

Item 8

Education, Communities and Housing Committee: 9 September 2026.

LGBT Inclusive Education Implementation Plan.

Report by Director of Education, Communities and Housing.

1. Overview

- 1.1. The purpose of this report is to provide an overview of the work being carried out in relation to the implementation of LGBT Inclusive Education in line with national guidance, for noting.
- 1.2. In accordance with national expectations, LGBT-inclusive education is being implemented through Curriculum for Excellence as part of wider work to promote inclusion, equality, wellbeing and respectful relationships. The LGBT Inclusive Education Implementation Plan, attached as Appendix 1 to this report, is intended to support implementation of national guidance, promote effective practice, and ensure that relevant equality, inclusion, wellbeing and children's rights considerations are reflected in educational practice.
- 1.3. The implementation plan outlines progress to date, work now underway and a three-year implementation plan to support a consistent and proportionate approach to the delivery of LGBT-inclusive education in Orkney's educational settings.
- 1.4. Inclusion is a central principle of Scottish education. Local authorities are required to discharge their duties under the Equality Act 2010, including the Public Sector Equality Duty.
- 1.5. In exercising their education functions, local authorities must also have regard to children's rights and wellbeing as reflected in the Children and Young People (Scotland) Act 2014 and the Getting It Right For Every Child (GIRFEC) wellbeing indicators: Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included. These duties are further reinforced by the United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Act 2024 and the requirement for public authorities to act compatibly with the UNCRC requirements.

- 1.6. National Guidance on LGBT Inclusive Education supports local authorities and schools in discharging these responsibilities. LGBT Inclusive Education ensures that LGBT themes, experiences and contributions are reflected appropriately within learning experiences and that prejudice and prejudice-based bullying are actively addressed. The Implementation Plan has therefore been developed to support schools and settings to deliver age and stage appropriate learning in accordance with national expectations and statutory equality duties.
- 1.7. The Council also recognises the important role of parents and carers in their children's education. In implementing national guidance and discharging its statutory duties, the Council will continue to engage with parents and carers and provide information regarding curriculum delivery and educational practice.
- 1.8. The Implementation Plan is intended to support consistency of practice across educational establishments by providing staff with a common understanding of national expectations and available resources. This assists schools in delivering learning in a manner that is age-appropriate, evidence-based and consistent with the Council's duties in relation to equality, inclusion and children's rights, while continuing to engage with parents and carers on matters of curriculum delivery.
- 1.9. The Implementation Plan has been informed by:
- Scottish Government Guidance on LGBT Inclusive Education.
 - Scottish Government Guidance on the Delivery of Relationships, Sexual Health and Parenthood Education in Scottish Schools.
 - Respect for All: The National Approach to Anti-Bullying for Scotland's Children and Young People (Update 2024).
 - Advice and support provided by Time for Inclusive Education (TIE).
- 1.10. The Implementation Plan sets out a three-year programme of development and implementation from September 2026 to August 2029, including:
- Professional learning opportunities for staff.
 - Engagement and information sessions for parents and carers.
 - Development of school-based improvement activity.
 - Creation of an Equality in Education Working Group.
 - Increased learner access to inclusive curriculum experiences and support resources.

1.11. The approach seeks to ensure that:

- Learners see themselves represented positively within the curriculum, while having the opportunity to learn about diverse groups of people in our society and communities
- Learners understand prejudice and prejudice-based bullying as part of a proactive and preventative educational approach.
- Learners gain an understanding of diversity, equality and inclusion. Staff have the confidence and knowledge to support and deliver LGBT Inclusive Education in line with national guidance.
- Parents and carers have opportunities to engage with and understand the national policy context and review examples of the national curriculum resources being used to deliver learning and have access to specific information for parents and carers.
- Equality in Education Working Group to be established to enhance and develop wider aspects of equality such as racism and gender-based violence.

1.12. Learning establishments are supported to implement national guidance consistently across Orkney.

1.13. The Education Service will oversee implementation through existing improvement planning arrangements, supported by Time for Inclusive Education (TIE), Head Teachers and the proposed Equality in Education Officer Working Group made up of officers and staff based in learning establishments.

1.14. Within the Scheme of Delegation, the Director of Education, Communities and Housing has the delegated power to exercise operational management of the Council's function as an Education Authority. This includes the provision of school education and the making of arrangements to secure improvements in the quality of school education.

1.15. As a result of the interest such topics attract, the Education Service has chosen to take the Implementation Plan to Committee.

2. Recommendations

2.1. It is recommended that members of the Committee:

- i. Note the LGBT Inclusive Education Implementation Plan 2026-2029, attached as Appendix 1 to this report

3. Background

- 3.1. LGBT Inclusive Education refers to learning that reflects the lives, histories and experiences of lesbian, gay, bisexual and transgender people. National guidance highlights that such learning should be integrated across curriculum areas and delivered in a manner appropriate to learners' age and stage of development.
- 3.2. The Scottish Government identifies LGBT Inclusive Education as a proactive means of addressing prejudice and prejudice-based bullying while promoting equality, inclusion and respect for diversity. Learners should be able both to recognise their own experiences within learning and to gain an understanding of the experiences of others.
- 3.3. The Implementation Plan seeks to ensure a consistent approach across settings whilst recognising local circumstances and the varying needs of learners across different stages of education.

For Further Information please contact:

Wendy Bowen, Head of Education, extension 2475, Email wendy.bowen@orkney.gov.uk.

Implications of Report

1. **Financial** - None directly relating to the recommendations in this report. Any additional costs associated with this Implementation Plan will need to be met within existing resources.
2. **Legal** - The Council must exercise its education functions in accordance with the Equality Act 2010, including the Public Sector Equality Duty, and have regard to children's rights and wellbeing as reflected in the Children and Young People (Scotland) Act 2014 and the United Nations Convention on the Rights of the Child (Incorporation) (Scotland) Act 2024. The Implementation Plan supports a consistent and proportionate approach to the discharge of these duties.
3. **Corporate Governance** - None directly relating to the recommendations in this report.
4. **Human Resources** - None directly relating to the recommendations in this report.
5. **Equalities** - An Equality Impact Assessment has been undertaken and is attached at Appendix 2 to this report.
6. **Island Communities Impact** - An Island Communities Impact Assessment has been undertaken and is attached at Appendix 3 to this report.
7. **Links to Council Plan:** The proposals in this report support and contribute to improved outcomes for communities as outlined in the following Council Plan strategic priorities:
 - ☐ Growing our economy.

- ☒ Strengthening our Communities.
 - ☐ Developing our Infrastructure.
 - ☐ Transforming our Council.
- 8. Links to Local Outcomes Improvement Plan:** The proposals in this report support and contribute to improved outcomes for communities as outlined in the following Local Outcomes Improvement Plan priorities:
- ☐ Cost of Living.
 - ☐ Sustainable Development.
 - ☒ Local Equality.
 - ☒ Improving Population Health.
- 9. Environmental and Climate Risk-** None directly relating to the recommendations in this report.
- 10. Risk-** There is a risk that inconsistent implementation or misunderstanding of national guidance could give rise to concerns regarding equality, children's rights, parental engagement or curriculum delivery. The Implementation Plan seeks to mitigate these risks by promoting a consistent, curriculum-led and proportionate approach across educational settings, supported by national guidance, staff development, approved learning resources, appropriate engagement and ongoing review of practice.
- 11. Procurement-** None directly relating to the recommendations in this report.
- 12. Health and Safety-** None directly relating to the recommendations in this report.
- 13. Property and Assets-** None directly relating to the recommendations in this report.
- 14. Information Technology-** Online learning platforms and digital resources support delivery of aspects of the Implementation Plan.
- 15. Cost of Living -** None directly relating to the recommendations in this report.

List of Background Papers

[Scottish Government Guidance on LGBT Inclusive Education.](#)

[Scottish Government Guidance on the Delivery of Relationships, Sexual Health and Parenthood Education in Scottish Schools.](#)

[Anti-bullying guidance for adults working with children and young people](#)

Appendices

Appendix 1 - LGBT Inclusive Education Implementation Plan 2026-2029.

Appendix 2 - Equality Impact Assessment.

Appendix 3 - Island Communities Impact Assessment.



Education, Communities and Housing

LGBT Inclusive Education Implementation Plan 2026 - 2029

Version Control

Document Reference.	Revision.	Issue Date.	Reason for Issue.	Reviewer.
ECH038.	00.	September 2026.	New Implementation Plan.	Head of Education.

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Background

As part of discharging the public sector equality duty under the Equality Act 2010, Orkney Islands Council requires a consistent implementation plan for learning establishments to deliver LGBT (Lesbian, Gay, Bisexual, Transgender) Inclusive Education. Inclusion is the central ethos of Scottish education and helps us ensure that children develop the four capacities of successful learning, confident individuals, effective contributors and responsible citizens.

The implementation plan is intended to ensure that everyone is supported and confident to deliver LGBT Inclusive Education.

LGBT Inclusive Education refers to integrating the teaching of LGBT themes into learning pathways across stages. Learning is carefully tailored to the needs of the various ages and stages of learning. This work is a proactive way to address prejudice and prejudice-based bullying. Central to this is ensuring that themes which relate to the lives, histories and experiences of LGBT people are included across curriculum areas within contextually relevant learning. Learners should be able to see a reflection of their own lives and experiences as a “mirror” and to have a view into the lives of others through “windows” of learning.

The purpose of LGBT Inclusive Education is to ensure schools address stereotypes, social stigma and inequalities that can often lead to prejudice or prejudice-based bullying. The learners may or may not be part of the LGBT community but may be perceived to be. They may have LGBT family members. Additionally young people may use pejorative language using phrases such as “that’s so gay” or derogatory slurs. This behaviour whilst not targeted is prejudice-based.

Children and young people are likely to engage with topics related to equality and identity and encounter information about diverse groups of people in society. This may be through social media or the internet where they may encounter harmful content and disinformation.

It is important that the curriculum provides children and young people with opportunities to learn about these topics in a safe and factual learning environment.

This implementation plan provides a framework within which parents and learning establishments can engage with the national resources. The plan provides opportunities for training for staff teams so that they can meaningfully introduce progressive learning experiences which permeate and enhance the ongoing work of the curriculum.

The following guidance documents have been used whilst creating this implementation plan.

- o [Guidance on LGBT Inclusive Education](#)
- o [Guidance on the Delivery of Relationships, Sexual Health & Parenthood \(RSHP\) Education in Scottish Schools](#)
- o [Anti-bullying guidance for adults working with children and young people](#)

It should be noted that Scotland's national approach to LGBT Inclusive Education is set out in policy and guidance. Resources and professional development for schools are available through the Scottish Government lgbteducation.scot.

Local Authority

Actions	Deadline
To engage with Time for Inclusive Education (TIE) to raise awareness and engage with parents, elected members, staff, partners and professional associations regarding LGBT inclusive education.	September 2026
All Headteachers will engage with the following guidance documents: Guidance on LGBT Inclusive Education Guidance on the Delivery of Relationships, Sexual Health & Parenthood (RSHP) Education in Scottish Schools	December 2026
All schools will use the Implementation and Evaluation Toolkit to support their journey of implementation of LGBT inclusive education.	September 2026 onwards
Establish an Equalities in Education working group.	October 2026
Establish a programme of continued professional learning for all staff to complete stage 1 e-learning module.	June 2028
Establish a programme of continued professional learning for all staff to complete stage 2 module.	June 2029

Parents/ Carers

Actions	Deadline
Virtual meeting with TIE directors for Parent Council Chairs to provide opportunities for parents and carers to engage directly with the Time for Inclusive Education (TIE) Directors and with the available resources which can be found online on the national platform lgbteducation.scot to understand what LGBT inclusive education means.	19 March 2026
Appropriate communication channels utilised to inform parents/carers as widely as possible of open sessions - Ticket Tailor booking required for attendance at sessions.	17 – 24 August 2026
TIE in person parent/carer sessions to raise awareness of Guidance on LGBT Inclusive Education Guidance on the Delivery of Relationships, Sexual Health & Parenthood (RSHP) Education in Scottish Schools Equality Act (2010) / PSED (2011)	25 – 28 August 2026
Update signposting for parents and carers online platforms which include Time for Inclusive Education and lgbteducation.scot National Guidance documents to be uploaded to OIC website (LGBT section)	August 2027

Children and Young People

Actions	Deadline
Learning and teaching will include learning themes relating to LGBT inclusive education antibullying and diverse families. Resources from LGBT Education.scot to be used.	September 2026 onwards
Children and young people to experience improved signposting in schools to relevant in-school support, including pastoral care, and local and national services that support LGBT learners and those experiencing prejudice or bullying, relevant to and differentiated for age and stage.	December 2026



Equality Impact Assessment

The purpose of an Equality Impact Assessment (EqIA) is to improve the work of Orkney Islands Council by making sure it promotes equality and does not discriminate. This assessment records the likely impact of any changes to a proposal or changes by anticipating the consequences and making sure that any negative impacts are eliminated or minimised and positive impacts are maximised.

Should you have any questions or wish for your draft EqIA to be reviewed by our Equality, Diversity and Inclusion Adviser, please contact OD@orkney.gov.uk.

1. Identification of the Proposal or Change

Name of proposal or change being assessed.	LGBT Inclusive Education Implementation Plan
Responsible Service and Directorate.	Education, Communities and Housing
Date of assessment.	3 July 2026
Is the proposal or change existing? (Please indicate if the service is to be deleted, reduced or changed significantly).	Create new LGBT Inclusive Education Implementation Plan

2. Primary Information

What are the intended outcomes of the proposal or change?	• To ensure engagement with the national guidance pertaining to LGBT inclusive education. • To strategically plan for all learning establishments to develop high quality and LGBT inclusive learning experiences. • To ensure that equalities education is represented within the curriculum. • To provide an implementation plan for parental, staff and OIC engagement with TIE directors. • To provide a plan for delivery of training.
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Is the proposal or change strategically important?	Strategic plans include major investment plans, new strategic frameworks or plans such as annual budgets, locality plans or corporate plans. Where a proposal is identified as strategic, evidence relating to socio-economic impacts and inequalities will be required in the relevant section No.
State who is or may be affected by this proposal or change, and how?	Children and young people will experience awareness raising of LGBT themes within learning contexts. They will be encouraged to consider prejudicial behaviours and attitudes. Parents / Carers – will have opportunities to attend information sessions regarding LGBT Inclusive education. School staff – knowledge of the guidance and adaptations to teaching experiences to ensure diversity when teaching, fulfilling their General Teaching Council Standards.
How have stakeholders been involved in the development of this proposal or change?	Parent Council Chairs meeting led by Education Department and TIE (Time for Inclusive Education) Directors. Inservice day training for teaching staff A week of consultation around the resources and approaches used within LGBT Inclusive education 25- 28 August which includes meeting with OIC Corporate Leadership Team, Council Members and a range of staff and parents.
Is there any existing data and / or research relating to equalities issues in this policy area? Please summarise. E.g. consultations, national surveys, performance data, complaints, service user feedback, academic / consultants' reports, benchmarking.	• Guidance on LGBT Inclusive Education • guidance-delivery-relationships-sexual-health-parenthood-rshp-education-scottish-schools.pdf • Implementation and Evaluation Toolkit – LGBT Inclusive Education National Platform • Education Report 2023: Life in Scotland for LGBT Young People - Children and Young People's Evidence Bank

Orkney Islands Council Equalities Mainstreaming Outcomes Report (2023-2027)

<https://www.orkney.gov.uk/media/po1kgzwi/equalities-mainstreaming-and-outcomes-report-2023-2027.pdf> includes the following:

- Page 12: **Outcome** - Pupils have a greater sense of belonging and safety in schools.
Measures - Increased awareness in schools of gender-based bullying and harassment.
Increased awareness in schools of LGBTQ+ based bullying and harassment.

- Page 22: *"The Youth Forum have also highlighted a need for better education around LGBT+ identities and issues, in order to eliminate stigma and misunderstanding of LGBT+ people in our community. It is recognised that LGBT+ young people can have a particularly difficult time in Orkney and may experience homophobic, biphobic and / or transphobic bullying, may feel excluded, disrespected and even unsafe."*

The LGBT Inclusive Education Implementation Plan outlines and distils best practise as identified within the policy area.

Guidance on LGBT Inclusive Education (2024)

This guidance from the Scottish Government provides key information for schools, education settings, and local authorities regarding the delivery of LGBT inclusive education as a prevention measure for prejudice-based bullying.

<https://www.gov.scot/binaries/content/documents/govscot/publications/advice-and-guidance/2024/12/guidance-lgbt-inclusive-education/documents/lgbt-inclusive-education-guidance/lgbt-inclusive-education-guidance/govscot%3Adocument/lgbt-inclusive-education-guidance.pdf>

This includes background, citations, and guidance for local authority implementation and education settings.

“LGBT inclusive education has been developed to be implemented and align with Curriculum for Excellence and reflect the educational policy landscape that develops the four capacities for learning; successful learners, confident individuals, effective contributors, responsible citizens. Implementing LGBT inclusive education contributes to this learning and teaching and also supports schools to fulfil their responsibilities under the Public Sector Equality Duty (PSED), as part of the Equality Act 2010. Appropriate consideration of protected characteristics - including sexual orientation and gender reassignment in curriculum development and delivery, and more widely in policies and practices that take account of the needs of LGBT pupils and staff - can help schools to address the PSED.”

• **LGBT Inclusive Education Report to the Scottish Ministers (2018):**
<https://www.gov.scot/binaries/content/documents/govscot/publications/independent-report/2018/11/lgbti-inclusive-education-working-group-report/documents/lgbti-inclusive-education-working-group-report-scottish-ministers/lgbti-inclusive-education-working-group-report-scottish-ministers/govscot:document/00542171.pdf>

This includes some background on the context of the recommendations which now form the national framework being taken forward in the plan:

“These recommendations represent efforts to embed approaches to tackling prejudice towards LGBTI young people throughout the education system. Research published in the last five years indicates that homophobia, biphobia, and transphobia remain an issue within education settings, and LGBTI young people themselves note feeling excluded from or underrepresented in their learning experience.”

• **LGBT Inclusive Education Evaluation Report (2023)**, national collected data from learners and teachers over a nine month period:
<https://lgbteducation.scot/evaluation/> from page 29 there is data from secondary and primary aged children:

- 82% of secondary learners hear homophobic language and slurs at school
- 49% of secondary learners had witnessed or experienced homophobic bullying at school (n=341)
- 87% of secondary learners reported a stronger understanding of the impact of homophobia after engaging with LGBT Inclusive Education (n=341) and 90% reported an improved understanding of prejudice affecting communities more broadly, including how it can arise and escalate (n=341)
- 90% of secondary learners reported that they would no longer use homophobic language or slurs after participating in the learning (n=341)

- 95% of primary learners (P6-P7) felt that scenarios about the harmful impact of gender stereotypes on boys and girls felt “very relatable” to their own experiences (n=93)
- 96% of primary learners (P6-P7) felt that scenarios about the use of homophobic language at school felt “very relatable” to their own experiences (n=93), with children themselves identifying pejorative terms like “that’s gay” to slurs including “poof”, “lesbo”, and “gaydo”

- ***Social and emotional learning in practice: An instructional case study of Scotland’s approach to address gender stereotypes and homophobia in upper primary schools*** (2026) is a published academic paper from Dariusz M. Ciszek of University of California, Los Angeles (UCLA) which includes research on the impact of LGBT Inclusive Education at the primary school setting:
<https://www.sciencedirect.com/science/article/pii/S2773233926000094>

- Need for inclusive education:**

- “In their qualitative study of high school students in Argyll and Bute local education authorities, [Craig & Irvine \(2023\)](#) found that Scottish LGBT youth reported a lack of early LGBT-inclusive curriculum, negative attitudes from peers and teachers, and bullying through derogatory language as key concerns. Students emphasized the need for zero-tolerance policies, earlier LGBT-inclusive education in primary school, integrating LGBT

content across the curriculum, and ensuring trusted staff and safe spaces for LGBT students and allies.”

- “From an LGBT-inclusion standpoint, empirical research also underscores the need for developmentally safe school spaces as youth routinely experience social and emotional adversity ([Kosciw et al., 2022](#), [Myers et al., 2020](#)).”

- “At the school level, [Snapp et al. \(2015\)](#) found that LGBT-inclusive curricula were positively associated with students’ self-reported perceptions of safety, especially when rated as more supportive of LGBT issues.”

Impact of inclusive education:

- “This study demonstrates how LGBT-inclusive education can serve dual pedagogical purposes by addressing social justice education and facilitating students’ social and emotional learning during middle childhood.”

- “Based on empirical evidence, the study’s central claim is that TIE’s LGBT-inclusive workshops offer valuable opportunities for students to practice their maturing social and emotional competencies. Incorporating LGBT content themes into SEL programming also helps educators instruct students about gender-based stereotypes and constructive ways to address homophobia.”

- “The vignettes from TIE’s LGBT-inclusive workshops demonstrate strong engagement with SEL competencies ([Chart 2](#), Figure a), reflecting an instructional focus on social-emotional literacy. Through carefully designed lessons that center on diverse families, peer relationships, gender stereotypes, homophobic language, conflict resolution, students practice, to varying degrees, eighteen SEL capacities (C1-C18) ([Chart 2](#), Figure b). Notably, the workshops appear particularly effective at creating spaces for practicing social awareness capacities (15 out of 37 code assignments or 40.5%). The

frequency of codes also highlights that reflecting on emotions (C1), understanding social norms (C9), understanding systemic influences on behavior (C10), and perspective-taking (C6) are especially salient SEL skills that emerged in the TIE workshops (Chart 2, Figure b)."

* original charts and figures are included in the academic paper*

- "TIE's workshop model illustrates the benefits of combining LGBT-inclusive education with SEL principles in an age-appropriate way. Specifically, the workshops address concerns raised by Craig & Irvine (2023), who report that LGBT Scottish high school students requested that LGBT-inclusive content be included in the curriculum before secondary school. This supports TIE's decision to start lessons in upper primary school, a time when youth have the social-cognitive skills to engage with these topics while still needing support to make sense of their emerging identities and those of their peers, and to foster healthy interpersonal relationships. As such, programs delivered during middle childhood might demonstrate more sustained impacts given this period's sensitivity to the onset of advanced social cognition and nascent peer relationships (Bosacki, 2016, Bosacki, 2021, Cappella et al., 2025, Devine and Lecce, 2021, Harris et al., 2025, Nesdale, 2017)."

• ***Homophobic and transphobic online harassment***, Rivers et al (2023) in *Cyberbullying and Online Harms*:
<https://www.taylorfrancis.com/chapters/edit/10.4324/9781003258605-8/homophobic-transphobic-online-harassment-ian-rivers-jordan-daly-liam-stevenson> highlights that children and young people across Scotland experience homophobia and other forms of prejudice across online spaces, and that this increased during the onset of the COVID-19 pandemic.

Is there any existing evidence relating to socio-economic disadvantage and inequalities of outcome in this policy area? Please summarise. E.g. For people living in poverty or for people of low income. See The Fairer Scotland Duty Guidance for Public Bodies for further information.	This section is required for all proposals relating to strategic decisions.
Could the proposal or change have a differential impact on any of the following equality areas?	Please provide any evidence – positive impacts / benefits, negative impacts and reasons:
1. Race: this includes ethnic or national groups, colour and nationality.	This implementation plan aims to promote anti-discrimination in all forms. An Equalities in Education working group will be formed as part of this plan. The terms of reference should include the wider themes of Equalities with an initial focus on LGBT, followed by Anti Racism and Gender Based Violence. The professional learning provided through lgbteducation.scot equips teachers and educators with knowledge and understanding of anti-prejudice pedagogy and preventing prejudice-based bullying which will positively benefit learners experiencing broad forms of prejudice, including racism or misogyny.
2. Sex: a man or a woman.	As above
3. Sexual Orientation: whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.	This implementation plan promotes anti-discrimination and an opportunity for learners to see themselves reflected in their education and develop experiences of diverse experiences. LGBT people, relationships, histories and experiences are appropriately represented across the curriculum. This plan recognises that LGBT children and young people, Trans and non-binary learners, Children from LGBT families and staff who identify as LGBT exist. Its purpose is to promote equality, inclusion, understanding and respect for diversity. Staff should support respectful dialogue and inclusion for all protected characteristics.

4. Gender Reassignment: the process of transitioning from one gender to another.	As above.
5. Pregnancy and maternity.	No differential impact anticipated.
6. Age: people of different ages.	National resources used within the plan are developed by education stakeholders and teaching professionals and classroom materials are suitable for the age and developmental stage of learners. Teachers plan learning according to age and stage, curriculum context and context of the class and school. Teacher professional judgement is required.
7. Religion or beliefs or none (atheists).	Some individuals may hold differing religious beliefs. The plan is based on statutory duties under the Equality Act 2010 including the Public Sector Equality Duty and national guidance. The Council recognises that individuals may hold a range of protected religious or philosophical beliefs. The implementation of LGBT inclusive curriculum does not seek to alter or disadvantage those beliefs. Its purpose is to promote equality, inclusion, understanding and respect for diversity. Staff should support respectful dialogue and inclusion for all protected characteristics.
8. Disability: people with disabilities (whether registered or not).	No differential impact anticipated.
9. Marriage and Civil Partnerships.	This plan promotes anti-discrimination.
10. Caring responsibilities	No differential impact anticipated.
11. Socio-economic disadvantage.	No differential impact anticipated.
12. Care experienced	This plan aims to promote anti-discrimination in all forms care-experienced learners may benefit from a safer and more inclusive learning environment.

3. Impact Assessment

Does the analysis above identify any differential impacts which need to be addressed?	None
Does the analysis above identify any potential negative impacts?	No.
Do you have enough information to make a judgement? If no, what information do you require?	Yes

4. Equality Impact Assessment Action Plan

Please complete the following action plan where you have identified any differential impacts or potential negative impacts in Section 3 of the Equality Impact Assessment.

Impact Identified	Action to be taken	Owner	How will it be monitored	Date Action to be completed

5. Sign and Date

Signature:	
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Name:	Wendy S Bowen
Date:	8 July 2026

Island Communities Impact Assessment

LGBT Inclusive Education Implementation Plan 2026-2029

Preliminary Considerations	Response
Please provide a brief description or summary of the policy, strategy or service under review for the purposes of this assessment.	The LGBT Inclusive Education Implementation Plan provides a framework for Orkney Islands Council's education settings to embed LGBT-inclusive education across all stages of learning, from Early Years to Senior Phase. The plan aims to promote inclusion, equality, respect and safety for all learners while addressing prejudice and prejudice-based bullying.
Step 1 – Develop a clear understanding of your objectives	Response
What are the objectives of the policy, strategy or service?	The implementation plan seeks to: • To discharge the public sector equality duty. • Ensure all schools and education settings implement LGBT-inclusive education consistently. • Support learners to see their own experiences reflected in education while developing understanding of other people's lives and experiences. • Embed equality, diversity and inclusion across the curriculum. • Equip staff, parents and learners with the knowledge, confidence and resources needed to support inclusive education.
Do you need to consult?	Engagement has occurred with Parent Council Chairs, opportunities for parents and carers to engage with Time for Inclusive Education Directors. Members and OIC staff.

How are islands identified for the purpose of the policy, strategy or service?	Orkney's educational establishments are located across the entire archipelago. Junior High Schools within Sanday Stronsay and Westray, Peedie Schools, Rousay, Eday, Papay, Shapinsay, North Ronaldsay and North Walls are all schools linked either only by boats or planes.
What are the intended impacts/outcomes and how do these potentially differ in the islands?	• Local Authority and schools to discharge the public sector equality duty. • Children and young people experience inclusive learning environments where they feel safe, respected and represented. • Educational establishments demonstrate increased capacity and confidence to deliver LGBT-inclusive education. • Parents and carers have an informed understanding of LGBT-inclusive education and opportunities to engage with schools. • Incidents of prejudice-based discrimination and bullying are reduced across educational settings. • Equality, diversity and inclusion are embedded within curriculum planning, school improvement activity and educational leadership. • Learners develop greater understanding, empathy and respect for diversity, preparing them to be responsible citizens. There would be no difference on islands context.
Is the policy, strategy or service new?	New LGBT Inclusive Education Implementation Plan
Step 2 – Gather your data and identify your stakeholders	Response

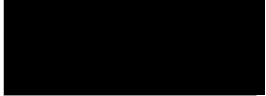
What data is available about the current situation in the islands?	Schools within islands regularly engage with online training which is provided. When online courses are offered island schools participate as well as mainland schools. Schools from islands are able to participate in face to face meetings when planned well in advance. Wednesdays are scheduled for Heads of Establishment meetings to allow for island staff to have cover and to be able to access transport arrangements.
Do you need to consult?	Consultation occurred online during Parent Council meetings so that all could access. Parents information events are also being run online for island communities to attend. Headteachers and school staff. There were no island specific feedback provided during this session.
How does any existing data differ between islands?	Some islands have easier access to the mainland than other islands. School size varies so the numbers of staff to be trained is variable. School communities are small and there are challenges around anonymity and confidentiality
Are there any existing design features or mitigations in place?	Ensuring that training and consultation events are offered online. The first part of the national training is delivered to all online. Future events may be offered on individual islands with Junior High Schools where necessary. Equalities working group to meet online.
Step 3 – Consultation	Response
Who do you need to consult with?	Engagement with parent councils has taken place. A week of engagement with parents, elected members, staff and partners took is planned with TIE.
How will you carry out your consultation and in what timescales?	n/a

What questions will you ask when considering how to address island realities?	n/a
What information has already been gathered through consultations and what concerns have been raised previously by island communities?	n/a
Is your consultation robust and meaningful and sufficient to comply with the Section 7 duty?	Yes
Step 4 – Assessment	Response
Does your assessment identify any unique impacts on island communities?	No The implementation plan has been assessed as unlikely to have a significantly different effect on island communities compared with other communities.
Does your assessment identify any potential barriers or wider impacts?	No Potential barriers relating to geography, travel and access to training have been identified and mitigated through the use of online engagement, professional learning and consultation opportunities. No evidence has been identified to indicate that the implementation plan would disadvantage learners, staff or families in island communities.
How will you address these?	N/A
You must now determine whether in your opinion your policy, strategy or service is likely to have an effect on an island community, which is significantly different from its effect on other communities (including other island communities). If your answer is No to the above question, a full ICIA will NOT be required and you can proceed to Step 6. If the answer is Yes, an ICIA must be prepared and you should proceed to Step 5.	

To form your opinion, the following questions should be considered: • Does the evidence show different circumstances or different expectations or needs, or different experiences or outcomes (such as different levels of satisfaction, or different rates of participation)? • Are these different effects likely? • Are these effects significantly different? • Could the effect amount to a disadvantage for an island community compared to the Scottish mainland or between island groups?	
Step 5 – Preparing your ICIA	Response
In Step 5, you should describe the likely significantly different effect of the policy, strategy or service:	
Assess the extent to which you consider that the policy, strategy or service can be developed or delivered in such a manner as to improve or mitigate, for island communities, the outcomes resulting from it.	
Consider alternative delivery mechanisms and whether further consultation is required.	
Describe how these alternative delivery mechanisms will improve or mitigate outcomes for island communities.	
Identify resources required to improve or mitigate outcomes for island communities.	
Stage 6 – Making adjustments to your work	Response
Should delivery mechanisms/mitigations vary in different communities?	. Flexibility through the provision of online training may required so that everal opportunities for engagement are provided due to availability of people
Do you need to consult with island communities in respect of mechanisms or mitigations?	No

Have island circumstances been factored into the evaluation process?	Engagement with parents, elected members, staff and partners is scheduled.
Have any island-specific indicators/targets been identified that require monitoring?	Review of the numbers of staff attending training will occur over Orkney. It will be important to ensure that being on an island is not a barrier to being trained – online opportunities provided.
How will outcomes be measured on the islands?	Numbers of those engaged will be captured, participation rates by island schools, parent engagement rates by island community.
How has the policy, strategy or service affected island communities?	It is not envisaged that it will have a different impact on the isles than elsewhere in Orkney.
How will lessons learned in this ICIA inform future policy making and service delivery?	Continue to ensure that island communities are not disadvantaged re access to information and training.
Step 7 – Publishing your ICIA	Response
Have you presented your ICIA in an Easy Read format?	No, but this would be possible on request.
Does it need to be presented in Gaelic or any other language?	No
Where will you publish your ICIA and will relevant stakeholders be able to easily access it?	Attached as an appendix to the LGBT Inclusive Education Implementation Plan 2026-2029 which will go to the Education Communities and Housing Committee.
Who will sign off your final ICIA and why?	James Wylie – Director of Education, Communities and Housing.

ICIA completed by:	Wendy S Bowen
Position:	Head of Education
Signature:	
Date complete:	8 July 2026

ICIA approved by:	Director of Education, Communities and Housing
Position:	Director
Signature:	
Date complete:	21 August 2026