0	2	6	10	2.7%
Not Disclosed Total	8	1	1	2	2	4	1	63	31	113	30.1%

Grand Total	22	6	6	6	8	9	1	203	114	375	100.0%
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Disability

Category	Capability Dismissal	Death in Service	Dismissal	End of Contract	Flexible Retirement	Ill Health Retiral	Redundancy	Resignation	Retiral	Total	% Overall
No	5	1	3	4	1	1	0	112	10	137	36.5%
No Response	8	1	1	2	1	3	1	60	23	100	26.7%
Not Stated	9	4	2	0	4	4	0	25	77	125	33.3%
Prefer Not to Say	0	0	0	0	0	0	0	2	1	3	0.8%
Yes	0	0	0	0	2	1	0	4	3	10	2.7%
Grand Total	22	6	6	6	8	9	1	203	114	375	100.0%

SNCT

Gender

Category	Capability Dismissal	End of Contract	Ill Health Retiral	Resignation	Retiral	Total	% Overall
Female	2	4	1	27	25	59	78.7%
Male	0	2	1	7	6	16	21.3%
Grand Total	2	6	2	34	31	75	100.0%

Age

Category	Capability Dismissal	End of Contract	Ill Health Retiral	Resignation	Retiral	Total	% Overall
16 to 29	0	2	0	5	0	7	9.3%
30 to 44	0	2	1	12	0	15	20.0%
45 to 59	2	2	1	17	9	31	41.3%
60 and above	0	0	0	0	22	22	29.3%
Grand Total	2	6	2	34	31	75	100.0%

Race

Category	Capability Dismissal	End of Contract	Ill Health Retiral	Resignation	Retiral	Total	% Overall
White – Irish	0	0	0	1	0	1	1.3%
White – Other British	0	1	1	14	1	17	22.7%
White – Other Ethnic Groups	1	1	0	1	2	4	5.3%
White – Scottish	0	2	1	14	14	31	41.3%
White Total	1	3	2	30	17	53	70.7%
No Response	1	3	0	4	12	20	26.7%
Prefer Not to Answer	0	0	0	0	2	2	2.7%
Not Disclosed Total	1	3	0	4	14	22	29.3%
Grand Total	2	6	2	34	31	75	100.0%

Disability

Category	Capability Dismissal	End of Contract	Ill Health Retiral	Resignation	Retiral	Total	% Overall
No	1	1	1	14	1	18	24.0%
No Response	1	3	0	4	12	20	26.7%
Not Stated	0	0	1	15	17	33	44.0%
Prefer Not to Say	0	0	0	1	0	1	1.3%
Yes	0	2	0	0	1	3	4.0%
Grand Total	2	6	2	34	31	75	100.0%