

ANGUS COUNCIL
EQUALITIES MAINSTREAMING REPORT AND
EQUALITY OUTCOMES (2019 – 2021)

APRIL 2019



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1 Introduction

Scotland is becoming a more diverse society but progress in terms of fairness and equality is slow, and not consistent or widespread. The inequality that continues to exist means that some are unable to realise their full potential, and experience prejudice and discrimination in daily life. People in Scotland still experience significant socio-economic disadvantage which also results in inequalities of outcome. Over a million Scots are living in poverty, including one in four children; and health inequalities and educational attainment gaps are widening. In Angus, for example, in 2017 (after housing costs), there were 19% children living in poverty – the highest number residing in the Arbroath East and Lunan ward, where 28.5% of children were living in poverty. This unfairness isn't inevitable - poverty and inequalities of outcome can be reduced, and life chances improved.

The Scottish Government's *Is Scotland Fairer?* Report, published in 2018, provides the context for our equality mainstreaming report. Fuller information regarding a selection of key, nationally reported inequalities from the Report is detailed in section 2.

Angus Council is committed to tackling these inequalities, in both the short and long term, as demonstrated within this equalities mainstreaming report, and the equality outcomes we feel are key to addressing and making progress with these important issues. For example, we continue to prioritise gender based violence, hate incidents, narrowing the pupil attainment gap and have a particular focus on child poverty, amongst others, aligning them with the Scottish Government's priorities. In addition, we are aware that with the continuing austerity measures, some equality gaps continue to widen, and we are committed to narrowing these gaps as much as possible within the resources we have.

Linked to one of our strategic priorities to maximise inclusion and reduce inequalities, we will use the nationally gathered information contained in the *Is Scotland Fairer?* Report as one source of informing the services we provide, alongside our partners, for the benefit of people who live and/or work in Angus, contributing to our vision that Angus is a great place to live, work and visit.

2 Background

2.1 Is Scotland Fairer? Report 2018

In order to appreciate the adverse impact of inequality, it is helpful to understand the national picture (aspects of the local, Angus wide picture are detailed elsewhere in this mainstreaming report/outcomes). The following national facts and statistics assist in planning our own priorities and services:

- Between 2015 and 2017, Scotland's population grew to an estimated population in 2017 of the highest ever recorded at 5.4 million, largely due to internal migration from other parts of the UK, and from external migration from overseas (National Records of Scotland 2018). However, Scotland's population is also ageing with increases in all age groups over 45 years, and falling birth rates over the last 10 years.
- The Scottish Attainment Challenge was launched in 2015, aiming to reduce the poverty-related attainment gap between pupils in Scotland's most and least deprived areas. A number of factors, such as additional support needs, (e.g. for children with certain disabilities, Gypsy Traveller children etc.) also influence attainment, and that the focus should be on raising attainment for all children (Scottish Government, 2018). Some differences in attainment for school leavers in 2015-2016 nationally were:
 - Girls did better than boys (62.0% compared with 50.1% achieved five or more qualifications) and the gap between girls and boys has increased since 2011/12.

- Only 30.3% of school leavers with additional support needs achieved five or more qualifications, compared with 63.5% of school leavers with no additional support needs.
 - White Scottish school leavers performed relatively poorly (55.6% achieving five or more qualifications) compared with Chinese (84.0%), Indian (70.8%), Pakistani (66.5%) and Mixed or Multiple ethnicities (64.9%) pupils. White Other school leavers had even lower attainment (52.7%).
 - Only 10.4% of Gypsy/Traveller school leavers achieved five or more qualifications at SCQF Level 5 over 2014/15 to 2015/16 (2 year average) (Scottish Government, 2018).
 - Other issues influencing attainment were gender stereotyping of subject choices, sexual orientation/transgender issues, exclusions and bullying.
- In 2016, 24% of people had a long-term limiting physical or mental health condition that limits daily activity. Older people aged 65 and above were more likely to have a long-term limiting health condition.
 - The employment rate for people with disabilities was much lower than for those with no disability. In 2016/17, the employment rate was 32.9% for people with disabilities compared with 74.1% for people with no disability. In 2016/17, women continued to be less likely to be employed than men (54.9% compared with 63.5%). Mixed/Multiple ethnic group had a lower employment rate (43.0%), but between 2013/14 and 2016/17, the employment rate for Pakistani people increased from 38.4% to 60.5%, higher than for White British (53.8%).
 - Most employers (94%) thought it was in the interests of their organisation to support pregnant women and those on maternity leave. However, nearly three-quarters of mothers (73%) reported having a negative or possibly discriminatory experience during pregnancy, maternity leave, and/or on return from maternity leave (EHRC 2016).
 - In 2016, 2.2% adults identified as LGB or Other
 - Nearly all measures of poverty showed an increase over time:
 - The number of adults and children living in poverty, after housing costs, increased.
 - The number of adults and children being referred to a Trussell Trust Foodbank increased.
 - Wealth inequality increased, with single-adult households accounting for the majority of those living in low-wealth households.
 - People with disabilities, people with mental health conditions and people from ethnic minority groups were more likely to live in poverty.
 - The majority of children living in poverty were from working households.
 - Women and people with disabilities were more likely to experience severe material deprivation. The number of adults who reported poor mental health has not changed since 2010. Women, people with disabilities, single people and people who had previously been in a long-term relationship were more likely to report poorer mental health and wellbeing.
 - The number of referrals to Child and Adolescent Mental Health Services (CAMHS) increased, yet one in five referrals was rejected.
 - The majority of individuals who died by suicide had been prescribed at least one mental health drug in the year prior to their death.
 - The number of Compulsory Treatment Orders (CTOs) increased
 - The number of self-reported hate crimes and hate crime charges decreased overall, but although there was a decrease in the number of racially aggravated harassment and behaviour charges, and charges for other offences with a racial aggravation, there was an increase in the number of charges aggravated by prejudice related to sexual orientation, transgender identity and religion.
 - Of all sexual crimes recorded in 2016/17 (Scottish Government, 2017):

- 4,281 (40%) were sexual assault, an increase of 47% since 2011/12.
- 1,878 (17%) were rape or attempted rape, an increase of 47% since 2011/12.
- 303 (3%) were crimes associated with prostitution, a 23% increase from 247 in 2015/16.
- The majority (59%) of victims of ‘Other sexual crimes’ were under 16. Most of these were girls. The proportion of ‘Other sexual crimes’ that were cyber-enabled increased from 38% in 2014/15 to 51% in 2016/17.

- The number of homeless applications to local authorities decreased, but the number of adults and children being placed in temporary accommodation increased. Asylum seekers were at risk of destitution throughout the asylum process. The quality of homes can be an issue, with people living in overcrowded accommodation, long waits for home adaptations for people with disabilities, a shortage of accessible and wheelchair accessible housing, and little improvement in site provision for Gypsy/Travellers.
- The gap between men and women’s participation in sport was greater among some ethnic minority groups than it was in the population as a whole. Women and girls also faced particular barriers to participation, including negative experiences of physical education at school, lack of self-esteem and body confidence, and rejection from peer groups for continuing an activity that others were not involved with (Sport Scotland, 2016). Barriers to disabled people’s participation in sports included negative attitudes and stereotypes, physical inaccessibility and exclusion, a lack of pathways into sport, under-representation in the coaching workforce, and wider issues of socio-economic disadvantage.
- As the trend towards a digital society provides users with new ways of accessing information and services, digital services (those delivered online) must be accessible to all users, including older and disabled people and those living in remote areas. People who did not use the internet were likely to have less active lifestyles, have poorer mental health, and feel less socially connected to their local area than those who did have internet access (Carnegie UK Trust, 2016).
- In 2017, 93.5% of adults aged 16 and over had used the internet in the past year, an increase from 77.6% in 2010. There was an increase in older age groups using the internet during this period: from 52.0% to 82.0% for people aged 55 and over, and from 47.7% to 92.5% for those aged 65–74. People with a disability were less likely to use the internet compared with those without a disability in 2017 (86.4% compared with 95.7%).

The Scottish Government published ‘Realising Scotland’s Full Potential in a Digital World: A Digital Strategy for Scotland’ in March 2016. The strategy acknowledged that the people who are most likely to gain from the benefit of being online (through financial savings, reduced isolation and access to employment opportunities) are those most likely to be excluded. The strategy also set commitments to create digital public services around the needs of their users and enable everybody to share in the social, economic and democratic opportunities of digital usage. Similarly, the Fairer Scotland Action Plan included commitments to ensure that people who currently do not have good internet access will be able to access it by 2021 and to using greater digital access to reduce the ‘poverty premium’ associated with digital exclusion, helping low-income households to reduce costs.

Despite efforts made by the Scottish Government and others, the same problems and concerns which were highlighted in previous reviews are still evident. “We acknowledge that effecting change requires a long-term commitment and it can take many years before any change is apparent. However, the evidence in [the Report] suggests a general stagnation in progress.” (Scottish Government in *Is Scotland Fairer?* Report, 2018).

Being aware of the issues raised in the Report means we can look to address them at local level. The council for example, aims to be digital by default by 2020. The Report evidences that an increasing number of older people and people with disabilities are digitally enabled, however, there will always be a percentage of people who will be unable to be digital, either due to their disability or age (with dementia for example), or for financial reasons. Our digital strategy takes cognisance of this, i.e. that there will be provision of an alternative to digital for those in the community who fall into that category, and that service users will be involved in the accessibility of the services we provide.

2.2 The Legislative Background

The **Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012** came into force in May 2012. These specific duties are designed to help public authorities in their performance of the general equality duty for public bodies to, in the exercise of their functions, have due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation.
- advance equality of opportunity between persons who share a relevant protected characteristic, and persons who do not share it.
- foster good relations between persons who share a relevant protected characteristic, and those who do not share it.

The key legal requirements for the council contained in these specific duties are to:

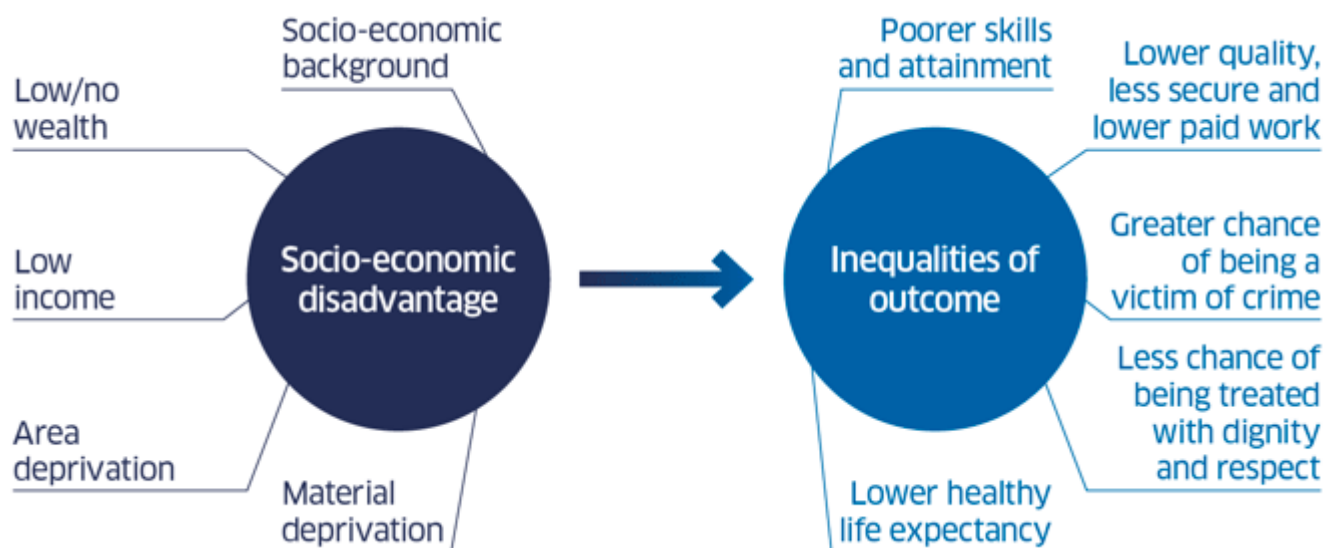
- Report progress on mainstreaming the equality duty.
- Publish equality outcomes and report progress.
- Assess and review policies and practices.
- Gather and use employee monitoring information.
- Publish gender pay gap information.
- Publish statements on equal pay.
- Consider award criteria and conditions in relation to public procurement.
- Publish equality information in a manner which is accessible.

From April 2018, the Fairer Scotland Duty, Part 1 of the Equality Act 2010 came into force in Scotland. It places a legal responsibility on particular public bodies in Scotland to actively consider ('pay **due regard**' to) how they can reduce inequalities of outcome caused by socio-economic disadvantage, when making strategic decisions. The main points to note are:

- To fulfil their obligations under the Duty, public bodies must be able to meet the **key requirement** in each case:
- To actively consider how they could reduce inequalities of outcome in any major strategic decision they make; and to publish a written assessment, showing how they've done this.
- The Duty applies from 1 April 2018 and does not cover decisions made before this date
- The Duty also does not override other considerations – such as equality or best value.

The Equality and Human Rights Commission (EHRC) is the **Regulator for the Fairer Scotland Duty** (as well as the overarching Equality Act 2010), and will be closely involved with monitoring and the development of best practice for the Duty, particularly in the first three years, which is the implementation phase.

Diagram from the Fairer Scotland Duty of some of the impacts of socio-economic disadvantage on outcomes for people experiencing them:



Reporting Timeframe

Most parts of the Scottish Specific Duties require publications to be produced at two-yearly intervals. It is a statutory requirement for local authorities in 2019 to:

- Produce an Equalities Mainstreaming Report
- Report progress on the equality outcomes set in 2017
- Provide a breakdown of employee monitoring information
- Report on the gender pay gap

There is also a legislative requirement for education authorities to set outcomes, detail mainstreaming, and provide employment information: these have been incorporated within the council's Mainstreaming Report and Equality Outcomes 2019 separated in identifiable sections in our equality outcomes (Appendix 1).

Additionally, there is a requirement for licensing boards to have a mainstreaming report and equality outcomes: these are also encompassed within the local authority one.

The Angus Health and Social Care Partnership is responsible for adult care. This Partnership is governed by the Integrated Joint Board which is subject to its own equality duties and reporting timeframes, however those staff members employed by the council are included within our monitoring figures in this report.

ANGUSalve staff are not included in our monitoring figures, as they are a separate entity and are not subject to the public sector equality duties. However, they provide services previously undertaken by the council, and the EHRC has advised (in 2018) that as a matter of good practice local authorities should provide monitoring figures for staff employed by Trusts/ALEOs. Angus Council will undertake this as a separate exercise this year, separate to this report.

Angus Council acknowledges that equalities legislation has been a driver for reducing inequalities, but recognises that much work still needs to be done to address the continuing inequalities which exist.

2.3 Mainstreaming Equality

We have been working to mainstream and integrate equality into the day-to-day working of the council for some time. This means taking equality into account in the way we exercise our functions and the decisions we take.

We are committed to integrating equality into our business using tools such as **Equality Impact Assessments** (EIAs), and by ensuring equality is explicit and proportionate in business planning and decision-making. In our last equality mainstreaming report we committed to undertaking a review of the EIAs in 2017, which was completed. However, as a result of management restructuring (for authorisation purposes), and the requirement to undertake a Fairer Scotland Duty assessment for significant strategies, it is necessary to review the EIAs again, with a view to combining the two assessments into one form. To this end, a working group consisting of several managers, the senior practitioner (equalities), and two elected members, commenced in 2019, to ensure accessibility and clarity are built into the process.

Equality Outcomes are results the council aims to achieve in order to further one or more of the needs to: eliminate discrimination, advance equality or foster good relations. They are results intended to achieve specific and identifiable key improvements in people's life chances, as a direct result of action the council has taken, sometimes in conjunction with our partners. The council has been working to produce improvements to lead to a fairer, more diverse and prosperous Angus. Our progress in achieving these Outcomes is set out in **Appendix 1**.

Employee monitoring information in Appendix 2 has been gathered and analysed in comparison to previous data gathered in order to ensure that the workforce reflects the diversity of the local population. This mainstreaming report also contains information regarding our current **gender, disability and race pay gaps**.

Commitment to mainstreaming

Commitment to mainstreaming equalities has come from the top down. Elected members have previously attended general equalities awareness training and can access equalities e-learning, but also attended more recent equalities training (2019) specifically aimed at elected members, which was mandatory. Our elected members are also fully aware of Equality Impact Assessments required for budget savings' proposals, new policies, and committee reports, and the majority attended one of the Equality Impact Assessment training sessions in 2018.

Our Policy and Resources Committee has overall responsibility for the council's mainstreaming reports and equality outcomes. Responsibility for achieving the individual outcomes largely rests with our Corporate Leadership Team (CLT).

We have reverted to one corporate equalities group, chaired by the council's senior practitioner (equalities), and membership consists of an elected member who is an equalities champion, and senior leads on equality from each service. There are also representatives from the Angus Heath & Social Care Partnership, and the ANGUSalve Trust.

The corporate equalities group reports on equalities developments where appropriate, provides support and advice for the Service Directors, and raises any equality related issues requiring attention, to the Corporate Leadership Team.

3 Equality Outcomes

Our equality outcomes are currently aligned as much as possible to our Local Outcomes Improvement Plan/Council Plan priorities, but with specific equalities perspectives. The equality outcomes were identified as a result of consultation with our stakeholders, including community groups and by analysing relevant local and national data including: Scottish Neighbourhood Statistics, The Census, Scottish Government equality statistics, Skills Development Scotland reports for Angus, Citizens' Surveys, and service monitoring figures. Our equality outcomes are:

Local Authority

1. The risk of harm to people will be reduced:
 - (i) Domestic Abuse/Violence Against Women and Girls
 - (ii) Financial Scams
 - (iii) Hate Crime
 - (iv) Safety
2. Licensing Board decisions are improved.
3. People with a disability maximise their potential:
 - (i) Education, training, employment, volunteering
 - (ii) Self Directed Support
4. We will enable British Sign Language (BSL) users to communicate more effectively with us.
5. We will provide flexible and responsive services to young carers to enable them to continue in their caring roles
6. People will find it easy to travel in Angus.

Local Authority & Education Authority

7. Young people are supported to maximise their employment opportunities:
 - (i) Positive destinations – Economic Development
 - (ii) Modern Apprenticeships and Work Experience
8. Migrant workers are given equal respect and opportunities to live, work and receive education in Angus.
9. Gypsy travellers are given equal respect and are given opportunities to live, work and receive education in Angus.
10. All children will reach their developmental milestones:
 - (i) Early Years
 - (ii) Just Play – *This initiative has ended and is no longer an equality outcome
11. The life chances of learners are increased:
 - (i) English for Speakers of Other Languages (ESOL)
 - (ii) Literacy and numeracy
12. The workforce will be reflective of the communities we serve, and is valued and respected:
 - (i) The percentage of employees within minority groups
 - (ii) The number of informal cases of harassment/bullying dealt with by the council's Contacts' Network
 - (iii) Employee Satisfaction
 - (iv) Occupational segregation in the workforce will be minimised

Education Authority

13. Raise the achievement and attainment of all our children and young people:
 - (i) Attainment levels and average tariff scores
 - (ii) Pupil Equity Fund
 - (iii) Exclusions
14. Provide positive, nurturing and inclusive environments to support learning and development:

- (i) **Bullying**
- (ii) **LGBTI issues**

Our update on progress is **Appendix 1 - Equality Outcomes**. We will publish any new Equality Outcomes, and report on our progress of existing ones by 30 April 2021. This is subject to the outcome of the Scottish Government's review of the Public Sector Equality Duties.

4 Our Commitment to Equality

4.1 Equality Commitments

Angus Council supports equality of opportunity in the provision of our services to the community and in relation to employment. We oppose all forms of unlawful or unfair discrimination on the grounds of race, disability, gender, religion/belief, age, sexual orientation, marital/civil partnership status, gender re-assignment, and pregnancy and maternity.

We believe that we should adopt and promote policies which are in the best interests of the Angus community and workforce, which aim to:

- provide accessible services
- promote accessibility of information
- make the best possible use of our workforce and attract, develop and retain good quality employees.
- develop and maintain communication and consultative links
- continuously monitor the level of progress against our equality outcomes.

4.2 Awareness Raising

The council raises awareness of equality issues by different means. Some examples are:

- The suite of harmful traditional practices, delivered to staff through lunchtime sessions in 2018.
- British Sign Language (BSL) awareness training sessions in 2017 and 2018, which were open to all staff.
- The equalities section in the compulsory e-learning induction course, including equality legislation, and due to be updated in 2019.
- A new, bespoke blended equalities and diversity training course was built, and commenced in 2019. This course is open to all employees but is compulsory for managers. Compulsory equalities training specifically aimed at elected members was delivered in 2019.
- Equality Impact Assessment training was delivered in 2018 for elected members, and more will be offered in due course following the guidance and forms being updated again to include the Fairer Scotland Duty strategic assessment.
- Hate incidents e-learning being developed in 2019.
- Developing a video on LGBT issues within schools, led by pupils.
- Ongoing Harassment Contacts' training and revision of the Harassment at Work policy in 2018/19.
- Equality events when opportunities arise, and delivering the annual 16 Days of Action events.
- Direct contact with local equality groups, such as the Disability Forum, Angus Women's Aid, WRASAC, migrant workers/refugees through involvement with 'Make It Happen' etc. in 2018.
- Work with other partners, including the Third Sector, for example Voluntary Action Angus and the Communities Hub in Perth when opportunities arise.
- Items and updates appearing on the council's website, on the employee intranet, Yammer and Facebook, in particular in 2018/19 regarding Brexit for our EU colleagues.
- Equality items appearing in the weekly employee Mini Matters.
- Promoting Tactran Thistle Card in libraries.

4.3 Access to Council Information

We are committed to ensuring that all members of the community have access to information regarding council services regardless of race, disability, gender, religion/belief, age, sexual orientation, marital/civil partnership status, gender re-assignment, and pregnancy and maternity.

We will endeavour to provide information in an accessible format most acceptable to the individual. Facilities to interpret council information are made available wherever a need is identified i.e. translation into other languages, audio tapes, sign support, hearing loops, and facilities for blind and visually impaired people.

We will continue to make our new website as accessible as possible. Members from the council's disability forum have participated in developments.

We promote the Scottish Government funded ContactSCOTLAND which is an initiative for deaf people who use British Sign Language (BSL). We also added more information to our website in BSL videos, and our BSL Action Plan was adopted in October 2018. We have three BSL projects ongoing, two in collaboration with Dundee City and Perth & Kinross councils.

All members of the community are able to access information on council services via local ACCESS offices or ACCESSLine (03452 777778) or our council website (www.angus.gov.uk).

4.4 Consultation

The council has a number of consultation approaches based on partnership working and the National Standards for Community Engagement. Meetings have taken place in respect of the Community Empowerment (Scotland) Act 2015, which is designed to “create a process where people work together to make change happen in their communities by having more power and influence over what matters to them”. Discussions have been around how the council supports and enables that to happen in order to facilitate communities for example: owning land and buildings; strengthen their voices in the decisions that matter to them; supporting an increase in the pace of public service reform by cementing the focus on achieving outcomes; and improving the processes of community planning. The council is exploring new approaches to community participatory budgeting which will help us identify what is important to each community and broker discussions around what the community wants to invest in. £0.580million has been committed over the next 2 years to engage communities in participatory budgeting.

Consultation continues through The Angus Citizens' Panel which has 716 members who are asked regularly about a wide range of issues. Members are equality monitored with the aim of making membership as representative of the Angus population as possible.

The council also consults via the Have Your Say section of the website, and views are fed back to the relevant services. Individual services undertake face-to-face consultation etc.as required, such as large consultation events regarding our school estate.

Consultation on individual equality issues continues, for example in 2018 we jointly held large consultation days/evenings on our BSL Plan with Dundee City and Perth & Kinross councils, NHS Tayside and Dundee & Angus College. We used feedback from these sessions to inform our BSL Plan.

The council is committed to ensuring that we develop and maintain these effective methods of communication, consultation and involvement with all members of the community regardless of race, disability, gender, religion/belief, age, sexual orientation, marital/civil partnership status, gender re-assignment, and pregnancy or maternity.

4.5 Partnership Working

The council in its role as community leader recognises the importance of working with partners in reviewing the overall equalities' strategy and direction, ensuring that strategy can be implemented in cost effective ways to the benefit of all Angus citizens.

Within this spirit of partnership working, the council will ensure that, jointly with our partner agencies, Duties to promote equality are met.

Together with our community planning partners we currently have a Local Outcomes Improvement Plan (LOIP) agreed with the Scottish Government. Our council's corporate priorities reflect those in the LOIP and as many as possible of our equality outcomes are aligned to them. These priorities are supported by action plans and through these we are collectively addressing the issues that impact on the communities of Angus.

The LOIP includes a focus on local needs, circumstances and aspirations for different populations in the area, and includes the participation of communities, business and the third sector in setting priorities to tackle inequalities and improve local outcomes. The LOIP outcomes relate to the national outcomes.

Over the years since equality Duties were introduced, we have seen significant equality developments in working with our community planning partners and other local authorities, for example through roadshows to farms to reach migrant workers, the Angus Violence Against Women Partnership, Protocols on Harmful Traditional Practices, Self Directed Support, the prevention of scamming, the provision of services for Gypsy Travellers, and the work of our Hate Incidents Multi Agency Panel (HIMAP) in Angus. More recently we are collaborating with Dundee City and Perth & Kinross councils regarding jointly procuring a Tayside wide translation & interpretation service, and working on two joint projects in relation to BSL users.

4.6 Procurement

Angus Council is committed to best value and promoting fairness and equality in procurement. Our Procurement arrangements refer to our policy commitment to support equality and diversity duties in procurement activity.

We have an Equalities in Procurement Guidance Note (PGN 36) which is approved by Committee as Council policy on the specific procurement duty and contains the key messages that:

- The council will balance compliance with and the promotion of equalities good practice with simplification of, and minimisation of bureaucracy in the procurement process on a proportionate basis.
- Diversity and equality issues are considered at the point where the contract is being designed. Where specification of equalities performance requirements is necessary, it will generally require qualitative tender evaluation and stipulation of weighted equalities criteria.

The Equalities Procurement Guidance Note commits the council to applying the following guiding principles in its procurement activity:

- Angus Council can and should promote good practice on equality matters with our suppliers and provide guidance & information to them (see Annex 1) in this regard.
- We should only seek information from suppliers when we're going to use it to evaluate them.
- Evaluation of equalities experience / past performance of our suppliers is predominantly about the quality of the supplier's organisation and staff so equalities' track-record should be evaluated as part of supplier selection (i.e. at pre-qualification stage), not tender evaluation).
- Imposing a "standard term" contractual obligation on suppliers to comply with discrimination law is not always enough on its own – those setting requirements for the Council (particularly for public-facing services) must make sure that diversity and equality issues are considered while the contract specification is being designed.
- Where specification of equalities performance requirements is necessary, it will rarely be possible to specify performance standards exhaustively with all necessary quality "built-in" so therefore will normally require qualitative tender evaluation and stipulation of weighted equalities criteria.
- The specific duty only formally applies to EU value procurement. However, the general duty applies to all Council functions including procurement and at all levels and for all procedures. The good practice on equalities and procurement set out in this PGN should be applied below EU level as well but not to "low value" procurement exercises – this is on a proportionate basis.

5 Equality Monitoring for our Workforce

Equality monitoring figures are an integral part of this mainstreaming report and are detailed in **Appendix 2**.

5.1 Pay Gaps 2019

Gender

The gender pay gap is expressed as a percentage difference between male employees' average hourly pay (excluding overtime) and female employees' average hourly pay (excluding overtime).

The findings of the audit of pay for LGEs, Chief Officers and SNCT employees are shown below. Figures are given by grade and also for the overall total. Figures for 2017 for comparative purposes can be found at <https://www.angus.gov.uk/media/equalities-mainstreaming-report-and-equality-outcomes-2017-2019>

It is worth noting that there is a continued narrowing from 2014 to January 2019 in the gender pay gap in LG grades i.e. down from to 6.31% to 4.21% in 2017, and to 2.07% in 2019. In 2018 there was a management restructure of posts and grades, for example the chief officer grades reduced from 10 to 5, and a new service leader grade of LG 17 was created. It is not possible therefore to give a direct comparison at this higher level between 2017 and 2019, however, on LG17 there are equal numbers of female and male employees in post in 2019.

Due to budgetary restrictions over several years, an additional impact on the figures provided has been the reduction in staff numbers overall, falling from 4562 in 2017, to 4194 in 2019.

The Equalities and Human Rights Commission (EHRC) guidance suggests that when assessing pay gaps, organisations should fully investigate those greater than 5% and treat with caution gaps between 3% and 5%. Our overall total figure of a gender pay gap in 2019 is -1.05 %. It is also significant that each of the LGE, Chief Officer, and SNCT grades all remain below 3% (i.e. 2.07%, -0.81% and 2.61% respectively).

Findings for the pay gap at Chief Officer grade show a minus in 2019 compared to 8.45% in 2017, however there is only one Chief Executive post who, from June 2017, is female.

Findings for SNCT employees show two roles where males are paid on average more than females. These roles include Principal Teachers with a 6.09% pay gap, which is up slightly from 5.73% in 2017, and Head Teacher (HT)/Depute HT with a 8.78% pay gap, which is fairly static compared to a 8.67% pay gap in 2017. Promoted teaching posts (Head Teachers, Depute Head Teachers and Principal Teachers) are job sized based on a nationally agreed (SNCT) toolkit and salary placement is based on the job size score.

Gender Pay Gap as at January 2019

Salary Grade Point	Female	Average Hourly Rate (£)	Male	Average Hourly Rate (£)	Total Count of Employees	Total Average Hourly Rate (£)	% Pay Gap
Modern Apprentice	19	£4.41	6	£4.39	25	£4.40	-0.57
LG1	32	£7.32	8	£7.18	40	£7.30	-2.01
LG2	22	£8.15	26	£8.03	48	£8.08	-1.52
LG3	211	£9.19	151	£9.09	362	£9.15	-1.07
LG4	483	£9.77	117	£9.77	600	£9.77	0.07
LG5	12	£10.42	46	£10.43	58	£10.43	0.05
LG6	230	£11.40	83	£11.33	313	£11.38	-0.64
LG7	481	£12.87	69	£12.72	550	£12.85	-1.20
LG8	142	£14.60	66	£14.74	208	£14.64	0.99

LG9	114	£16.35	51	£16.58	165	£16.42	1.43
LG10	235	£18.72	89	£18.78	324	£18.74	0.31
LG10PLUS1	9	£19.43	0	£0.00	9	£19.43	0.00
LG11	15	£20.48	2	£20.92	15	£20.54	2.08
LG12	63	£22.51	35	£22.48	98	£22.50	-0.11
LG12PLUS1	3	£23.25	0	£0.00	3	£23.25	0.00
LG13	0	£0.00	2	£25.05	2	£25.05	100.00
LG14	22	£26.58	19	£26.95	41	£26.75	1.38
LG17	11	£34.98	11	£34.62	22	£34.80	-1.06
Grand Total	2104	£13.00	781	£13.27	2885	£13.07	2.07

Chief Executive	1	£67.63	0	£0.00	1	£67.63	0.00
Chief Officer (033)	0	£0.00	1	£42.88	1	£42.88	100.00
Chief Officer (038)	4	£46.97	2	£46.97	6	£46.97	0.00
Chief Officer (040)	0	£0.00	1	£48.85	1	£48.85	100.00
Chief Officer(051)	0	£0.00	2	£59.23	2	£59.23	100.00
Grand Total	5	£51.10	6	£50.69	11	£50.88	-0.81

Advisers	7	£27.19	0	£0.00	7	£27.19	0.00
Asst Principal Teacher (Sec)	2	£24.18	1	£24.18	3	£24.18	0.00
Chartered Teacher	18	£25.70	6	£25.03	24	£25.54	-2.71
Common Scale	780	£20.79	193	£20.47	973	£20.72	-1.56
Educational Psychologists Man. Spine	1	£36.29	0	£0.00	1	£36.29	0.00
Head/Dep. Head Teacher	77	£32.02	23	£35.10	100	£32.73	8.78
Music Instructors	15	£20.51	3	£19.12	18	£20.27	-7.25
Principal Teacher	119	£26.57	42	£28.29	161	£27.02	6.09
Psychologists	5	£31.65	2	£31.65	7	£31.65	0.00
Senior Teacher (All Schools)	4	£24.18	0	£0.00	4	£24.18	0.00
Grand Total	1028	£22.51	270	£23.11	1298	£22.64	2.61

Grand Total	3137	£16.17	1057	£16.00	4194	£16.13	-1.05
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Disability

In 2017 we published our first set of disability and race pay gaps, and the following are tables of our 2019 figures. Our 2017 figures for comparative purposes can be found at https://www.angus.gov.uk/council_and_democracy/council_information/pay_gap_report_2017?item_id=708

The number of employees declaring a disability or not is as follows:

2017

1.6% had a disability
6.7% had no disability
91.7% did not disclose

2019

1.4% has a disability
10.3% has no disability
88.34% did not disclose

The numbers of employees declaring a disability has fallen, however the number of people employed by the council has also fallen significantly over the two year period. Additionally, it should be noted that the total number of employees in the tables below is 433 which is less than the total number of employees

employed (4194). This is because in order to calculate the disability pay gap we have to remove those employees not declaring their disability status.

Our overall disability pay gap has increased from 12.3% in 2017 to 13.48% in 2019. This is broken down as follows:

LGE staff 8.1%, Chief Officer grades 100% and SNCT 8.38%

For lower graded LGE grades, there are more grades with a negative pay gap than a positive one (i.e. in favour of people declaring a disability). There are, however, only 3 people on Chief Officer grades declaring their disability status, and no-one has a disability. This results in a 100% pay gap for those grades which brings the overall disability pay gap up to 13.48%.

The council has policies in place to encourage people with disabilities to work for us, such as flexible working, a retention of people with disabilities policy, a redeployment policy, we make reasonable adjustments to working practices where required and we are a member of Disability Confident at Employer level. We will continue to ensure we have robust policies in place and appropriate training for managers.

Disability Pay Gap as at January 2019

Salary Grade Point	Not Disabled	Average of Hourly Rate	Disabled	Average of Hourly Rate	Total Count	Total Average of Hourly Rate	% pay gap
LG1	3	£7.11	2	£7.39	5	£7.22	-3.94
LG2	5	£8.04	3	£8.18	8	£8.09	-1.77
LG3	53	£9.21	7	£9.29	60	£9.22	-0.86
LG4	52	£9.78	6	£9.84	58	£9.78	-0.60
LG5	6	£10.23	2	£10.49	8	£10.30	-2.54
LG6	41	£11.37	7	£11.48	48	£11.38	-0.97
LG7	48	£12.82	9	£13.20	57	£12.88	-2.98
LG8	35	£14.66	8	£14.71	43	£14.67	-0.39
LG9	27	£16.43	5	£16.74	32	£16.48	-1.89
LG10	55	£18.78	4	£19.43	59	£18.82	-3.46
LG11	3	£20.62	0	£0.00	3	£20.62	100.00
LG12	30	£22.40	2	£22.90	32	£22.44	-2.21
LG12PLUS1	1	£23.25	0	£0.00	1	£23.25	100.00
LG13	0	£0.00	1	£25.05	1	£25.05	0.00
LG14	12	£26.97	1	£27.36	13	£27.00	-1.46
LG17	6	£34.08	0	£0.00	6	£34.08	100.00
Grand Total	377	£14.52	57	£13.35	434	£14.37	8.10

Chief Officer (038)	2	£46.97	0	£0.00	2	£46.97	100.00
Chief Officer (040)	1	£48.85	0	£0.00	1	£48.85	100.00
Grand Total	3	£47.60	0	£0.00	3	£47.60	100.00

Advisers	1	£27.19	0	£0.00	1	£27.19	100.00
Chartered Teacher	1	£27.19	0	£0.00	1	£27.19	100.00
Common Scale	33	£21.41	3	£22.18	36	£21.47	-3.59
Head/Dep./Asst. Head Teacher	8	£33.41	0	£0.00	8	£33.41	100.00
Music Instructors	3	£20.51	0	£0.00	3	£20.51	100.00
Principal Teacher	5	£25.98	0	£0.00	5	£25.98	100.00
Psychologists	2	£31.65	0	£0.00	2	£31.65	100.00
Grand Total	53	£24.20	3	£22.18	56	£24.10	8.38

Grand Total	433	£15.94	60	£13.79	493	£15.68	13.48
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Race

In 2017 we measured the number of employees disclosing they were white British with other minority ethnic groups. The 2019 figures in comparison are below. It should be noted that the total number of employees in the tables below is 2651, which is less than the total number of employees employed (4194). This is because in order to calculate the race pay gap we have to remove those employees not declaring their ethnicity status.

2017

72.6% were White British
1.2% were from a minority ethnic group
26.2% did not disclosed an ethnicity

2019

64% are white British
1.09% are from a minority ethnic group
35% did not disclose an ethnicity

Our overall average percentage pay gap for race is -4.58%. This is a decrease from a -1.2% pay gap in 2017, which is in favour of minority ethnic employees.

The breakdown for the race pay gap is as follows:
LGE staff 0.56%, Chief Officer grades 100%, and SNCT -0.78%%

We will continue to ensure we have robust policies and processes in place and appropriate recruitment and equalities training for managers.

Race Pay Gap as at January 2019

Salary Grade Point	Group 1 (White - British)	Average of Hourly Rate	Group 2 (Minority Groups)	Average of Hourly Rate	Total	Total Average of Hourly Rate	% pay gap ((Grp 1 Hrly Rate - Grp 2 Hrly Rate)/Grp 1 Hrly Rate)*100
LG1	26	£7.35	0	£0.00	26	£7.35	100.00
LG2	35	£8.16	0	£0.00	35	£8.16	100.00
LG3	228	£9.28	4	£9.26	232	£9.28	0.20
LG4	382	£9.82	11	£9.74	393	£9.82	0.75
LG5	46	£10.43	3	£10.49	49	£10.44	-0.53
LG6	235	£11.49	5	£11.32	240	£11.49	1.55
LG7	406	£13.03	12	£12.44	418	£13.01	4.50
LG8	166	£14.75	4	£14.33	170	£14.74	2.87
LG9	132	£16.51	4	£16.16	136	£16.50	2.16
LG10	221	£18.99	8	£19.15	229	£18.99	-0.86
LG10PLUS1	7	£19.73	0	£0.00	7	£19.73	100.00
LG11	12	£20.55	0	£0.00	12	£20.55	100.00
LG12	83	£22.52	1	£22.22	84	£22.52	1.35
LG12PLUS1	3	£23.25	0	£0.00	3	£23.25	100.00
LG13	2	£25.05	0	£0.00	2	£25.05	100.00
LG14	34	£26.88	2	£27.36	36	£26.90	-1.80
LG17	16	£34.66	0	£0.00	16	£34.66	100.00
Grand Total	2034	£13.51	54	£13.59	2088	£13.51	0.56

Chief Officer (033)	1	£42.88	0	£0.00	1	£42.88	100.00
Chief Officer (038)	5	£46.97	0	£0.00	5	£46.97	100.00
Chief Officer (040)	1	£48.85	0	£0.00	1	£48.85	100.00
Chief Officer(051)	2	£59.23	0	£0.00	2	£59.23	100.00
Grand Total	9	£49.45	0	£0.00	9	£49.45	100.00

Advisers (499-501)	6	£27.19	0	£0.00	6	£27.19	100.00
Asst Principal Teacher (Sec) (470 - 472)	2	£24.18	1	£24.18	3	£24.18	0.00
Chartered Teacher	19	£25.58	0	£0.00	19	£25.58	100.00
Common Scale (400 - 406)	376	£22.15	17	£21.52	393	£22.12	2.86
Educational Psychologists Man. Spine	1	£36.29	0	£0.00	1	£36.29	100.00
Head/Dep./Asst. Head Teacher	77	£32.98	2	£40.47	79	£33.17	-22.74

Music Instructors (550 -556)	11	£20.51	0	£0.00	11	£20.51	100.00
Principal Teacher	110	£26.97	4	£28.70	114	£27.03	-6.39
Psychologists (510 - 519)	2	£31.65	0	£0.00	2	£31.65	100.00
Senior Teacher (All Schools) (460 - 462)	4	£24.18	0	£0.00	4	£24.18	100.00
Grand Total	608	£24.60	24	£24.41	632	£24.59	-0.78

Grand Total	2651	£16.18	78	£16.92	2729	£16.20	-4.58
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5.2 Occupational Segregation

The council is required to publish information on occupational segregation within the workforce. Occupational segregation can be 'horizontal', where women and men are clustered into specific job types or 'vertical' where women, in particular, are clustered into lower positions or if they are under-represented at executive level. Analysis of occupational segregation enables identification of areas where action may be required to address particular issues, for example where one gender is apparently under-represented.

OCCUPATIONAL SEGREGATION by GRADE as at January 2019

In comparison to 2017 figures, the percentage of males employed in the lower LG grades has decreased up to LG2. From LG3 through to LG7 the percentage of males on these grades has increased. On most grades LG8 and above the percentage of males has decreased or stayed the same, with the exception of LG 10 plus one (100% female), and LG13 (100% male). The numbers on these grades are so low (9 and 2 people respectively) that little inference can be drawn from these. There is a new LG17 grade with 22 employees and these are split 50/50 male and female. There has been a drop in the overall number of LGE employees in the council from 3,902 (2014-15) to 3,265 (January 2017) to 2,885 (January 2019) with the percentage of males increasing on LG grades from 25.64% to 27.07% (2017 – 2019).

Chief Officers are the highest paid employees but it is not possible to apply a direct comparison as the number of grades has dropped from 10 (including the Chief Executive grade) in 2017 to 5 in 2019. What we can see, however, is that there are almost equal numbers of males and females on these grades i.e. 5 females and 6 males resulting in an increase of the percentage of males on chief officer grades from 51.61% in 2017 to 54.55% in 2019.

At January 2019 the majority (79.2%) of SNCT employees are female, almost the same as in 2017 (80.25%). There has been an increase in the total number employed on SNCT from 1266 in 2017 to 1298 in 2019, mainly teachers and principal teachers. There has been a decrease of chartered teachers from 31 to 24 but an increase in the percentage who are male (19.35% in 2017 to 25% in 2019). At the highest end of the scale, the number of Head/Depute Head teachers has stayed the same (100), with an increase of 1 person who is female. The majority of SNCT employees within every grade / role are also female. Overall for these SNCT grades, there has been little percentage gender change over the two years (19.75% were male in 2017, and 20.8 % are male in 2019).

Over all the grades in the council, there has been an increase in females on some higher grades, but this still does not reflect the higher percentage of women in the workforce as a whole (75.82% in 2017 and 74.8% in 2019). We will continue to encourage all employees to develop, to prepare for and to seek higher level roles. We also encourage external applications from all parts of the labour market and guarantee equality of opportunity to all candidates ensuring that the best person gets the job regardless of their gender.

Occupational Segregation - Gender Analysis by Job Family as at January 2019

Salary Grade Point	Grand Total	Female	% of Females	Male	% of Males
Modern Apprentice	25	19	76.00	6	24.00
LG1	40	32	80.00	8	20.00
LG2	48	22	45.83	26	54.17
LG3	362	211	58.29	151	41.71
LG4	600	483	80.50	117	19.50
LG5	58	12	20.69	46	79.31
LG6	313	230	73.48	83	26.52
LG7	550	481	87.45	69	12.55
LG8	208	142	68.27	66	31.73
LG9	165	114	69.09	51	30.91
LG10	324	235	72.53	89	27.47
LG10PLUS1	9	9	100.00	0	0.00
LG11	15	15	100.00	2	13.33
LG12	98	63	64.29	35	35.71
LG12PLUS1	3	3	100.00	0	0.00
LG13	2	0	0.00	2	100.00
LG14	41	22	53.66	19	46.34
LG17	22	11	50.00	11	50.00
Grand Total	2885	2104	72.93	781	27.07

Chief Executive	1	1	100.00	0	0.00
Chief Officer (033)	1	0	0.00	1	100.00
Chief Officer (038)	6	4	66.67	2	33.33
Chief Officer (040)	1	0	0.00	1	100.00
Chief Officer(051)	2	0	0.00	2	100.00
Grand Total	11	5	45.45	6	54.55

Advisers (499-501)	7	7	100.00	0	0.00
Asst Principal Teacher (Sec) (470 - 472)	3	2	66.67	1	33.33
Chartered Teacher	24	18	75.00	6	25.00
Common Scale (400 - 406)	973	780	80.16	193	19.84
Educational Psychologists Man. Spine	1	1	100.00	0	0.00
Head/Dep./Asst. Head Teacher	100	77	77.00	23	23.00
Music Instructors (550 -556)	18	15	83.33	3	16.67
Principal Teacher	161	119	73.91	42	26.09
Psychologists (510 - 519)	7	5	71.43	2	28.57
Senior Teacher (All Schools) (460 - 462)	4	4	100.00	0	0.00
Grand Total	1298	1028	79.20	270	20.80

Grand Total	4194	3137	74.80	1057	25.20
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OCCUPATIONAL SEGREGATION - GENDER ANALYSIS BY JOB FAMILY

Job families are wider than specific post titles which appear in other tables, therefore there can be a difference in some figures with similar names. There continues to be a decrease in the percentage of males in managerial, professional senior managerial posts from 2014 and specialist job families since 2017. There has been a slight increase of percentage males in care/support to people, operative, and teaching posts.

The percentage of males in administrative posts has increased from 6.81% in 2017 to 8.29% in 2019, and in technical posts from 54.13% in 2017 to 61.05% in 2019.

Occupational Segregation - Gender Analysis by Job Family as at January 2019

Job Family	Grand Total	Female	Male	Female %	Male %
Administrative	422	387	35	91.71	8.29
Care/Support to People	1238	1135	103	91.68	8.32
Managerial	162	101	61	62.35	37.65
Operative	410	72	338	17.56	82.44
Professional	388	287	101	73.97	26.03
Senior Managerial	33	16	17	48.48	51.52
Specialist	83	54	29	65.06	34.94
Teaching	1286	1018	268	79.16	20.84
Technical	172	67	105	38.95	61.05
Grand Total	4194	3137	1057	74.80	25.20

Administrative jobs include general reception, clerical, and administrative jobs.

Care/ Support to People jobs include which deal directly with service provision to adults and children within the Angus area, including social care officer, early years' practitioners, primary school assistants, etc.

Managerial jobs are those with more than basic supervisory roles.

Operative jobs are those that deliver non-people services, such as gardeners, refuse collectors, drivers, etc.

Senior Managerial jobs include directors, heads of service and other chief officers.

Professional jobs are those related to more traditional disciplines and governed by codes of conduct and practice.

Specialist jobs are more unique in nature and relate to non-mainstream work activities

Teaching jobs include those based in schools and with a day to day involvement with pupils

Technical jobs are those which include detailed and in-depth knowledge in a specific field.

OCCUPATIONAL SEGREGATION – POSTS PREDOMINANTLY OCCUPIED BY FEMALES OR MALES 2019

Included below are those posts of which 57% or more are occupied by one gender. Modern Apprentice posts have been added this year, and 100% of the 17 posts for those MAs for early years are occupied by females, despite efforts to encourage both genders. Since 2017 there have been a few changes to grades, for example, there is no longer a Foreign Language Asst grade, and there has been a restructuring of some

management grades, such as the new LG 17, and other grades introduced, for example Senior Practitioners. Numbers of posts overall have decreased but this has not resulted in significant change in the percentage of those occupied by males, for example clerical officer posts decreased from 241 in 2017 to 163 in 2019, and the percentage males did increase from 4.38% to 6.86% respectively. There was a bigger change in percent of social care officer posts which decreased from 181 in 2017 to 102 in 2019, but the number of males increased, which resulted in a percentage increase of males from 5.24% in 2017 to 11.3% in 2019. For some posts, there are so few people in them, it is difficult to draw any conclusion, such as IT posts occupied by 3 or 4 people. Some other posts are exactly the same as two years ago, such as social workers, and is an example that overall, there has not been a huge shift in most posts predominantly occupied by one gender or another.

Occupational Segregation - Posts Predominantly Occupied by Females or Males as at January 2019

Grade	Job Title	Females	%	Males	%	Grand Total
Modern Apprentice	Modern Apprentice - Early Years	17	100.00	0	0.00	17
Modern Apprentice	Modern Apprentice	1	20.00	4	80.00	5
LG1	Domestic Assistant	21	95.45	1	4.55	22
LG1	Toilet Attendant	11	78.57	3	21.43	14
LG2	Cook 1	5	83.33	1	16.67	6
LG2	Clerical Assistant	3	75.00	1	25.00	4
LG2	Community Meals Delivery Driver	9	42.86	12	57.14	21
LG2	Caretaker	1	14.29	6	85.71	7
LG3	Care Assistant/Domestic	10	100.00	0	0.00	10
LG3	Clerical Officer	163	93.14	12	6.86	175
LG3	Cook 2	3	75.00	1	25.00	4
LG3	Access Support Worker	2	66.67	1	33.33	3
LG3	Community Housing Assistant	2	18.18	9	81.82	11
LG3	Driver/Attendant	2	18.18	9	81.82	11
LG3	Waste Recycling Operative	2	10.00	18	90.00	20
LG3	Waste operative	6	6.59	85	93.41	91
LG4	ACCESS Line Operator	10	100.00	0	0.00	10
LG4	Senior Clerical Officer	90	97.83	2	2.17	92
LG4	Early Years Assistant	27	96.43	1	3.57	28
LG4	School & Pupil Support Assistant	321	96.40	11	3.30	333
LG4	Support for Learning Assistant	21	95.45	1	4.55	22
LG4	Incomes Assistant	2	66.67	1	33.33	3
LG4	Waste Recycling Operative/Driver	1	25.00	3	75.00	4
LG4	Gardener 2	0	0.00	36	100.00	36
LG4	Driver/Plant Operative	0	0.00	18	100.00	18
LG4	Kerbside Collector/Driver	0	0.00	14	100.00	14
LG4	Driver 2	0	0.00	10	100.00	10
LG4	Gravedigger	0	0.00	7	100.00	7
LG5	Welfare Rights Assistant	4	80.00	1	20.00	5
LG5	Financial Assessor	3	75.00	1	25.00	4
LG5	School Technician	2	40.00	3	60.00	5
LG5	Digital Reprographics Technician	1	33.33	2	66.67	3
LG5	Refuse Driver	0	0.00	23	100.00	23
LG5	Gardener 3	0	0.00	13	100.00	13
LG6	Support Worker	10	100.00	0	0.00	10

LG6	Cook 4	7	100.00	0	0.00	7
LG6	Administrative Assistant	28	90.32	3	9.68	31
LG6	Communities Assistant	8	88.89	1	11.11	9
LG6	Social Care Officer	102	88.70	13	11.30	115
LG6	Accounting Technician	7	87.50	1	12.50	8
LG6	Council Tax & Benefits Assistant	24	82.76	5	17.24	29
LG6	Assistant Housing Officer	2	40.00	3	60.00	5
LG6	Technician	1	33.33	2	66.67	3
LG6	Community Enforcement Warden	3	27.27	8	72.73	11
LG6	Parks Services Officer	1	25.00	3	75.00	4
LG6	Waste Management Inspector	1	25.00	3	75.00	4
LG6	School Technician	1	14.29	6	85.71	7
LG6	Chargehand Gardener	0	0.00	18	100.00	18
LG7	Early Years Practitioner	158	100.00	0	0.00	158
LG7	Support Worker	16	100.00	0	0.00	16
LG7	Administrative Officer	7	100.00	0	0.00	7
LG7	Family Support Worker	32	94.12	2	5.88	34
LG7	Social Care Officer	231	92.03	20	7.97	251
LG7	Day Centre Officer	3	75.00	1	25.00	4
LG7	Communities Assistant	12	70.59	5	29.41	17
LG7	Information Systems Officer	2	66.67	1	33.33	3
LG7	Criminal Justice Assistant	2	28.57	5	71.43	7
LG7	IT Service Officer	2	25.00	6	75.00	8
LG7	Senior School Technician	1	12.50	7	87.50	8
LG8	Senior Early Years Practitioner	28	100.00	0	0.00	28
LG8	Home Care Assessor	14	100.00	0	0.00	14
LG8	Family Nurture Support Worker	10	90.91	1	9.09	11
LG8	Rent Officer	5	83.33	1	16.67	6
LG8	Senior Administrative Officer	4	80.00	1	20.00	5
LG8	Service Development Officer	5	71.43	2	28.57	7
LG8	Housing Officer	28	68.29	13	31.71	41
LG8	Care Co-ordinator	2	66.67	1	33.33	3
LG8	Quantity Surveyor Technician	1	33.33	2	66.67	3
LG8	Technician	1	20.00	4	80.00	5
LG8	Architectural Technician	1	16.67	5	83.33	6
LG8	Roads Supervisor	0	0.00	7	100.00	7
LG9	Librarian	9	100.00	0	0.00	9
LG9	Senior Social Care Officer	46	85.19	8	14.81	54
LG9	School Business Manager	6	75.00	2	25.00	8
LG9	Committee Officer	3	75.00	1	25.00	4
LG9	Communities Officer	18	72.00	7	28.00	25
LG9	Rehabilitation Assistant	2	66.67	1	33.33	3
LG9	Welfare Rights Officer	3	60.00	2	40.00	5
LG9	Senior Architectural Technician	1	20.00	4	80.00	5
LG10	Occupational Therapist	12	92.31	1	7.69	13
LG10	Social Worker	67	90.54	7	9.46	74
LG10	Care Manager	40	88.89	5	11.11	45
LG10	Resource Worker	29	87.88	4	12.12	33

LG10	Case Manager	5	83.33	1	16.67	6
LG10	Environmental Health Officer	8	72.73	3	27.27	11
LG10	Senior Housing Officer	4	66.67	2	33.33	6
LG10	Housing Policy Officer	5	62.50	3	37.50	8
LG10	Solicitor	3	60.00	2	40.00	5
LG10	Council Tax & Benefits Manager	1	33.33	2	66.67	3
LG10	IT Application Development Engineer	1	33.33	2	66.67	3
LG10	IT Infrastructure Engineer	1	33.33	2	66.67	3
LG10	Performance Analyst	1	33.33	2	66.67	3
LG10	Traffic Engineer	1	33.33	2	66.67	3
LG10	Architect	1	25.00	3	75.00	4
LG10	IT Project Manager	1	25.00	3	75.00	4
LG10	IT Telecommunications Engineer	1	25.00	3	75.00	4
LG12	Team Manager	22	95.65	1	4.35	23
LG12	Senior Practitioner	8	80.00	2	20.00	10
Asst Principal Teacher (Sec)	Chartered Teacher 3 (APT/ST)	2	66.67	1	33.33	3
Chartered Teacher	Teacher (Primary)	4	80.00	1	20.00	5
Chartered Teacher	Teacher (ASNP)	12	70.59	5	29.41	17
Common Scale	Meeting Needs Network Teacher	8	100.00	0	0.00	8
Common Scale	Teacher (Primary)	424	92.78	33	7.22	457
Common Scale	Trainee Teacher (Primary)	34	87.18	5	12.82	39
Common Scale	Teacher (Secondary)	291	66.74	145	33.26	436
Common Scale	Trainee Teacher (Secondary Subject)	14	58.33	10	41.67	24
Head/Dep./Asst. Head Teacher	Depute Head Teacher (Primary)	22	91.67	2	8.33	24
Head/Dep./Asst. Head Teacher	Head Teacher (Primary)	35	81.40	8	18.60	43
Head/Dep./Asst. Head Teacher	Depute Head Teacher (Secondary)	15	71.43	6	28.57	21
Head/Dep./Asst. Head Teacher	Head Teacher (Secondary)	3	37.50	5	62.50	8
Music Instructors	Music Instructor	15	83.33	3	16.67	18
Principal Teacher	PT (Primary)	31	93.94	2	6.06	33
Principal Teacher	Principal Teacher	88	68.75	40	31.25	128
Psychologists	Educational Psychologist	5	71.43	2	28.57	7

6. Bullying in Schools – Further Information

In addition to the progress reported on in our equality outcomes (Appendix 1), the following is a table expanding the information provided regarding bullying in schools on pages 26-27 of Appendix 1:

We have a clear focus on reducing the number of bullying incidents in our schools. These have been measured since 2011/12 and show bullying has decreased at both primary and secondary school

levels. In primary school in 2011 there were 159 incidents of bullying by characteristic, and 159 incidents by behaviours. These have decreased to 30 and 50 respectively by 2017/18.

Table 11 Number of Incidents in Primary Schools by Characteristic*

Year	Racial	Religion/Belief	Sexual Orientation	All others	Total Incidents of bullying
2013/2014	8	0	0	140	148
2014/2015	7	0	0	27	34
2015/2016	5	0	1	15	21
2016/2017	6	0	2	23	31
2017/2018	8	1	0	21	30

Table12 Number of Incidents in Primary Schools by Behaviours*

Year	Verbal	Physical	Cyber /Online	Other	Total No. of Behaviours
2013/2014	90	56	2	0	148
2014/2015	20	22	0	8	50
2015/2016	10	12	0	3	25
2016/2017	23	15	0	13	51
2017/2018	21	15	1	13	50

In secondary schools there was a rise in incidents in 2016/17 compared with 2015/16, across all the characteristics measured, however the total number of incidents of bullying dropped by 62 from 144 in 2016/17 to 82 in 2017/18, which is the lowest since they were recorded in 2011/12. The number of incidents by behaviour also increased in 2016/17, but dropped in 2017/18 by 78, from 185 to 107, which is also the lowest number since 2011, therefore the most recent trend is a downward one.

Table 13 Number of Incidents in Secondary Schools by Characteristic*

Year	Racial	Religion/Belief	Sexual Orientation	All others	Total Incidents of bullying
2013/2014	17	0	9	125	151
2014/2015	19	1	10	60	90
2015/2016	35	2	9	80	126
2016/2017	40	8	11	85	144
2017/2018	28	0	13	41	82

Table 14 Number of Incidents in Secondary Schools by Behaviours*

Year	Verbal	Physical	Cyber /Online	Other	Total No. of Behaviours
2013/2014	111	25	15	0	151
2014/2015	77	31	3	3	114
2015/2016	116	26	6	6	154
2016/2017	111	44	2	28	185

2017/2018	73	18	0	16	107
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***Please note that there may be differences between the total number of bullying incidents and total number of behaviours as more than one behaviour may be displayed during a single bullying episode**

7 Equality Developments – Selection of Achievements

Supplementary to the progress achieved with our equality outcomes, a selection of equality achievements are detailed below:

Poverty

(i)Poverty is endemic today in most aspects of life – education, health, housing, crime etc. – and is increasing. The impact on children is particularly acute, and in March 2019 Angus was one of the three Tayside councils which ran a child poverty summit held in Dundee. One aim is to look to address holiday hunger for our young people by ensuring that they have access to food during school holidays. In summer 2018 the Brechin Holiday Project delivered play and food to families, resulting in positive outcomes for families in the area.

(ii)Schools are actively encouraged to explore approaches to reduce the impact of poverty through a focus on the cost of the school day. This includes supporting families to maximise income, provision of breakfast clubs, promotion of facilities such as foodbanks, access to school uniform, and work to reduce the cost of the school day. Universal access to sanitary products in schools has been in place from August 2018. We are also funding snacks for all funded children and external early years settings, therefore reducing the financial cost to parents.

(iii)The Tay Cities Deal Heads of Terms were signed off in November 2018.the Deal aims to create 15,000 jobs and bring £1.8 billion to Tayside – the whole of Angus will benefit from the Deal. We will also be looking to achieve funding for projects under the announced Employability and Skills and Tourism programmes.

Disability

(i)The council aims to be digital by default by 2020. Becoming more digital ensures that customers have flexibility of accessing services 24/7, whenever it suits them. More contact with people in the communities of Angus will be by digital means, through on-line forms etc. In our digital strategy of 2018, however, we acknowledge that there will always be some members of the community who will be unable to use digital, even with support, and we have looked for ways to get input from people with as wide a range of disabilities as possible. Members of the council led disability forum assisted with accessibility testing and provided feedback regarding the customer experience.

There is digital support available in libraries, and from the Angus Digital Skills Academy (ADSA) for people receiving benefits. There is digital plus and accreditation awards for a wide variety of learning. Classes across Angus are all free, and learners with a wide range of disabilities attend - they find ways to accommodate everyone. There is a huge diversity of people – one person who attends is 90. The service can bring in other equipment to make the IT accessible. They are also looking to produce leaflets e.g. using Easy Read.

(ii)Angus Council is an active partner in the Tayside Priority Group on Mental Health and Wellbeing. As part of this group we are developing a mental health strategy for Tayside. A curriculum framework to prevent early initiation into substance use has also been developed and will be rolled out across schools in Tayside

(iii)Our Blue Badges process was streamlined in 2018, in partnership with Dundee City Council.

Older People

(i) Angus Health & Social Care Partnership introduced a new model of care that supports older and vulnerable people to remain in their own homes with individually tailored care packages. We continue to support the Partnership to try and ensure people are happy, healthy and well cared for.

(ii) The Missing, Trafficking and Exploitation Strategy 2018 was produced and is being implemented from April 2019. This Strategy which is the first strategy that covers all of the Protecting People and wider services across Angus, has the full support of all of the Angus Protecting People Partnerships, and will further enhance the safety and well-being of vulnerable adults and children across the area. This will ensure that the work of professionals remains clear and focussed in terms of both prevention and response to these sensitive but very important areas of work.

All individuals who go missing are at risk of harm, although some individuals are more vulnerable than others, for example children and adults with dementia. Adults affected by disability, mental disorder, illness or physical or mental infirmity, are more vulnerable to being harmed than adults who are not so affected.

Younger People

We are working in partnership with Dundee and Perth & Kinross councils, and NHS Tayside to make sure that Tayside is a great place to grow up

(i) Who Cares? is an initiative run in conjunction with Dundee and Angus College, and provides a training course for disengaged 16-19 year olds living in Dundee or Angus, who are not in employment, training, or education, and who are experiencing, or at risk of poverty. It is aimed at those who are interested in pursuing a career in care. Those completing the course will have certificates in Employability (SCQF level 4), Induction to Food Safety, Working Safely and a college certificate in Customer Service, Infection Control, First Aid, and Manual Handling.

(ii) To ensure we are getting it right for our looked after children in Angus, a total of 35 young people took part in a survey in 2018 aimed at gaining their thoughts and opinions about how to improve services for looked after children in Angus. The survey was designed to help Corporate Parents understand the best ways of gaining young people's views.

Children & Learning Convener, Cllr Derek Wann said: "We have had a great response to this work which tells us that our looked after children have a lot to tell us about how we can improve our services. Angus Council is committed to working with partner agencies who have collective responsibility to improve opportunities for children and young people who are looked after. We see these young people as experts in understanding their peer group and we are listening closely to what they tell us. Their views are not only helping, but driving our Corporate Parenting work in this landmark year – The Year of Young People 2018."

(iii) Burnside primary school has had a focus on adverse childhood experiences and how they can continue to impact on people in later life, affecting their mental health. The school is building resilience in pupils and a film was shown at Webster's Theatre in 2018 regarding how to combat it.

(iv) Work had been carried out by the Educational Psychology Service on supporting staff to understand and support young people experiencing grief, loss and bereavement. Comprehensive guidance has been drafted and shared across schools to ensure young people experiencing issues likely to impact on their emotional wellbeing have their needs met.

Race

(i) For several years until 2018, Angus was one of four local authorities involved in research with Glasgow University through the SSAMIS – Social Support and Migration in Scotland – project. A main outcome from the research identified that migrant families and refugees in the area wanted to feel more integrated into the community. As a result, the council has been a partner in 'Make it Happen Angus', a community project led by the researcher from Glasgow University. It involves creating a space for people from various communities in Angus to come together and as part of this process, hold multicultural 'pop-up' cafes and run various activities.

(ii) As a result of Brexit the council has been working to keep employees up-to-date with changes as they happen, for example with the EU settled status, issuing guidance, and publicising local events/consultation. The council has also become the only provider in Angus to offer the government's We Are Digital assistance to all EU people requiring digital help to achieve EU settled status.

Gender

(i) There are 6 women councillors out of 28 in Angus, which is only 21%, in comparison to women comprising 51% of the population. . In March 2019, on International Women's Day, all 6 took part in a "Welcoming Women into Public Life", event with the aim of demonstrating what it's like to be a woman councillor in a patriarchal structure, and what can be done to shift the gender balance. In order to try and encourage more women to get involved in local democracy, there was a tour of the Chamber, a chat, and a question and answer session. It was a non - political party event with the councillors' sole aim being to increase women's participation either through voting, encouraging others to vote, or getting more involved in politics themselves.

(ii) Our nationally recognised Glen Isla project has continued to embed a trauma informed ethos within the service and we are working to expand the success of this approach across our wider service provision. The project reaches out to vulnerable women, specifically targeting those with, or likely to have, children who are in need of protection. There is further investment committed to the extension of the project which will improve a range of outcomes for vulnerable women, the communities in which they live, and their children. It will improve stability, health and wellbeing achieved through developing targeted multi-agency support in the pre-birth and very early years' period.

(iii) Men's Sheds in Angus has been progressing well. One of the Gable Endies Men's Shed talked about his mental health, depression and suicidal feelings living in Montrose on his own and the impact the men's shed is having in his life. He explained that coming to the men's shed has given him a new sense of life and new friends and looks forward in attending the shed. His experience is a real inspiration hearing about the impact men's shed is having on his life. Men's Sheds in Forfar and Monifieth are developing.

LGBT+

All Angus secondary schools promote inclusion for their young people. Six out of our eight schools have well-established LGBTI/Equalities Groups which are led by either school or CLDS staff. The remaining two schools have had groups in the past and are planning to refresh and re-establish these fora.

Training is now available for Schools and Learning staff and partnership agencies to develop staff confidence around supporting Children and young people in Angus schools. The document "Supporting Transgender Young People in Education", *LGBT Scotland*, is used to provide guidance for schools.

Our school estate takes into consideration the needs of transgender young people when it comes to changing and toilet facilities.

Carers

For council employees, in recognition of the impact caring responsibilities can have on working lives there was a commitment to raise awareness and provide support, and in 2018 a Peer Support Group for employees who are carers was established.

The aim of this group is to provide a space for carers to share their experiences and gain support from each other. The peer support group will also be a place where speakers from various support agencies can come and share their expertise and offer assistance. Carers will also have the opportunity to shape the direction of the group.

This initiative sits alongside the council's Carers Policy, a new Guaranteed Job Interview Scheme for Carers, and Carers Support at Work Guidance.

EQUALITY OUTCOMES PROGRESS UPDATE – LOCAL AUTHORITY

Angus Vision, Themes and Outcomes:-



Our Cross-Cutting Themes	Economy	People	Place
Our Local Outcomes	<ul style="list-style-type: none"> an inclusive and sustainable economy 	<ul style="list-style-type: none"> more opportunities for people to achieve success 	<ul style="list-style-type: none"> a reduced carbon footprint attractive employment opportunities an enhanced, protected and enjoyed natural and built environment improved physical, mental and emotional health and well being

LOIP THEME – PLACE

LOIP Priority - Improving Mental health and Wellbeing

What is our equality outcome? ***The risk of harm to people will be reduced***

1. Domestic Abuse/Violence Against Women and Girls	Which part of the general duty are we addressing?	What are the key protected characteristics?	How will we measure progress?
	Eliminate discrimination	Gender/Age/Pregnancy/Maternity/ Transgender/Sexual Orientation	i)Number of incidents of domestic abuse ii)The roll out of the Safe & Together model
Progress:	<p>From April 2018 – December 2018, the overall number of reported domestic incidents fell by 10.2% from 843 to 757, and the overall number of reported domestic crimes reduced by 31.8%, from 672 to 458. Although many perpetrators still offend after they have been dealt with by the police or have been separated from their partners. Also from 1st April 2018 to 31st December 2018; 23 individuals were arrested and reported for this period compared with 34 for the previous year. This is a reduction of 32.4 % and is consistent with the overall reduction in recorded domestic abuse.</p> <p>The Angus MARAC continues to assess and plan for those women at high risk of domestic abuse.</p> <p>The Glen Isla project is ongoing which supports vulnerable women, specifically those with children in need of protection.</p> <p>Awareness sessions continue to be delivered in relation to Safe & Together, with a session being offered at the Protecting People Conference in 2018.</p> <p>As part of the Local Outcome Improvement plan – Improving Mental Health and Wellbeing is a priority which is being mapped to explore the services currently available to support those most in need. This will create a delivery plan for 2019/20 with measurable impacts and outcomes.</p> <p>Whilst there has been a decrease in the number of recorded incidents in Angus it is recognised that the overall level of incidents continues to be a challenge for services in Angus.</p>		
What will we do over the next 3 years?	<ul style="list-style-type: none"> • We will continue to work with our community planning partners to reduce the numbers of incidents of domestic abuse. • Continue to embed the Safe & Together model in Angus. This American model helps children and young people stay with the non abusive parent in domestic abuse situations. It will be delivered in conjunction with domestic abuse training for practitioners jointly between Angus Violence Against Women Partnership (AVAWP) and the Child Protection Committee • Expand the Glen Isla project • Implement working groups to support the priorities of AVAWP, and ensure local authority leadership and representation on the groups. 		
	Eliminate discrimination	Gender/Age/Pregnancy/Maternity	iii) Violence to women and girls is reduced

<p>Progress:</p>	<p>In 2018 the Safe & Together programme was launched in Angus which has led to increased staff training in relation to domestic abuse and prevention.</p> <p>Criminal Justice has developed an Understanding Relationships group work programme as an early intervention approach to developing healthy relationships and have further developed the court-mandated perpetrator intervention programme (The Fergus Programme) to ensure effective, targeted intervention for those convicted of domestic abuse. 'Mentors in Violence Programme' is being piloted in 2 secondary schools in Angus with positive results. Through Angus Violence Against Woman Partnership, 15 Champions have been trained in applying a 'Safe and Together' approach to working with women and children experiencing domestic abuse. The Safe and Together model is a strengths-based approach to working with victims and holding perpetrators to account. Our plans to tackle relational violence are holistic starting from prevention through to protection and recovery.</p> <p>Protocols on harmful traditional practices remain in place.</p> <p>There were a number of initiatives delivered by AVAWP during the 16 Days of Action in 2016, 2017 and 2018, including:</p> <ul style="list-style-type: none"> • a Facebook page where a face and a fact about gender based violence was posted over each of the 16 Days • Walk a Mile in her Shoes (2016) at Lochside Leisure Centre in Forfar to raise the profile. Launched by the police, around 30 people attended including elected members and pupils from Forfar Academy. • A film of the Banaz honour based violence story, and training by the CEO Scottish Women's Aid "Why does she just not leave?" was delivered and continues to be delivered as part of a training programme • Housing held sessions specifically aimed at those experiencing domestic abuse. • Raising awareness amongst elected members 		
<p>What will we do over the next 3 years?</p>	<ul style="list-style-type: none"> • Support AVAWP as core partners to deliver on improvements in AVAWP including supporting the roll out of Safe and Together; • Support our LA 'Champions' from Children, Families and Justice to embed a Safe and Together approach across our services • Deliver training for Social Workers and other staff on coercive control • Continue delivering training in HTP and the protocols by holding lunchtime sessions for other practitioners such as social workers, and front-line staff. • Continue awareness raising through work with schools and campaigns, including the 16 Days of Action • Raise the profile of the work on going around Improving Mental Health and Wellbeing as part of the LOIP priorities • Create a delivery plan through the Community Planning Partnership to address these challenges. 		
<p>2. Financial Scams</p>	<p>Which part of the general duty are we addressing?</p>	<p>What are the key protected characteristics?</p>	<p>How will we measure progress?</p>
<p>Progress:</p>	<p>Eliminate discrimination</p>	<p>Age/Disability</p>	<p>Number of people affected by financial scams</p>
	<p>Attendance at Financial Abuse Support Teams (FAST) meetings have become a regular occurrence for all partners. They are quickly arranged multi agency responses e.g. responses to take action for adults identified as being at risk or those who have been financially harmed. To date, the most vulnerable have tended to be the elderly and those suffering from mental health issues such as memory loss. The process has been very successful with scams/financial harm being the most common reason for Trading Standards to attend.</p> <p>Angus is protecting vulnerable adults from nuisance phone calls and those who would scam them causing financial harm which tends to lower the victim's self-esteem. In a recent study victims were 2.4 times more likely than those who had not been targeted in this way to be moved into more</p>		

	<p>dependent/assisted living arrangements or to suffer acute illness.</p> <p>Over the last year (2018) 154 complaints of people affected by financial scams have been investigated by Trading Standards, 51 people given scam prevention packs, 50 talks given reaching 720 people, 19 events attended and 55 call blockers installed preventing nuisance and scam calls.</p> <p>Visits to Royal Mail delivery offices to engage with postal workers to raise awareness of scams through the post has been undertaken and refresher visits have been planned together in partnership with Angus Heath & Social Care Adult Protection Team.</p> <p>Angus Council Trading Standards & Consumer Protection Services are currently involved in talks with Police Scotland and colleagues in their neighbouring authorities Dundee and Perth & Kinross to arrange a joint working partnership for dealing with door step crime. We are providing training for the new "Police Champions" which we hope to have 2 of in every police ward. Officers attending door step incidents will refer to their "Champion" for advice and information. The aim is for Trading Standards to be made aware of these incidents asap as many offences for door step crime generally fall within the remit of the legislation Trading Standards enforce.</p> <p>The use of social media and the press has been and will continue to be used in awareness campaigns. Awareness raising with vulnerable groups is undertaken, for example delivering sessions to those who care for clients who have dementia along with other community groups.</p>		
<p>What will we do over the next 3 years?</p>	<ul style="list-style-type: none"> • Deliver outcomes for the Life Changes Trust funded project for Angus and two other local authorities to prevent financial harm to those with dementia. • Continue to participate in the Angus Financial Harm Sub-Committee Group. • Continue to work with Royal Mail to block mail scams. Revisits to the delivery offices will be completed in 2019. • Continue to operate FAST to address imminent and actual financial harm. • Continue to install callblockers to prevent scams by telephone. • Continue to support an overarching Angus Safer Communities Facebook/Twitter account as a depository for all community safety messages in Angus. • Continue to develop work with partner agencies to raise awareness of scams. 		
<p>3. Hate Crime</p>	<p>Eliminate discrimination, foster goods relations</p>	<p>All</p>	<p>Number of people subjected to hate crime</p>
<p>Progress:</p>	<p>There was no increase in reported hate crime April 2018 – June 2018 compared to the previous period. Hate crimes can cover a wide range of incidents including verbal comments. Overall incidents remain low with a detection rate of 81 % (down 6.1%).</p> <p>Over the reporting period there have been 19 recorded reports of racially aggravated conduct compared to 25 for the same period last year. These crime types have a detection rate of 96%.</p> <p>There have been a number of other crimes recorded which have a Hate Crime aggravator or aspect. These are mostly associated with the night time economy, drunkenness and individuals being verbally abused. For the reporting period there have 36.</p> <p>Police Scotland along with the Angus Hate Incidents Multi Agency Panel (HIMAP) will continue to monitor for any underlying trends.</p>		
<p>What will we do over the next 3 years?</p>	<ul style="list-style-type: none"> • Explore opportunities for working in collaboration with HIMAPs in Dundee and Perth & Kinross • Roll out a new system for recording and monitoring all hate incidents reported to/dealt with within the council • Develop and implement e-learning for all staff regarding defining and recording hate incidents. • Continue to prioritise Gypsy Travellers as a minority group requiring particular attention. 		

	<ul style="list-style-type: none"> Continue to monitor hate incidents and hate crime via the multi-agency Hate Incidents Multi-Agency Panel, and take targeted action where appropriate. There will be particular attention to any increase in offences directed towards Gypsy Travellers and members of the Muslim and Eastern European communities in Angus. 		
4. Safety	Eliminate discrimination, advance equality of opportunity and foster good relations	All, young people	i) People feeling safe during the day and night ii) People have safe, stable, affordable housing
Progress:	<p>The overall number of reported crimes in Angus, shows a reduction of 19.3%, from 7376 incidents previously to 5954 incidents for this reporting period. This is 1422 less victims of crime in the communities of Angus, which is positive, and continues the year on year reduction.</p> <p>(i) The feeling of safety in the neighbourhood has seen an increase from 80% of participants rating their neighbourhood a very safe place to live in 2015 compared to 89% in 2017.</p> <p>(ii) Quality of life in both the neighbourhood and in Angus has remained consistently high, maintaining the levels reported in 2015.</p> <p>The Council is building around 40 new homes each year, but that will soon increase to around 70 per year. Much of this investment is focused on housing led regeneration in our most deprived areas, aimed specifically at improving the local environment. We know, however, that successful communities are much more than that. Our regeneration objective is to draw together a wealth of components into a co-ordinated plan to help stimulate a vibrant economy, improve visitor and resident facilities, and provide employment and training opportunities.</p> <p>Our regeneration activity is very much a vehicle for addressing the priorities in the LOIP and reducing inequalities, as well as a broad range of other outcomes. There is a strong link between a stable home and the ability to access work. By ensuring a supply of safe, good quality affordable housing parents are more likely to be able to access work. We can also help create the conditions for business start-ups and for diversification, so that jobs are created and maintained, helping to sustain household disposable income and impacting positively on the reduction in poverty.</p> <p>Our family homes are designed with higher than the minimum space standards so that children have the space to do homework without being cramped, which will help improve attainment and long term prospects.</p> <p>As well as improving and increasing our affordable homes, the Council is also focused on increasing the energy efficiency of its stock. Improving standards of energy efficiency makes homes less expensive to heat and reduces fuel poverty, therefore our homes also have high levels of thermal insulation and renewable technology, to reduce fuel bills, leaving more disposable income for families.</p> <p>Families in poverty tend to have reduced housing options, and tend to be more at risk from homelessness. The Council works with families to prevent and respond to homelessness through our housing options service, as we know it has a magnified impact on children. The Council's recently approved Rapid Rehousing Transition Plan builds on the current approach and will ensure that families experiencing homelessness can secure permanent accommodation much more quickly, reducing stays in temporary accommodation, and helping re-establish stable homes for children so that they can remain in or return to education quickly.</p> <p>In a more holistic sense, we are modernising our business so that we can make savings from a digital transformation, and re-invest in our frontline services to support our most vulnerable customers. We will re-provision our staff resources more effectively to focus on customer engagement and service quality and target our resources in the most deprived areas where child poverty is prevalent, for example, we have already re-planned</p>		

	<p>substantial investment in our Bathroom Replacement Programme so that it begins in Brechin, an area of concern in terms of child poverty.</p> <p>Future Plans: Low rents are an important factor in poverty and child poverty. Angus Council has one of the lowest rent levels in Scotland (8th lowest local authority). This low rent base is just a platform for our preventative work which is more than just our core Housing services. By working closely with residents in the communities, we can make interventions at the point of contact which can improve people's lives, or can prevent a negative change occurring. We can help maintain family stability, help household finances, and help prevent relationship breakdown, which in turn can help with health and wellbeing. This means we can be a platform for improved life chances, whether that is in educational attainment, employment and training, or household disposable income.</p> <p>While housing does not have a direct impact on social security income, the holistic approach taken by the Council and some other social landlords means that families living in our housing have access to services which can work with them to ensure they are accessing the correct benefits. We therefore work on a daily basis with families in financial trouble, to provide advice and potential solutions. When families are in rent arrears, we help them maximise any benefits, and we also agree manageable repayment plans to help them regain financial stability over a course of months dependent on individual circumstance. We always make special allowance for families with children, and do all we can to help them stay in their home to ensure the children have a safe and stable home.</p> <p>If we invest in our preventative services we will deliver savings for children's services and other parts of the Council, as well as improving health and wellbeing. We will also reduce rent arrears. We know that this spend to save approach delivers results, but it can be difficult to quantify how effective prevention actually is. However, we believe that for every £1 we invest in our direct staff costs we can return £2 in terms of preventative savings.</p> <p>However we monitor the benefits, we intend to continue this approach as we deliver on our vision for services and our customers.</p>
<p>What will we do over the next 3 years?</p>	<ul style="list-style-type: none"> • Continue to task Community Wardens and police to patrol areas identified through analysis against the Community Safety priorities. • Look for the council to become a fuller part of the I Am Me initiative. Initial investigations are underway to develop this scheme to help vulnerable people feel safer when out and about. The scheme involves local businesses/organisations providing a safe place for vulnerable people to go for assistance, for the business/organisation to undertake some training, and then advertise their participation in the scheme by displaying a window sticker. • Investigate that Angus Council has the ability to suspend taxi licences when a person is reported for a serious crime • Work in partnership with the Police to enhance the support available to those most in need through the CPP network priorities and Locality plans • Participate in the Housing 2021 consultation to ensure that our housing stock is fit for purpose and safe • Build 70 homes per year through regeneration • Continue to reduce homelessness • We will reduce rent arrears

Local Outcome – Improving Accessibility and Connectivity			
What is our equality outcome?		<i>Licensing Board decisions are improved</i>	
1. Provide training for Licencing Board Members	Which part of the general duty are we addressing?	What are the key protected characteristics	How will we measure progress?
	Eliminate discrimination, advance equality of opportunity	Ethnicity/All	Members of the Licensing Forum’s knowledge and understanding of equality issues increased
Progress:	Equality and diversity training was delivered to elected members on the Board to ensure legislative requirements are kept up to date and to provide the skills required.		
What will we do over the next 3 years?	<p>Licensing staff awareness of the Equality Act 2010 and its implications in service delivery on all protected characteristics is increased</p> <p>Ensure that Licensing Forum voluntary members undertake equality and diversity training.</p> <p>Ensure licensing staff undertake equality and diversity training.</p> <p>We will increase the Licensing Board’s knowledge and understanding of equality issues in relation to applications in order to provide better quality, informed decisions.</p>		

LOIP THEME - PEOPLE			
LOIP Priority: Improving Mental Health and Wellbeing			
Local Outcome 6: We have improved the health and wellbeing of our people and inequalities are reduced			
What is our equality outcome?		<i>People with a disability maximise their potential</i>	
1. Education, training, employment, volunteering	Which part of the general duty are we addressing?	What are the key protected characteristics	How will we measure progress?
	Eliminate discrimination, advance equality of opportunity	Disability/Gender/Age	Number of people with disabilities in employment, training and volunteering

Progress:	The number of people identifying themselves as having a disability, registered with Economic Development Skills Team and/or 16+ Opportunities for All who moved into employment is 12 (April 2017 to 2018). The overall number of people with disabilities supported into education, training and volunteering increased to 264 in the first half of 2017 from 254 for the same period in 2015, which is another increase again from 209 in 2014.		
What will we do over the next 3 years?	Increase the number of people with a disability accessing employment, training and volunteering opportunities		
2. Self Directed Support (SDS)	Advance equality of opportunity	Disability/Age	Number of young people with self directed support
Progress:	<p>The Angus Health & Social Health Care Partnership took delegated responsibility for adult social care and community based health services from 1 April 2016, therefore the IJB will report on these, however the council can report on SDS for children's services.</p> <p>Changes at national level to the independent living fund have in part affected the number of people having opportunities to be engaged with their communities. Learning disability services continue to mitigate against this by progressing a wider range of day opportunities, support and work in partnership with Dundee and Angus College.</p> <p>A SDS group was established within children's services which agreed our approach to the implementation of SDS for children and their families, including the development of guidance for staff, updated carer's assessment template and an information leaflet for parents/carers.</p> <p>All cases open with the children and disabilities team have an up-to-date assessment and plan, and where appropriate, SDS is used to support the delivery of the plan and agreed outcomes.</p> <p>The SDS options are as follows:</p> <p>Option 1. (The family take the approved budget and arrange the support independently)</p> <p>Option 2. (The family select what support they want and direct the council on how they want the support to be provided).</p> <p>Option 3. (The family ask the council to choose and arrange the support it thinks is right for their child).</p> <p>Option 4. (Mix and match – the family can select a mixture of the above options).</p>		
What will we do over the next 3 years?	<ul style="list-style-type: none"> • Continue to develop and progress SDS for young people in Angus • A range of day opportunities are in place. These will continue to develop as SDS focuses on a more personalised approach to support planning. • Review the implementation of SDS in children's services (already underway) 		

What is our equality outcome?		<i>We will provide services to members of the community using British Sign Language (BSL) to enable them to communicate more appropriately with us</i>	
3. Provision of BSL	Advance equality of opportunity	Disability/Age	BSL users are satisfied with council's communication
Progress:	<p>The new statutory requirement for the council to produce a BSL action plan resulted in a working group of all council services affected to develop a consultation and engagement strategy with BSL users. Angus Council worked in collaboration with Dundee and Perth & Kinross councils and held two engagement sessions – one to find out what BSL users wanted and the second to put forward our draft action plan for their approval. These were successful events, and ideas from these sessions were used to develop our BSL plan.</p> <p>In summer 2018, there were several sessions of BSL awareness training delivered by Deaf Action for a range of employees of the council and ANGUSalive.</p> <p>Four places on the Level 1 BSL course were sponsored by the council and commenced in September 2018. These were taken up by 3 employees and 1 elected member.</p> <p>The council's BSL action plan was introduced in October 2018. Work emanating from the Plan includes a joint video project with Dundee City Council, and ongoing development of QR codes for BSL users to access council information.</p> <p>Joint procurement of translation and interpretation services is underway with Dundee City and Perth & Kinross councils, with a predominant focus on the provision of BSL interpreters.</p> <p>Services of BSL interpreters are secured as requested.</p>		
What will we do over the next 3 years?	<ul style="list-style-type: none"> • Develop the video project with partners to ensure there is a long-term sustainable social enterprise of BSL users providing the videos, as producers, interpreters etc. themselves • Develop the range of information available via QR codes • Have a translation and interpretation service which is effective and satisfactory for BSL users • Continue to promote ContactSCOTLAND in our services • Continue to promote introductory BSL for front line staff 		
What is our equality outcome?		<i>We will provide flexible and responsive services to carers to enable them to continue in their caring roles</i>	
4. Support for Young Carers	Advance equality of opportunity	Age	Developments/activities in the service provided to young carers

<p>Progress:</p>	<p>A Young Carers Statement has been produced and is in live trials. This will be rolled out in Spring 2019.</p> <p>A booklet for carers and the provision of short breaks, specifically including young carers.</p> <p>A survey of bullying was undertaken in 2018/19 and there were more than 1,000 responses, still to be analysed.</p>
<p>What will we do over the next 3 years?</p>	<p>We will:</p> <ul style="list-style-type: none"> • Launch the updated Service and Referral Information for the Young Carers Service • Launch the Young Carers Strategy in 2019, which will be written with young carers and based on the findings of the Young Carers Strategy event • Ensure that the actions within the agreed Angus Young Carers Strategy are costed, with lead workers, and funding for staff and resources is identified, alongside a sustainability plan to ensure the long term provision for young carers in Angus. • Develop a young adult carers service for young adults aged 16-25 in response to identified need and to ensure the planned transition into Adult Services is recognised as a priority • Review and update the Schools Policy for Young Carers once the new Young Carers Strategy has been adopted once the live trial is completed in 2019 • Implement the requirements of the Carers (Scotland) Act which includes the requirement to provide a Young Carers Statement to Young Carers in Angus. Develop a Young Carers Training Pack for primary and secondary schools once the live trial has been completed • Develop a Young/Adult Carers Referral Pathway between Angus Young Carers Service and Dundee and Angus College. <p>In order to ensure that carers have a life outside of caring, and their health and wellbeing are improved, we will continue to work with partners in the community planning partnership to take forward outcomes for young carers by:</p> <ul style="list-style-type: none"> • Increasing young carers sense of independence • Reducing young carers loneliness • Increasing young carers coping skills.

LOIP THEME - ECONOMY

LOIP Priority – Improving Accessibility and connectivity
Local Outcome 8 – A reduced carbon footprint

What is our equality outcome? *People will find it easy to travel in Angus*

1. Improve accessible and active travel	Which part of the general duty are we addressing?	What are the key protected characteristics/	How will we measure progress?
	Advance equality of opportunity, eliminate discrimination	Disability/Age/Gender	Improvements made to travelling in Angus

Progress:	<ul style="list-style-type: none"> • From May 2017 the Forfar to Stracathro Hospital service operated by seven wheelchair and hybrid accessible vehicles dedicated to it. • On street information at key bus shelters was updated in March 2018 to reflect new travel information. • The number of bus boarders/raised kerbs in place remains at 492. Their locations can be found at http://www.travelinescotland.com/accessibility • Angus Active Travel Steering Group successfully applied for approximately £189K from Smarter Choices Smarter Places (SCSP) for delivery of an active and sustainable travel programme over the financial year 2018/19. Projects targeting local commuters, residents, visitors, as well as students and pupils are being delivered throughout the year, to encourage a change in travel behaviour. Projects included the following: <ol style="list-style-type: none"> 1. Cycling <ul style="list-style-type: none"> • Creation of a bike library offering the loan of conventional and e-bikes for use across the Council area and facilitated by Angus Cycle Hub • Series of behaviour change activities for Council staff and wider community including Dr Bike sessions, bike amnesty days, bike technical, confidence and road skills and community bike celebration events. 2. Schools <ul style="list-style-type: none"> • Workshops for pupils moving to high school to familiarise them with active travel modes and help them to plan sustainable travel to school • Safe parking at schools projects to address congestion and safety issues • Walk Once a Week projects at schools across the area 3. Information <ul style="list-style-type: none"> • Social media campaign working with Tactran and partner local authorities • Real time bus information equipment installed and updated at Forfar Community Campus and Brechin Community Campus and other locations as well as provision of bus boarders (raised kerbs to ease boarding). 4. Behaviour change <ul style="list-style-type: none"> • Car sharing programme across Angus Council and in partnership with Tactran to provide free access to the wider community • Step count activity challenge for staff, involving Angus Alive and NHS partners. • Dundee and Angus College collaborative project for staff and students to help them access funds, commission a college travel plan and an active and sustainable travel plan for its campuses. 5. Communities & Policy <ul style="list-style-type: none"> • Active travel plan for Brechin, informed and directed by the community, enabling it to apply for active travel funds in future • Commissioned an area wide Active & Sustainable Travel Strategy to establish picture of current actions already taking place across the Council area, to capture aspirations, funding gaps and to establish a baseline of travel patterns and choices at present. These outputs will provide the basis for
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	<p>individual and collaborate projects and funding bids in future.</p> <ul style="list-style-type: none"> • Angus Council successfully bid to take part in Switched on Towns and Place programme which offered free consultancy support to explore potential for establishment of an electrical vehicle infrastructure in one town by the Energy Saving Trust (EST). Arbroath was considered best suited to the criteria. <p>Community Links in Arbroath - the dual carriageway in Arbroath was identified as a barrier to movement at a locality event in 2015. Subsequently</p> <ul style="list-style-type: none"> • This view was confirmed through the <u>Charrette</u> process in 2016 • Community links funding was awarded (2017-18) to undertake a feasibility study of road realignment and creation of dedicated active travel lanes along the length of the road – <u>Accessible Arbroath</u> • <u>CLP2</u> funding (2018-19) was won to progress the idea and undertake participation exercises for the project. • Bid for next stage (design) to be submitted end of April 2019.
<p>What will we do over the next 3 years?</p>	<p>Community Links in Arbroath – next steps:</p> <ul style="list-style-type: none"> • If bid for PLC funding (2019-2020) is successful we will develop the design and funding package with aim of construction 2020-2023 • Green Infrastructure Fund bid submitted in support of CLP project • If unsuccessful, the initial design works are in place to look for other funding to develop the project • The Active travel audit and CLP identify a range of opportunities for smaller scale improvements and links in the town • Build on public awareness of this project to promote health benefits of active travel – mental and physical. Focus on areas at the bottom of the SIMD rankings – which includes approx. 1 in 5 of the population of Arbroath. • Implement the new Angus Active & Sustainable Travel Strategy which will include reviewing governance, extending partnership working and tracking progress of activities across the Council area. • Arbroath's feasibility study for electric vehicle infrastructure will provide a basis for future bids to the Switched on Towns & Cities programme to establish viable elements of the study in the town. • Following a successful bid for funding for a Low Carbon Transport and Travel Hub at Orchard Bank in Forfar, work has commenced on preparing the site for construction with completion expected in 2019/20. The project intends to generate energy to support the charging points from installing solar canopies, helping to power 28 new spaces, with 18 charging points including eight rapid units, six fast and four slow. • Engage with Tactran as they explore options for implementing the commissioned Tactran Electric Vehicle Regional Strategy • Deliver a programme of actions from the 2019/20 Smarter Choices Smarter Places Programme (awaiting final confirmation of funding). Projects include: <p>Active & Sustainable Travel in Communities</p> <ul style="list-style-type: none"> • Angus Rural Towns Community Cycling Initiative • Two additional community led transport projects to identify barriers and opportunities to improve active a sustainable travel – communities yet to be identified. • Brechin Community Transport Project Implementation Fund – delivering seed projects

- Get on the Go social media campaign continuation across Tactran area

Active & Sustainable Travel to Schools

- Travel Tracker pilot (primary schools) - continuation of programme
- Primary school workshop continuation - increase from 6 to 10 schools
- Safe parking at schools campaign - continuation of programme
- Public transport promotion - summer discounted ticket promotion

Active & Sustainable Travel to Key Trip Attractors

- Continued Liftshare licence for Council staff, partners and wider community
- Signposting of active travel routes in Monifieth

Public Transport

- Creation and promotion of a multi-operator bus ticket
- Provision of new bus stops and shelters
- Bus realtime information will be upgraded from a radio based system to digital.
- A new bus service will begin serving Restenneth Fields estate in Forfar
- A review of the subsidised public transport network will be undertaken.

EQUALITY OUTCOMES PROGRESS UPDATE – LOCAL AUTHORITY AND EDUCATION AUTHORITY

LOIP THEME - ECONOMY					
LOIP Priority: Reducing Child Poverty Local Outcome 1: An inclusive and sustainable economy					
What is our equality outcome?		<i>People are supported to maximise their employment opportunities</i>			
1. Positive Destinations (Economic Development)	Which part of the general duty are we addressing?		What key protected characteristics are we addressing?		How will we measure progress?
		Advance equality of opportunity, eliminate discrimination		Age/Disability/Gender/Pregnancy/Maternity	
Progress:	Age	Number	Male	Female	The Skills Team have been working with employers to support local job seekers into local jobs. This has been linked to the local training providers where necessary.
	16-18	1	0	1	
	19-25	16	8	8	
	26-49	24	12	12	
	50-65	13	10	3	
	TOTAL	54	30	24	
From 2017 – 2018 there have been 12 participants with a disability.					
What we will do over the next 3 years?	Continue to support and increase the number of adults and young people towards positive destinations, using the base lines now established to monitor progress				

2. Modern Apprenticeships and Work Experience	Advance equality of opportunity, eliminate discrimination	Age/Disability/Gender	i) Increasing modern apprenticeships and work experience placements in public sector organisations ii). The roll out of Angus Works in developing the young workforce
Progress:	<p>We are working with partners and employers to develop our young workforce.</p> <p>In December 2015, Elected Members agreed the Angus Council Youth Employment Framework - http://www.angus.gov.uk/meetings/meeting/162/angus_council. This includes a commitment to support a new work experience programme called "Angus Works". The programme provides extended work experience placements in the Council, initially for up to 45 young people. The scheme will have the capacity to support 100 places per annum once it is fully operational. It is the council's extended work experience programme aimed at young people in S4-6 and 16+ Opportunities for All. It supports the council's commitment to:</p> <ul style="list-style-type: none"> • Developing the young workforce • Providing meaningful opportunities for work through the Shared Apprenticeship Programme • Preparing our young people for their future in the community. <p>Our Shared Apprenticeship Programme has expanded the pool of potential employers, creating more opportunities for our young people. This award winning programme has now worked with 32 employers and supported 35 apprentices in construction related skills and training. This is complemented by the development of innovative approaches to supporting young people such as 'Angus Works'.</p> <p>Shared Apprenticeship Limited (SAL) was previously the Angus Shared Apprenticeship Programme, but given its success it was expanded to include Dundee for the first time in 2017. The scheme allows smaller firms to apply for an apprentice where the firm could not normally commit to a full apprenticeship which is ideal for the growth of SMEs in Angus. Apprentices are able to complete a full programme of training by working with a number of different employers to gain the skills they require to become qualified. The variety of roles and experience mean that SAL apprentices are highly skilled and sought after by employers. In total the team has worked with 32 employers and achieved the following:</p> <p>Year 1 (2015): 11 – 6 joiners, 1 roofer, 4 bricklayers</p> <p>Year 2 (2016): 13 – 7 joiners, 2 painters, 1 roofer, 3 bricklayers</p> <p>Year 3 (2017): 6 joiners, 1 painter, 2 electricians, 2 bricklayers</p> <p>On the Brechin community campus site we are developing a construction training centre, which will be jointly managed and run by Angus Council and Forster's Roofing Group. This innovative project is being supported by the Scottish Future's Trust through their 'Inspiring Learning Fund'.</p>		

<p>What we will do over the next 3 years?</p>	<p>AngusWorks leads on a key cross-cutting issue in relation to youth employment. The aim is to create a sustainable workforce through developing the skills of young people, encouraging partnership support and engaging with employers. The partnership is progressing a number of areas of work including:</p> <ul style="list-style-type: none"> • Raising the profile of the work being conducted in Angus to ensure that all young people know about all of the opportunities available to them and how to access them. • Encouraging organisations, employers and third sector to offer modern and foundation apprenticeships, volunteering placements and training opportunities including increasing Modern Apprentices in Angus Council • Making partnership and collaborative working an essential priority both locally and nationally to make best use of increasingly scarce resource and achieve collaborative advantage which broadens the range of engagements and opportunities for young people. • Introduce a Guaranteed Job Interview Scheme for Looked After Children and young carers • In 2019 there will be priority places for Looked After Children in Angus Works • Continue to offer Angus Works and mini Angus Works programmes
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Local Outcome 2: A skilled and adaptable workforce

What is our equality outcome? ***Migrant workers are given equal respect and opportunities to live, work and receive education in Angus***

1. Quality of Life	Which part of the general duty are we addressing?	What are the key protected characteristics?	How will we measure progress?
	Advance equality of opportunity, eliminate discrimination, foster good relations	Ethnicity	(i)Reporting of racist incidents (i)Feedback from integration events

Progress:

Evaluations from roadshows with our community planning partners and others to farms with seasonal workers have proven positive with few negative comments regarding treatment from the indigenous population. Workers tend to return to the same farms year after year. There have been no reported hate incidents recorded as a result of Brexit to date. The implications of Brexit on individuals and businesses in Angus remains unclear.

Angus Council was one of four local authorities taking part in a four year research project being undertaken by the University of Glasgow, and where possible, results from this research will be used to direct services in future to attract migrant workers. The economic situation in some home countries has improved and some families have returned home, however for those remaining, isolation emerged as a significant issue through the research, with participating migrants indicating a desire to have friends from the indigenous population, and integrate more.

As a result, the researcher from the Glasgow project established a community pop-up café in Arbroath, with some financial assistance from the council. The café took place over a number of dates in 2016 and 2017, run by Syrian refugees who are also keen to become more integrated into the community. In 2018 several cultural events to increase integration between various communities, and raise awareness, were held for Chinese New

	Year. The council contributed a dragon, and dragon dances with cultural explanations were taken around Angus to Scouts etc. Feedback was that they were well received and should continue.		
What will we do over the next 3 years?	<ul style="list-style-type: none"> • With our partners we will continue to provide annual information and advice to farms in Angus for seasonal migrants, many of whom decide to stay or return to work in Angus, or attend college. • We will closely monitor any reported hate incidents which may emerge as Brexit develops. • We will provide digital assistance for those EU workers applying for settled status via We Are Digital • We will continue to ensure there is multi-agency input into migrant workers' accommodation and safety, to ensure there are robust and co-ordinated inspections of caravans and houses of multiple occupancy, and that fire safety is prioritised, especially for the hundreds of seasonal migrant workers in Angus each year. • We will provide accommodation for Unaccompanied Asylum Seeking Children (UASC) and support integration into local communities. 		
What is our equality outcome?	<i>Gypsy Travellers are given equal respect and are given opportunities to live, work and receive education in Angus</i>		
1. Quality of Life	Which part of the general duty are we addressing?	What are the key protected characteristics?	How will we measure progress?
	Advance equality of opportunity, eliminate discrimination, foster good relations	Ethnicity	The number of Gypsy Travellers using council sites
Progress:	<p>The permanent site at St Christopher's continues to be full with a healthy waiting list.</p> <p>Unauthorised encampments have fallen off dramatically with the closing off of the Links in Montrose. There is still one extant encampment in Montrose mostly one local family and usually no more than 4 caravans.</p> <p>A multi-agency group to deal with unauthorised encampments was established some years ago, but a proactive group established with NHS Tayside to look at the needs of Gypsy Travellers, is ongoing. There has been re-engagement with occupants at the Balmuir site. Balmuir is a shared site with Dundee City Council. Angus provides education and social work services.</p> <p>Teachers have been accessing St Christopher's and Balmuir to provide education input. As yet no individual space has been identified, but possible use of the local church hall is being explored.</p> <p>Bookbug has been made available.</p> <p>With the local school, the re-introduction of 'passports' in order that the work done by children attending the local school can be progressed from school to school as they move around was completed</p>		

	<p>Awareness has continued to be raised by PT locally.</p> <p>A new Bullying Module has been introduced within SEEMiS which will allow a more accurate recording of information in relation to bullying.</p> <p>A group has been established to respond to the recommendation of Improving outcomes for Children and young people from traveling cultures. This group covers North East of Scotland. We have also established a local forum.</p>
What will we do over the next 3 years?	<ul style="list-style-type: none"> • Continue to raise awareness in schools etc. • Continue to monitor attendance, exclusions, incidences of reported bullying, and the achievement levels of Gypsy traveller children

Local Outcome 4: The best start in life for children			
What is our equality outcome?		<i>All children will reach their expected development milestones</i>	
1. Early Years	Which part of the General Duty are we addressing?	What are the key protected characteristics?	How will we measure progress?
	Advance equality of opportunity	Age/Gender	The number of children achieving milestones by the time they start school
Progress:	<p>Nurture approaches focus upon helping children develop the skills necessary to engage in learning. We have developed 20 nurture rooms in schools and a further 30 cosy corners within nurseries and partner provider settings. In a further development, nurture resources are now being provided in settings used as family contact spaces by social work family support teams. Where nurture approaches have been successfully used there is evidence of improved outcomes for children as measured by the use of the Boxall Profile and other social and emotional literacy assessment tools.</p> <p>Planning for first wave of capital expansion is well underway, including a 205-capacity new build Early Learning and Childcare centre in Carnoustie, designed to include maximum options for indoor/outdoor play and learning, sensory facilities, flexible space for ASN considerations and meals provision. A similar project will be developed in Forfar. Extensions to existing schools are also being designed with all of this in mind and consultation events taking place to ensure community involvement.</p> <p>Significant work is underway to develop the workforce to deliver on our early years commitment including support to over 60 council staff to be retrained in Early Learning and Childcare.</p> <p>A pilot scheme established in Forfar for partnership working with childminders will deliver a shared care model and test quality options for the expansion, focussing initially on eligible 2-year-olds. Plans to expand to Arbroath are imminent. A universal family learning resource has been developed to support children's learning at home.</p>		

	<p>Last year The Angus Annual Education Plan was developed in the context of the first ever Tayside Integrated Children's Services Plan. Our collaborative working was further enhanced in January this year when a requirement was introduced to produce a Tayside Regional Improvement Collaborative Plan which focused on joint educational efforts. Recent school inspections have positively highlighted how Angus schools are making a key difference to outcomes for our children and young people. Development work is also underway in partnership with Dundee and Angus College to provide more flexible learning options in the senior phase of education.</p> <p>We have had a considerable focus on developing approaches to supporting parenting. The Family Nurture Team has been established to deliver the Incredible Years Programme to children aged 0-8; 'Five to Thrive' is now being offered to a range of children and families across Angus; Strengthening Families parenting programme is delivered in partnership between third sector and statutory services for parents of children aged 8 plus and for families where there are additional needs identified, Managing Children's Behaviour and Managing Teenage Behaviour courses are offered via social work services. A family learning resource focused on literacy, numeracy and health and wellbeing has been developed.</p> <p>The percentage of children meeting developmental milestones in 2016/17 was 74.7% a decrease from 76.87% in 2015/16. It should be noted that 2016/17 data is not directly comparable with previous years due to a number of incomplete returns. The percentage meeting developmental milestones in the average, or median, Scottish council was 71.30%. In the best council, Aberdeenshire, it was 86.97% and in the worst, Glasgow City, it was 37.86%.</p> <p>Early Years is committed to Modern Apprentices and there are now 17 employed in 2019.</p> <p>The Brechin holiday project ran in the summer of 2018, which meant play and food were delivered resulting in positive outcomes for families in the area.</p>		
<p>What we will do over the next 3 years?</p>	<ul style="list-style-type: none"> • As part of the Tayside Plan for Children, Young People and Families, we will work alongside families (pre-birth-5 years) to improve children's wellbeing and encourage early social and emotional development. In partnership with parents and carers, we will support children in their early years to ensure all children and young people in Tayside are given the best start in life • We will plan and implement all work streams of the Angus Early Years Expansion programme in line with the contents of the Angus Early Years Blueprint for Expansion and the expansion programme plan • We will continue to evaluate our support to parents; Parental Engagement Officers will work with communities to assess local need; where support is required, we will identify needs early and offer support • We will continue our commitment to fulfilling National Improvement Framework Priorities and in line with the Tayside Regional Improvement Collaborative, will focus on a range of priorities including numeracy • Continue to recruit and develop Modern Apprentices specifically for Early Years. 		
<p>2. Just Play</p>	<p>Advance equality of opportunity</p>	<p>Age/Gender</p>	<p>The evaluations from families engaged in the initiative</p>
<p>Progress:</p>	<p>The Just Play Initiative proved successful across Angus, however it has now ceased. The initiative has however formed the development of the nurture team.</p> <p>This initiative is no longer an equality outcome.</p>		

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What is our equality outcome?		<i>The life chances of learners are increased</i>	
1. English for Speaking of Other Languages (ESOL)	Which part of the General Duty are we addressing?	What are the key protected characteristics?	How will we measure progress?
		Advance equality of opportunity, eliminate discrimination, foster good relations	Ethnicity/Age
Progress:	<p>In 2018/19 104 ESOL learners were registered in free evening ESOL classes in Brechin, Arbroath, Montrose and Forfar. Twenty one of these are currently registered to undertake SQA ESOL qualifications.</p> <p>Weekly ESOL lessons have been consistently delivered to Syrian refugees in Arbroath. Six have already achieved SQA ESOL qualifications and eight continue to work toward qualifications,</p> <p>A successful buddy scheme continues to operate in Angus and provides support to learners to improve their language skills.</p>		
What we will do over the next 3 years?	<p>Learning the English language remains high priority for new residents in Angus. For some it is the means to obtain a job, or promotion, and for others it assists social integration with the rest of the community. There is some evidence of impact on the number of learners attending ESOL classes since the beginning of Brexit discussions but significant uptake remains.</p> <p>As there is a reduction in new registrations and an increase in learner retention we will focus on higher level language provision, guidance and supporting progression to further learning, employment and volunteering opportunities.</p>		
2. Literacy and Numeracy	Advance equality of opportunity	Age/Gender	The number of literacy and numeracy learners
Progress:	<p>In 2017/18 there were 4 classes running, and 54 learners, resulting in 8 awards.</p> <p>Literacy, numeracy and digital literacy drop-in provision is available in every Angus burgh. They offer SQA qualifications in core skills and Adult Achievement Awards.</p> <p>Angus Digital Skills Academy has continued to run short basic computing courses for those in receipt of benefits.</p>		
What we will do over the next 3 years?	A new Community Learning and Development Plan for Angus was agreed by committee in 2018 and is being rolled out.		

WORKFORCE DEVELOPMENT

What is our equality outcome?		<i>The workforce will be reflective of the communities we serve and is valued and respected</i>	
1. Employees within minority groups	Which part of the General Duty are we addressing?	What are the key protected characteristics?	How will we measure progress?
	Advance equality of opportunity, eliminate discrimination	All	Monitor the percentage of employees within minority groups
Progress:	<p>The number of employees declaring an ethnicity which is not white Scottish/English/Welsh/Irish rose from to 55 in 2016 to 78 in 2018, this is despite there being 368 fewer employees in the workforce in 2019 compared to 2017. In terms of recruitment, there was an increase in people of other ethnicities who were successful in 2018, i.e. 13, compared 8 to in 2016. The number of applicants declaring Polish/Eastern European ethnicity fell from 75 in 2016, to 41 in 2018, possibly due to uncertainty over Brexit.</p> <p>In 2017, 74 employees declared a disability compared to 60 in 2019, however there are 368 fewer employees in 2019. In terms of internal promotion, there was 1 employee stating a disability compared to 106 declaring no disability in 2019. This is a decrease from 3 employees stating a disability compared to 76 promoted employees stating no disability in 2016.</p> <p>Full details of employee monitoring results are detailed in the Mainstreaming Report (Appendix 2)</p> <p>In 2019 we undertook a survey of all employees and their nationality, in preparation for Brexit, to measure any potential impact on services.</p> <p>We issued guidance notes about applying for the EU Settlement Status, firstly for those in the Health & Social Care Partnership for the pilot, then for everyone once the scheme was opened to all. We dealt with queries from the workforce, and signposted to the relevant website.</p> <p>In terms of disability, in Autumn 2017 we gained Disability Confident – Employer Status, in recognition of our commitment to employees or potential employees with disabilities.</p>		
What we will do over 3 years?	<ul style="list-style-type: none"> • We will continue to promote the electronic HR self-service facility and encourage employees to keep their records up-to-date. • We will provide up-to-date recruitment and selection training • We will continue to support staff affected by Brexit to apply for and obtain EU Settlement Status 		
2. Harassment / Bullying	Advance equality of opportunity, eliminate discrimination	All	The number of cases brought forward on the grounds of one of the protected characteristics dealt with informally by the council’s harassment and bullying Contacts Network

Progress:	<p>There were two informal cases of bullying/harassment in 2017-2018, but neither were on the grounds of protected characteristics.</p> <p>Training for the network of Contacts has continued, and in 20-18/19 they have been involved in the development of the new Harassment and Bullying Policy (still to be agreed, to date).</p> <p>The coaching of employees to provide support with both work and personal issues remains popular.</p>		
What we will do over the next 3 years?	<ul style="list-style-type: none"> • We will introduce a revised Harassment and Bullying policy • We will continue to monitor cases brought forward on the grounds of one of the protected characteristics • We will continue to promote Coaching to employees where appropriate. 		
3. Employee Satisfaction	Advance equality of opportunity, eliminate discrimination	All	Leavers who express specific dissatisfaction at Exit Interview
Progress:	<p>There are very few examples of dissatisfaction expressed on leaving the council, but Leavers who give specific examples of dissatisfaction have the reasons investigated at Directorate level. The number of people leaving the council over the last two years has been high due to the significant restructuring programme, but none have indicated their reason for leaving was based on protected characteristics.</p> <p>The council's Transforming Angus strategy is well underway and encourages a greater work/life balance for many employees with greater flexible working for many parents/carers through agile working. In addition, wherever possible, requests for a flexible working arrangement, such as compressed hours, are approved.</p> <p>The council introduced a mentoring programme in 2018 called Mentor Me, for women looking to develop their career. They were mentored by women in senior positions in the council.</p>		
What will we do over the next 3 years?	<ul style="list-style-type: none"> • Review employee terms and conditions, maintaining flexible working, introducing new Carer's policy, and paid time off for volunteering • Develop arrangements for further staff engagement • Expand the Early Years programme by recruiting more existing staff into post wherever possible, and providing relevant training for them. • Continue to promote a scheme to allow staff to undertake social work training, or teacher training at Dundee University, whilst remaining employed by the council. • In 2019 we commenced the Equally Safe at Work programme as one of the shadow local authorities, and we will continue with this with a view to gaining accreditation once the 7 pilot local authorities have completed the programme at the end of 2019. • We will complete the development of Modern Apprentices/Interns guidance 		

What is our equality outcome?		Occupational segregation in the workforce will be minimised	
1. Occupational Segregation	Advance equality of opportunity, eliminate discrimination	Gender	(i)The percentage of the highest paid 5% of earners among the council employees who are women (ii)The percentage of the highest paid 2% of earners among the council who are women (iii) The percentage of primary teachers who are males (iv)The proportion of social care officers who are males
Progress:	(i)The percentage of the highest paid 5% of earners who are women was 41.24% in March 2014. This increased, to 45.64% by October 2014. By 2015/16 this had risen to 47.3%, and in 2018 this has continued to rise to 54.2%, i.e. more females than males in the top 5% earners. The highest average across councils was 53.1%, and Angus is slightly higher at 54.2%. (ii)There has also been a rise in the percentage in the highest paid 2% of earners who are women, from 37.3% in 2017 to 44.8%in 2017/18. (iii) The number of male primary school teachers has increased (6 more in 2019 compared to 2017) (iv)The number of social care officers has increased (3 more in 2019 compared to 2017), despite the number of posts decreasing (33 fewer females in post over the same period). Full details of occupational segregation are in the Mainstreaming Report.		
What will we do over the next 3 years?	<ul style="list-style-type: none"> • Continue to monitor the percentage of males/females in stereotypical gender roles. • Continue to work on breaking down gender stereotyping, particularly within the younger workforce. 		

EQUALITY OUTCOMES PROGRESS UPDATE – EDUCATION AUTHORITY

LOIP THEME - PEOPLE																															
LOIP Priority – Reducing Child Poverty Local Outcome 3: Attractive Employment Opportunities																															
What is our equality outcome?		<i>Raise the achievement and attainment of all our children and young people</i>																													
1. Attainment Levels and Average Tariff Scores	Which part of the General Duty are we addressing?	What are the key protected characteristics?	How will we measure progress?																												
	Advance equality of opportunity, eliminate discrimination	Age/Disability/Gender/Ethnicity	Use measures to be reported through the LGBF for education																												
Progress:	<p>Attainment levels/ Average tariff scores</p> <p style="color: blue;">Increasing post-school participation</p> <p>School leavers achieving an initial positive destination</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>Year</th> <th>Angus</th> <th>Virtual Comparator</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>94.2%</td> <td>90.2%</td> <td>90.1%</td> </tr> <tr> <td>2013</td> <td>93.9%</td> <td>91.7%</td> <td>91.7%</td> </tr> <tr> <td>2014</td> <td>92.7%</td> <td>92.5%</td> <td>92.5%</td> </tr> <tr> <td>2015</td> <td>94.1%</td> <td>93.2%</td> <td>93.0%</td> </tr> <tr> <td>2016</td> <td>95.10%</td> <td>93.46%</td> <td>93.33%</td> </tr> <tr> <td>2017</td> <td>94.7%</td> <td>94.2%</td> <td>93.7%</td> </tr> </tbody> </table> <p>Over the last six years in Angus the percentage of our leavers achieving an initial positive destination has been better than the national and virtual comparator averages. Our current work through Developing the Young Workforce and Opportunities For All aims to continue to increase this figure. Challenging targets are regularly discussed with schools.</p> <p>As well as continuing to work towards improving our exam results for pupils and closing the attainment gap between the lowest 20% and other 80% of pupils, we are also working hard to raise the ambition and aspiration of all pupils across Angus. Our schools continue to work closely with partner organisations to identify those young people at risk of missing out and plan to support their transitions beyond school.</p>			Year	Angus	Virtual Comparator	National	2012	94.2%	90.2%	90.1%	2013	93.9%	91.7%	91.7%	2014	92.7%	92.5%	92.5%	2015	94.1%	93.2%	93.0%	2016	95.10%	93.46%	93.33%	2017	94.7%	94.2%	93.7%
Year	Angus	Virtual Comparator	National																												
2012	94.2%	90.2%	90.1%																												
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2016	95.10%	93.46%	93.33%																												
2017	94.7%	94.2%	93.7%																												

	<p>SQA Attainment</p> <p>The percentage of Angus pupils achieving 5 National 5s stayed at 60% in 2017/18 the same as in 2016/17. In 2017/18 the Scottish median, for the middle-ranked council, was 62.5% and Angus was ranked 21st of 32 councils. The highest percentage pass rate was 87%.</p> <p>The percentage of Angus pupils achieving 5 Highers was unchanged at 32% in 2017/18, the same as in 2016/17. In 2017/18 the Scottish median, for the middle-ranked council, was 32.5% and Angus was ranked 17th of 32 councils. The highest percentage pass rate was 63%.</p> <p>The percentage of Angus pupils, living in areas that were in the 20% most deprived in Scotland, who achieved 5 Highers, fell to 12% in 2017/18 from 18% in 2016/17. In 2017/18 the Scottish median, for the middle-ranked council, was 17% and Angus was ranked 21st of 32 councils. The highest percentage pass rate was 37%.</p>		
<p>What will we do over the next 3 years?</p>	<p>Our key focus will be to improve outcomes and life chances for all our children and young people.</p>		
<p>1.Pupil Equity Fund</p>	<p>Advance equality of opportunity, eliminate discrimination</p>	<p>Age/Disability/Gender/Ethnicity</p>	<p>Evaluation report on the impact of funded interventions</p>
<p>Progress:</p>	<p>The Pupil Equity Fund (PEF) is direct funding to schools from the government to support interventions to improve outcomes for children who are from disadvantaged circumstances. Schools receive £1200 for every child registered for free school meal entitlement.</p> <p>Between April and June 2018, schools in Angus were asked to complete a Survey Monkey questionnaire for each of the interventions that they undertook using Pupil Equity Funding during session 2017/18. 104 responses were received.</p> <p>PEF has been used to create bespoke learning pathways and other interventions (see below). . Young people have had their say on the changes to the secondary school week, and work is planned to seek further views about continuing to improve school engagement.</p> <p>PEF evaluation was completed for 2017/18. For those who selected the 'other' option, interventions included early level literacy support, increased staffing (to create an additional class and to support a school's Breakfast Club); engaging with children and families; using Kitbags to support wellbeing; improving boys' attainment, and transition support. It is important to note that the drop down menu for this question on the survey offered options relating to specific literacy and numeracy resources as well as the option to select general digital and non-digital literacy and numeracy resources. When these interventions are added together, literacy interventions are reported in almost 16% of the returned surveys, and numeracy interventions account for 6% of returns. The three most reported types of intervention related to:-</p> <ul style="list-style-type: none"> • literacy (digital and non-digital resources) – 16% • Osiris Visible Learning – 12% • Digital Resources /Access to Technology – 8.4% <p><i>Target Population</i> 42% of the interventions reported were universal and were implemented for all pupils in school. 20% of interventions targeted pupils across the school for reasons such as deprivation, additional needs with aspects of learning, social and emotional needs, those with English as an additional language, and low attendance. 16% of interventions aimed to support families. Other interventions were implemented to support pupils at specific stages e.g. in the early years, at transition stages, and in year groups where the need for support was identified.</p>		
<p>What we will do over the next three years?</p>	<p>Continue to implement interventions funded by these monies, and have improved outcomes for the target groups of children.</p>		

2. Exclusions	Advance equality of opportunity, eliminate discrimination	Age/Disability/Gender/Ethnicity	The percentage of young people excluded from schools measured against local and national benchmarks																		
Progress:	<p>Exclusions</p> <p>While exclusion levels in secondary schools in 2016/17, and 2017/18 have risen, there has been a drop in exclusions in primary schools from 9 in 2015/16 to 6 in 2017/18. Rates of exclusion among looked after children, however, have risen at primary school level from 16 to 42 from 2016/17 to 2017/18.</p> <p>Angus School Exclusion Rates</p> <table border="1" data-bbox="526 558 2004 718"> <thead> <tr> <th>Exclusions levels per 1,000 children and young people</th> <th>2013/14</th> <th>2014/15</th> <th>2015/16</th> <th>2016/17</th> <th>2017/18</th> </tr> </thead> <tbody> <tr> <td>Primary</td> <td>4</td> <td>3</td> <td>9</td> <td>8</td> <td>6</td> </tr> <tr> <td>Secondary</td> <td>35</td> <td>32</td> <td>32</td> <td>42</td> <td>44</td> </tr> </tbody> </table>			Exclusions levels per 1,000 children and young people	2013/14	2014/15	2015/16	2016/17	2017/18	Primary	4	3	9	8	6	Secondary	35	32	32	42	44
Exclusions levels per 1,000 children and young people	2013/14	2014/15	2015/16	2016/17	2017/18																
Primary	4	3	9	8	6																
Secondary	35	32	32	42	44																
What will we do over the next 3 years?	<p>Continue to ensure that exclusions are minimised through partnership working between schools and parents/carers, family support services and the extended support provided for vulnerable children and young people. In January, 2019 the Children and Learning Committee approved 'Preventing and Managing School Exclusions in Angus - Policy for School Leaders', This policy aims to deliver improvements in this area for all Angus learners.</p> <p>We will invest Scottish Attainment Challenge money for looked after children into the 'Promoting Inclusion Project' focussing on reducing exclusion and achieving full inclusion for looked after children in schools. Starting with children in residential houses in Angus.</p>																				

What is our equality outcome?		<i>Provide positive, nurturing and inclusive environments to support learning and development</i>	
1. Bullying	Which part of the General Duty are we addressing?	What are the key protected characteristics?	How will be measure progress?
	Advance equality of opportunity, eliminate discrimination, foster good relations	Age/Disability/Sexual Orientation/Transgender/ Gender/Ethnicity/Religion & Belief	i) Analyse number and profile (i.e. by protected characteristic) of bullying incidents ii) A successful roll out of the Mentors in Violence initiative
Progress:	<p>We continue to have a clear focus on reducing the number of bullying incidents in our schools. The roll out of restorative approaches has continued and very positive feedback has been received about the increased focus on ensuring pupils take full responsibility for their behaviour and its impact on others. There has been a significant reduction in both sectors of recorded incidents of bullying. In almost all recorded cases resolution of the incidents was achieved. The Equalities and Human Rights Commission's research into prejudice based bullying in Scotland schools cited Angus as an example of best practice with regard to our approach to monitoring bullying incidents. All eight clusters in Angus have received 'training for trainers' in restorative approaches.</p> <p>Contact details of support agencies and what a child or young person should do if they have a concern is available to all secondary school children in the school planner. The planner is provided to pupils at the start of each academic year.</p> <p>Full tables of bullying incidents broken down by protected characteristic are included within the mainstreaming report.</p>		
What will we do over the next 3 years?	<ul style="list-style-type: none"> • Build upon the good practice which has seen a decline in bullying incidents in our schools and address the issues emerging from our analysis of the profile of bullying incidents. • Fulfil our commitment to delivering the Mentors in Violence Prevention in secondary schools. This peer education programme utilises a creative standard approach to prevent all forms of bullying and gender based violence. Three of our schools are undergoing training with local partners, and a steering group will be set up to plan for the roll out of the programme to the other 5 schools. Progress over the next 3 years will include the establishment of a team of mentors in each school, and feedback from the introduction of the programme which will be gathered/monitored. 		
2. LGBTI Issues	Advance equality of opportunity, eliminate discriminate, foster good relations	Transgender/Sexual Orientation/Age	i) The introduction of Transgender guidance for pupils ii) LGBTI support in place
Progress:	<p>There has been an increase in the number of pupils presenting as the opposite gender within the last two years from primary school upwards, and transgender guidance for schools is in place.</p> <p>Montrose Academy previously won a bronze award in relation to their work on LGBT All secondary schools in Angus are supporting LGBTI work as follows:</p> <ul style="list-style-type: none"> • Arbroath Academy have an Equalities Group. • Arbroath High School doesn't have a school group but has an evening community group run by CLDS 		

	<ul style="list-style-type: none"> • Brechin High School is the same as Arbroath High School • Carnoustie High School has an LGBTI group • Forfar Academy has an LGBTI group • Monifieth High has plans for a Diversity group • Montrose Academy is also planning a Diversity group • Webster's High School has an Equalities group <p>The Supporting Transgender Young People in Education – guidance for schools and multi-agency training is in place and is being delivered by LGBT Youth Scotland.</p> <p>Local training has been jointly developed and organised – Addressing Inclusion by education and health. There is input specifically for newly qualified probationer teachers.</p> <p>The council's School Estate – Angus Schools for the Future – includes toilet and changing facilities designed to support the needs of transgender/gender fluid children and young people</p>
<p>What will we do in the next 3 years?</p>	<ul style="list-style-type: none"> • .Continue to offer multi agency training 'Addressing Inclusion' • Provide ongoing training for staff to increase confidence in supporting children and young people in school

Appendix 2

Employee Monitoring data

Employees are responsible for updating their personal characteristic information by accessing their own human resource record in the council's Human Resources System, Resourcelink. There has been an increase in data available in some areas including ethnic origin, but in many areas there continues to be a low percentage of completion.

In 2018 we carried out a survey of all staff and their nationality, which unlike ethnic origin, had not been previously collected. The survey was in connection with Brexit, and was for us to determine how many of our employees are from EU countries, and consequently any potential gaps in services in the event of a 'no deal'. All members of staff were requested to complete the survey, including more than 400 who do not have digital access, and who received paper copies. We also used this opportunity to remind employees to keep their other personal information up-to-date and encouraged completion of missing information. There was a significant response, which revealed there are low numbers of employees from EU countries employed in the council and the Angus Health & Social Care Partnership, therefore impact from Brexit would be slight in terms of delivery of services. We also found that while there was some increase in those stating a religion/belief (419 fewer were left blank, despite lower staff numbers), there was no increase in those stating their sexual orientation apart from heterosexual.

It should be noted that the number of employees has decreased by 368 over the two year period, 2017-19 and this is reflected in the lower numbers in various categories, for example in all age bandings except 65+ (increased by 7), there has been a decrease in numbers. The largest decrease was in the 45-54 years banding (decreased by 164).

In terms of recruitment, between those promoted and those external appointments, there has been an increase of 114 appointments between 2016 and 2019 of both females and males. There has been a significant drop in Polish applicants (and therefore those appointed), from 75 to 41 over the period, including those applying for promotion.

There has been a significant rise in the number of disciplinaries from 13 in 2016 to 43 in 2018, i.e. 30 more. This is an increase in 8 more males, and 22 more females who were disciplined. There is no significant impact on the other protected characteristics.

Employee Monitoring Data for 2017, for comparative purposes, where available, can be found at:

http://www.angus.gov.uk/sites/angus-cms/files/2017-06/Report_204_Equalities_Mainstreaming_App.pdf

We will continue to promote and encourage staff to update their personal information

Workforce Profile by Ethnicity as at January 2019

Row Labels	Female	Male	Grand Total
A - English	3	0	3
A - Other British	2	0	2
A - Scottish	20	6	26
Black/African/Caribbean/British- African	0	1	1
C - Any other African background	0	1	1

Caribbean, Carib. Scot., or Carib. Brit.	1	0	1
Mixed or Multiple Ethnic Groups	1	2	3
Mixed/Multiple - White and Asian	0	1	1
Not Disclosed	1	1	2
Other African	1	1	2
Other White Ethnic Group	21	5	26
Prefer Not To Answer	263	86	349
White - Any other	5	3	8
White - Eastern European e.g. Polish	3	1	4
White - English/Welsh/Scottish/N Irish	21	15	36
White - Irish	9	5	14
White - Other British	154	65	219
White - Scottish	1813	569	2382
(Blank)	819	295	1114
Grand Total	3137	1057	4194

Workforce Profile by Gender as at January 2019

Gender	Total
Female	3137
Male	1057
Grand Total	4194

Workforce Profile by Disability as at January 2019

Disability	Female	Male	Grand Total
No	291	142	433
Refused	1	0	1
Unaware	570	157	727
Yes	38	22	60
(Blank)	2237	736	2973
Grand Total	3137	1057	4194

Workforce Profile by Religion/Belief as at January 2019

Religion/Belief	Female	Male	Grand Total
Buddhist	1	0	1
Church of Scotland	159	47	206
Humanist	4	1	5
Jewish	0	2	2
Muslim	1	0	1
None	213	86	299
Other	2	2	4
Other Christian	30	11	41
Pagan	2	1	3
Prefer Not To	22	14	36

Answer			
Roman Catholic	29	17	46
(Blank)	2674	876	3550
Grand Total	3137	1057	4194

Workforce Profile by Marital Status as at January 2019

Marital Status	Female	Male	Grand Total
Divorced	40	7	47
Living with Partner	54	15	69
Married	1056	106	1162
Prefer not to answer	3	0	3
Separated	16	4	20
Single	626	36	662
Widow/Widower	4	1	5
(blank)	1338	888	2226
Grand Total	3137	1057	4194

Disciplinary and Grievance Hearings – 1 January 2018 – 31 December 2018

		Disciplinary	Grievance
Gender	Male	15	1
	Female	28	2
Total		43	3
Ethnicity	White - Scottish	33	2
	White – Other British	3	0
	Not Disclosed	7	1
Total		43	3
Disability	Yes	1	0
	No	2	0
	Unaware	2	0
	Blank	38	3
Total		43	3
Religious Belief	Roman Catholic	0	1
	Church of Scotland	2	0
	Other Christian	1	0
	Prefer not to answer	2	0
	None	3	0
	Blank	35	2
Total		43	3
Sexual Orientation	Heterosexual	3	1
	Blank	40	2
Total		43	3

Workforce Profile by Sexual Orientation as at January 2019

Sexual Orientation	Female	Male	Grand Total
Bisexual	1	1	2
Gay	0	4	4
Heterosexual/Straight	450	181	631
Lesbian	2	0	2
Prefer not to answer	17	5	22
(Blank)	2267	866	3533
Grand Total	3137	1057	4194

Equal Opportunities Statistics - All Applicants 1 January 2018 - 31 December 2018

	Applied			
	Unknown	Female	Male	Prefer not to answer
Unknown	25	24	12	0
African - (Inc. Scottish/British)	0	5	3	0
African - Other	0	3	10	0
Any Mixed or Multiple	0	22	3	0
Asian - Bangladeshi (Inc. Scottish/British)	0	0	3	0
Asian - Chinese (Inc. Scottish/British)	0	3	4	0
Asian - Indian (Inc. Scottish/British)	0	4	6	0
Asian - Other (Inc. Scottish/British)	0	11	0	0
Asian - Pakistani (Inc. Scottish/British)	0	9	22	0
Black - (Inc. Scottish/British)	0	2	1	0
Caribbean - (Inc. Scottish/British)	0	0	1	0
Caribbean or Black (Other)	0	3	0	0
Other - Arab (Inc. Scottish/British)	0	1	5	0
Prefer not to answer	0	12	24	19
White - Eastern European (e.g. Polish)	0	19	21	0
White - Gypsy/Traveller	0	0	0	1
White - Irish	0	19	21	0
White - Other British	0	271	159	1
White - Other white ethnic group	0	55	26	1
White - Polish	0	37	10	0
White - Scottish	4	2977	1512	1
Grand Total	29	3477	1843	23

	Invited to Interview			
	Unknown	Female	Male	Prefer not to answer
Unknown	9	10	3	0
African - (Inc. Scottish/British)	0	2	1	0
African - Other	0	1	1	0
Any Mixed or Multiple	0	4	0	0
Asian - Bangladeshi (Inc. Scottish/British)	0	0	0	0
Asian - Chinese (Inc. Scottish/British)	0	1	0	0
Asian - Indian (Inc. Scottish/British)	0	0	2	0
Asian - Other (Inc. Scottish/British)	0	5	0	0
Asian - Pakistani (Inc. Scottish/British)	0	3	3	0
Black - (Inc. Scottish/British)	0	0	0	0
Caribbean - (Inc. Scottish/British)	0	0	0	0
Caribbean or Black (Other)	0	0	0	0

Other - Arab (Inc. Scottish/British)	0	0	0	0
Prefer not to answer	0	3	6	2
White - Eastern European (e.g. Polish)	0	0	4	0
White - Gypsy/Traveller	0	0	0	0
White - Irish	0	7	9	0
White - Other British	0	73	38	1
White - Other white ethnic group	0	9	8	0
White - Polish	0	9	2	0
White - Scottish	0	762	372	0
Grand Total	9	889	449	3

	Successful			
	Unknown	Female	Male	Prefer not to answer
Unknown	7	2	0	0
African - (Inc. Scottish/British)	0	0	0	0
African - Other	0	0	0	0
Any Mixed or Multiple	0	2	0	0
Asian - Bangladeshi (Inc. Scottish/British)	0	0	0	0
Asian - Chinese (Inc. Scottish/British)	0	0	0	0
Asian - Indian (Inc. Scottish/British)	0	0	1	0
Asian - Other (Inc. Scottish/British)	0	1	0	0
Asian - Pakistani (Inc. Scottish/British)	0	0	0	0
Black - (Inc. Scottish/British)	0	0	0	0
Caribbean - (Inc. Scottish/British)	0	0	0	0
Caribbean or Black (Other)	0	0	0	0
Other - Arab (Inc. Scottish/British)	0	0	0	0
Prefer not to answer	0	0	3	0
White - Eastern European (e.g. Polish)	0	0	0	0
White - Gypsy/Traveller	0	0	0	0
White - Irish	0	3	3	0
White - Other British	0	24	12	0
White - Other white ethnic group	0	5	2	0
White - Polish	0	2	0	0
White - Scottish	0	294	112	0
Grand Total	7	333	133	0

Recruitment and Selection – Declared Disability - 1 January - 31 December 2018

	Applied			Prefer not to answer
	Unknown	Female	Male	
Unknown	24	5	3	0
No	5	3308	1721	7
Prefer not to answer	0	25	18	16
Yes	0	139	95	0
Grand Total	29	3477	1837	23

	Invited to Interview			Prefer not to answer
	Unknown	Female	Male	
Unknown	9	1	1	0
No	0	854	418	1
Prefer not to answer	0	5	4	2
Yes	0	29	26	0
Grand Total	9	889	449	3

	Successful			Prefer not to answer
	Unknown	Female	Male	
Unknown	7	2	0	9
No	0	323	129	452
Prefer not to answer	0	0	1	1
Yes	0	9	4	13
Grand Total	7	334	134	475

Recruitment and Selection – Sexual Orientation – 1 January 2018 – 31 December 2018

	Applied	Invited to Interview	Successful
Unknown	96	29	12
Bisexual	47	12	1
Gay	42	15	4
Heterosexual/Straight	4934	1233	438
Lesbian	35	7	4
Other	13	2	0
Prefer not to answer	199	52	16
Total	5366	1350	475

Recruitment and Selection – Religion and Belief - 1 January 2018 - 31 December 2018

	Application Returned	Interviewed	Successful
Buddhist	2	1	0
Church of Scotland	1013	307	112
Hindu	8	1	0
Humanist	53	16	2
Jewish	0		0
Muslim	41	8	2
None	3093	734	259
Other Christian	382	91	34
Other Religion or Belief	32	5	2
Pagan	9	3	1
Prefer not to answer	226	64	21
Roman Catholic	334	80	22
Sikh	3	0	0
Unknown	170	40	20
Grand Total	5366	1350	475

Recruitment and Selection – employees applying for promoted posts (i.e. posts at higher grade than current post) – Ethnicity and Gender – 1 January 2018 – 31 December 2018

	Applied			Prefer not to answer
	Unknown	Female	Male	
Unknown	0	0	1	0
African - (Inc. Scottish/British)	0	0	2	0
African - Other				
Any Mixed or Multiple	0	2	0	0
Asian - Bangladeshi (Inc. Scottish/British)				
Asian - Chinese (Inc. Scottish/British)				
Asian - Indian (Inc. Scottish/British)	0	0	1	0
Asian - Other (Inc. Scottish/British)				

Asian - Pakistani (Inc. Scottish/British)	0	0	1	0
Black - (Inc. Scottish/British)				
Caribbean - (Inc. Scottish/British)				
Caribbean or Black (Other)				
Other - Arab (Inc. Scottish/British)				
Prefer not to answer	0	1	3	0
White - Eastern European (e.g. Polish)	0	1	0	0
White - Gypsy/Traveller				
White - Irish	0	2	0	0
White - Other British	0	12	22	0
White - Other white ethnic group	0	2	1	0
White - Polish	0	2	2	0
White - Scottish	0	297	120	0
Grand Total	0	319	153	0

	Invited to Interview			
	Unknown	Female	Male	Prefer not to answer
Unknown	0	0	1	0
African - (Inc. Scottish/British)	0	0	1	0
African - Other				
Any Mixed or Multiple	0	1	0	0
Asian - Bangladeshi (Inc. Scottish/British)				
Asian - Chinese (Inc. Scottish/British)				
Asian - Indian (Inc. Scottish/British)	0	0	0	0
Asian - Other (Inc. Scottish/British)				
Asian - Pakistani (Inc. Scottish/British)	0	0	0	0
Black - (Inc. Scottish/British)				
Caribbean - (Inc. Scottish/British)				
Caribbean or Black (Other)				
Other - Arab (Inc. Scottish/British)				
Prefer not to answer	0	0	1	0
White - Eastern European (e.g. Polish)	0	0	0	0
White - Gypsy/Traveller				
White - Irish	0	1	0	0
White - Other British	0	7	6	0
White - Other white ethnic group	0	0	1	0
White - Polish	0	2	2	0
White - Scottish	0	148	58	0
Grand Total	0	159	70	0

	Successful			
	Unknown	Female	Male	Prefer not to answer
Unknown	0	0	0	0
African - (Inc. Scottish/British)	0	0	0	0
African - Other				
Any Mixed or Multiple	0	1	0	0

Asian - Bangladeshi (Inc. Scottish/British)				
Asian - Chinese (Inc. Scottish/British)				
Asian - Indian (Inc. Scottish/British)	0	0	0	0
Asian - Other (Inc. Scottish/British)				
Asian - Pakistani (Inc. Scottish/British)	0	0	0	0
Black - (Inc. Scottish/British)				
Caribbean - (Inc. Scottish/British)				
Caribbean or Black (Other)				
Other - Arab (Inc. Scottish/British)				
Prefer not to answer	0	0	0	0
White - Eastern European (e.g. Polish)	0	0	0	0
White - Gypsy/Traveller				
White - Irish	0	0	0	0
White - Other British	0	7	2	0
White - Other white ethnic group	0	0	0	0
White - Polish	0	0	0	0
White - Scottish	0	75	22	0
Grand Total	0	83	24	0

Recruitment and Selection – employees applying for promoted posts – disability and gender – 1
January 2018 to 31 December 2018

		Disability	No Disability	Unknown	Prefer Not to Say
Application Returned	Female	3	315	1	0
Application Returned	Male	3	150	0	0
Application Returned	Prefer not to say	0	0	0	0
Application Returned	Unknown	0	0	0	0
Interviewed	Female	0	159	0	0
Interviewed	Male	1	69	0	0
Interviewed	Prefer not to say	0	0	0	0
Interviewed	Unknown	0	0	0	0
Successful	Female	0	83	0	0
Successful	Male	1	23	0	0
Successful	Prefer not to say	0	0	0	0
Successful	Unknown	0	0	0	0

Leavers – Ethnicity and Gender – 1 January 2018 – 31 December 2018

Ethnicity	Female	Male	Grand Total
(Blank)	180	63	243
A - Scottish	7	2	9
Other White Ethnic Group	4	0	4
Prefer Not To Answer	52	18	70
White - Any other		1	1
White - English/Welsh/Scottish/N Irish	1	0	1
White - Irish	1	3	4
White - Other British	29	11	40
White - Scottish	298	39	337
Grand Total	572	137	709

Leavers Declaring a Disability – 1 January 2018 – 31 December 2018

Disability	Female	Male	Grand Total
(Blank)	454	112	566
No	24	5	29
Unknown	81	20	101
Yes	13		13
Grand Total	572	137	709

Training Undertaken

1 April 2017 to 31 March 2018

Total No of internal training days **4096**
 Number of people attended **1629**

Ethnic Origin:

A-English	2
A-Other British	1
A-Scottish	11
Black African/Caribbean/British-African	1

C- Any other African Background	1
Caribbean, Carib Scot, or Carib Brit	1
Mixed or multiple ethnic groups	1
Mixed/multiple White and Asian	1
Not disclosed	2
Other African	1
Other White Ethnic Group	12
Prefer not to answer	182
White - any other	6
White - Eastern European	2
White - English/Welsh/Scottish/N. Irish	12
White - Irish	8
White - Other British	139
White - Scottish	1246
Total	1629

Disability and Gender:

Males (no declared disability)	249
Males (declared disability)	8
Females (no declared disability)	1357
Females (declared disability)	15
Total	1629

There were a total of **49** requests for support for external qualifying courses (all but one were approved):

Disability and Gender:

Approved (1 declared disability)	Male 4	Female 44
Refused (0 declared disability)	Male 0	Female 1

(Refusal reason was because the individual had applied for ER/VR)

Ethnic origin:

Approved	White Scottish	24
	White – Eastern European	1
	White – English/Welsh/Scottish/N Irish	1
	Prefer not to answer	5
	Not known	17

Refused	White Scottish	1
Total		49