

**ANGUS COUNCIL**  
**EQUALITIES MAINSTREAMING REPORT 2015 AND**  
**EQUALITY OUTCOMES (2013 – 2017) PROGRESS UPDATE**

**APRIL 2015**



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## 1 Introduction

Despite modern Britain becoming a far more diverse society than it was a generation ago, evidence shows that whatever progress has been made for some groups in some places, the outcomes for many people are not improving as quickly as they should. Particular groups, including Gypsies and Travellers, some migrants, and transgender people are still likely to encounter negative attitudes. In the case of people with mental health issues, the trend regarding discrimination is actually increasing according to the Scottish Social Attitudes Survey 2013 (Attitudes to Mental Health in Scotland).

In addition, with the continuing economic downturn some equality gaps have widened which might have closed in better times.

Many people consider tackling the issues of equality and fairness to be the province of anti-discrimination law but the greatest impacts on the opportunities open to individuals are made by everyday decisions in every part of society.

The Christie Report on the future of public services in Scotland recognised that equality is a key consideration of public sector reform, in line with the Scottish Government's national outcome of reducing significant inequalities.

Angus Council acknowledges that equalities legislation has been a driver for reducing inequalities, but recognises that work still needs to be done to address the continuing inequalities which exist. We welcome this opportunity to highlight our progress with our equality outcomes in this report, continuing to build on the equality work we have already undertaken, and reinforcing our aim to: 'to integrate equality throughout the organisation and the services that we provide' through mainstreaming equalities.

This Equalities Mainstreaming Report 2015 and Equality Outcomes (2013-2017) Progress Update 2015 sits alongside our more detailed Equalities Mainstreaming Report 2013, and original Equality Outcomes 2013-2017.

## 2 Background

### 2.1 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.

## Reporting Timeframe

Most parts of the Scottish Specific Duties require publications to be produced at specific intervals. It is a statutory requirement for local authorities in 2015 to:

- Produce a new report on mainstreaming
- Report progress on the equality outcomes set in 2013
- 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 2015 and Equality Outcomes (2013-17) Progress Update 2015, 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 encompassed within the local authority ones.

## 2.2 Mainstreaming Equality

We are mainstreaming and integrating equality into the day-to-day working of the council. 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: more managers than ever are using the EIAs. During 2013-15, an Internal Audit was undertaken of EIAs being submitted for the council's budget savings proposals and new policies/procedures through committee reports.

The Internal Audit report made 14 recommendations for improvement including: further training for elected members and officers; reviewing the EIAs used, and officers to give reasons why an EIA is not needed at the screening stage. All recommendations have been endorsed at executive management level, and by the council's corporate equality group. An action plan has been drawn up and has begun to be implemented.

**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 pay gap**.

### **Commitment to mainstreaming**

Commitment to mainstreaming equalities has come from the top down. Elected members have previously attended equalities' awareness training and can access equalities' e-learning. Many elected members attended Gypsy and Traveller awareness training in 2015 in response to issues which arose locally with this minority community in 2014. Elected members are also fully aware of Equality Impact Assessments on budget savings' proposals, new policies, and committee reports, as these have been undertaken since 2009, but will benefit from updated training in 2015-16.

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 Executive Management Team.

A corporate equalities group, which includes a senior lead from each Directorate on equality, together with the corporate Equalities Officer, provides regular support and advice for the Strategic Directors. From 2014, in recognition of the importance of having involvement from the highest level in the council, an elected member has become chair of the corporate equalities group, and is the council's equalities' champion from the elected members. Membership of the group was reviewed and extended in 2015 to a core group (strategy) and an extended group (delivery). This is to ensure wider representation from across council services.

This corporate equalities group reports its activities, and reports on progress in equalities and the outcomes to the Executive Management Team, which in turn, through the Chief Executive, reports to the Policy and Resources Committee as appropriate.

### **3 Equality Outcomes**

Our equality outcomes are aligned as much as possible to our Single Outcome Agreement priorities, but with specific equalities perspectives. They were identified as a result of consultation with our stakeholders, and by analysing relevant local and national data including: Scottish Neighbourhood Statistics, The Census, Scottish Government equality statistics, Skills Development Scotland 2013 report for Angus, Citizens' Surveys, Employee Satisfaction Survey 2012 and service monitoring figures. They are:

#### **Local Authority**

- 1. The risk of harm to people will be reduced**
- 2. People with a disability maximise their potential.**

3. Carers will have a life outside of caring and their health and well-being will be improved.
4. People will find it easy to travel in Angus.

#### **Local Authority & Education Authority**

5. Young people are supported to maximise their employment opportunities.
6. Migrant workers are given equal respect and opportunities to live and work in Angus.
7. Gypsy travellers are given equal respect and opportunities to live in Angus.
8. All children will reach their developmental milestones.
9. The life chances of learners are increased.
10. The workforce will be reflective of the communities we serve, and is valued and respected.
11. Occupational segregation in the workforce will be minimised.

#### **Education Authority**

12. Provide an inclusive learning environment for all children and young people.
13. Young people have an understanding of equality issues.

Our update on progress is **Appendix 1 - Equality Outcomes**. We will publish a fresh set of Equality Outcomes, by 30 April 2017.

### **4 Our Commitment to Equality**

#### **4.1 Equality Commitments**

Angus Council supports equal opportunities 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 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.

### **4.3 Awareness Raising**

The council raises awareness of equality issues by different means, but most recently through:

- Cultural awareness training sessions delivered 2014-15 by MEAD(Perth & Kinross Association of Voluntary Services for Minority Communities), Perth.
- Gypsy Traveller awareness raising sessions for elected members and other relevant officers delivered by MECOPP (Minority Ethnic Carers of People Project in 2015.
- Blended e-learning on the new suite of protocols on harmful traditional practices which will be developed 2015-16.
- The equalities section in the compulsory e-learning induction course, including equality legislation being updated in 2015.
- Blended equalities and diversity training which is open to all employees but is compulsory for all managers being updated and rewritten in 2015.
- Equality Impact Assessment training being updated and new training delivered across the council 2015-16.
- Hate incidents e-learning being developed 2015.
- Ongoing Harassment Contacts' training.
- Equality events, such as multicultural ones, White Ribbon Campaign etc. when opportunities arise.
- Direct contact with local equality groups, such as the Disability Forum, Women's Aid etc.
- Work with other partners, including the Third Sector through Voluntary Action Angus and MEAD in Perth.
- Items and updates appearing on the council's website, and on the employee intranet.
- Equality articles appearing in the weekly employee Mini Matters.
- Promoting Tactran Thistle Card in libraries.

### **4.4 Access to Council Information**

We are committed to ensuring that all members of the community have equal 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 make our new website as accessible as possible, and assessed in due course for accreditation.

In 2015 we promoted the Scottish Government's new initiative for deaf people – the BSL Online Video Relay Interpreting Service Pilot in our online staff newsletter.

All members of the community are able to access information on council services via local ACCESS offices or ACCESSLine (08452 777778) or our council website ([www.angus.gov.uk](http://www.angus.gov.uk)).

## **4.5 Consultation**

The council has a number of consultation approaches based on partnership working and the National Standards for Community Engagement. In 2014 work commenced to develop a draft Engagement Strategy within the People Directorate. This has involved questionnaires and information being produced in BSL, Easy read etc. and consultation with social work residents and service users, pupils and parents, and citizens and employees across the council. This work is ongoing, and is at the stage of reviewing feedback and making changes through a 'you said, we did' approach.

Consultation continues through The Angus Citizens' Panel which has 450 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 Directorates. Individual Directorates undertake face-to-face consultation as required.

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.

## **4.6 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 have agreed a Community Plan and a Single Outcome Agreement (SOA) with the Scottish Government. Our council's corporate priorities reflect those in the SOA and our equality outcomes are also aligned. These priorities are supported by action plans and through these we are collectively addressing all the issues that impact on the communities of Angus.

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 the migrant worker roadshows, the Angus Violence Against Women Partnership, Self Directed Support, and the prevention of scamming.

## **4.7 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.



In 2014 procurement guidance was rewritten and the Equalities in Procurement Guidance Note (PGN 33) went to committee in December 2014. The key messages in the PGN 33 are 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.

## **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 Gender Pay Gap Audit 2014**

The council has a duty to publish gender pay gap information. The information must be published at intervals of not more than two years. The council undertook its first gender pay gap audit in 2012, as a follow up to a pilot pay audit in 2011. At that time the most recent available data and analysis of council information excluded chief officers and teaching employees. However the council undertook to ensure that systems were put in place to capture that pay data for all employees for the purpose of future audits. A further audit was undertaken in 2014 and this data includes chief officers (COs) and teachers, music instructors and associated education professionals (SNCT Employees) as well as Local Government Employees (LGEs)

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. The shaded figure indicates where, on average, male employees in the grade are paid more than women in the grade.

There is a continued reduction from 2012 to 2014 in the overall gender pay gap in LG grades i.e. down from 8% to 6.31%. However in these LG grades there is an overall increase in the number of grades where males are on higher than average pay than females.

The Equalities and Human Rights Commission (EHRC) guidance suggest that when assessing gender pay gaps, organisations should fully investigate those greater than 5% and treat with caution gaps between 3% and 5%. Whilst the overall total figure of 6.31% might therefore seem to be of concern, this is misleading. The significant figure is that for each of the individual grades.

The most significant percentage pay gap within LGEs is found in LG11 with a 1.31% pay gap. These grades are part of the council's pay structure which was introduced with single status in April 2008 and result from a national evaluation scheme which was equality impact assessed to ensure that its design and operation are not gender discriminatory. The fourteen grades shown have different salary levels because of the inherent value of the jobs to which they are attached, not the characteristics of the job holders. The different levels of pay within each grade are a consequence of employees' varying levels of progress through the increments within the grade.

Findings for Chief Officers show a 5.69% pay gap with males paid an average of £2.22 per hour more than females. As this is the first time Chief Officer (COs) data has been included no trends can be identified or comparisons made to previous data. COs are the highest paid employees and whilst the percentage of women in this group is in excess of 42% this does not reflect the higher percentage of women in the workforce as a whole. All employees are encouraged to develop, to prepare for and to seek higher 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. The pay gap in this group will continue to be assessed and may improve through further change and service redesign

Findings for SNCT employees show three roles where males are paid on average more than females. These roles include Education Advisers with a 4.54% pay gap, Principal Teachers with a 4.91% pay gap and Head Teacher (HT)/Depute HT with a 5.36% pay gap. Promoted teaching posts (Head Teachers, Depute Head Teachers and Principal Teachers) are job sized based a nationally agreed (SNCT) toolkit and salary placement is based on the job size score. Education Advisers are paid on a nationally agreed (SNCT) incremental salary scale The different levels of pay within each grade are a consequence of employees' varying levels of progress through the increments within the grade.

#### 2014 Audit LGE Staff

Female			Male			% Pay Gap
Grade	Nos.	Ave Basic rate/hour (£)	Grade	Nos.	Ave Basic rate/hour (£)	
LG1	59	7.65	LG1	15	7.65	0.00
LG2	192	7.65	LG2	101	7.65	0.00
LG3	562	8.49	LG3	175	8.36	-1.60
LG4	402	9.06	LG4	121	9.07	0.06
LG5	78	9.68	LG5	75	9.60	-0.82
LG6	398	10.62	LG6	98	10.57	-0.48
LG7	580	12.01	LG7	81	12.03	0.15
LG8	148	13.62	LG8	94	13.75	0.93
LG9	130	15.42	LG9	64	15.41	-0.03
LG10	249	17.53	LG10	90	17.74	1.19
LG11	12	19.26	LG11	8	19.52	1.31
LG12	62	20.98	LG12	45	21.24	1.23
LG13	6	22.75	LG13	10	22.96	0.95
LG14	16	25.12	LG14	31	25.06	-0.24
	<b>2894</b>	<b>11.31</b>		<b>1008</b>	<b>12.07</b>	<b>6.31</b>

#### 2014 Audit Chief Officers and SNCT Staff

##### Breakdown by Female:

Chief Officers	No.	Average hrly rate
Chief Officer	14	36.82

**SNCT Employees**

Educ Advisers	6	28.73
Music Instructor	13	19.61
Senior Teacher	14	23.12
Principal Teacher	119	25.73
Asst Pr Teacher	4	23.12
Chartered Teacher	29	24.68
Common Scale Teacher	745	20.02
HT/Depute HT	84	30.57
Pyschologists	5	29.47
<b>1019</b>	<b>21.84</b>	

**Breakdown by Male:**

<b>Chief Officers</b>			<b>Pay gap %</b>
Chief Officer	<b>19</b>	39.04	<b>5.69</b>

**SNCT Employees**

Educ Advisers	4	30.10	<b>4.54</b>
Music Instructor	6	19.61	<b>0.00</b>
Senior Teacher	1	23.12	<b>0.00</b>
Principal Teacher	43	27.06	<b>4.91</b>
Asst Pr Teacher	3	23.12	<b>0.00</b>
Chartered Teacher	7	23.74	<b>-3.97</b>
Common Scale Teacher	174	20.02	<b>-0.01</b>
HT/Depute HT	22	32.30	<b>5.36</b>
Pyschologists	1	28.33	<b>-4.00</b>
<b>261</b>	<b>22.54</b>	<b>3.11</b>	

**Previous Audits:****1. 2012 LGE Staff**

Female			Male			% Pay Gap
Grade	Nos.	Ave Basic rate/hour (£)	Grade	Nos.	Ave Basic rate/hour (£)	
LG1	66	6.64	LG1	13	6.55	-1.34
LG2	272	7.33	LG2	141	7.28	-0.62
LG3	615	8.35	LG3	160	8.32	-0.30
LG4	357	8.93	LG4	151	8.93	-0.10
LG5	87	9.48	LG5	75	9.48	-0.08
LG6	438	10.43	LG6	97	10.42	-0.04
LG7	552	11.69	LG7	78	11.59	-0.93
LG8	140	13.29	LG8	104	13.41	0.89
LG9	149	15.15	LG9	76	15.22	0.48
LG10	248	17.31	LG10	96	17.32	0.11
LG11	14	18.96	LG11	11	19.14	0.92
LG12	54	20.86	LG12	56	20.82	-0.19
LG13	4	22.91	LG13	11	22.91	0.00

LG14	20	24.99	LG14	35	24.80	-0.77
	<b>3,016</b>	<b>10.94</b>		<b>1,104</b>	<b>11.89</b>	<b>8.00</b>

## 2. 2011 (pilot) LGE Staff

Female			Male			% Pay Gap
Grade	Nos.	Ave Basic rate/hour (£)	Grade	Nos.	Ave Basic rate/hour (£)	
LG1	68	6.61	LG1	14	6.45	-2.48
LG2	279	7.17	LG2	143	7.15	-0.28
LG3	624	8.08	LG3	166	8.14	0.74
LG4	366	8.83	LG4	149	8.88	0.56
LG5	87	9.42	LG5	74	9.39	-0.32
LG6	449	10.10	LG6	102	10.12	0.20
LG7	572	11.24	LG7	86	11.32	0.71
LG8	126	12.90	LG8	100	13.24	2.57
LG9	153	14.60	LG9	79	14.81	1.42
LG10	249	16.76	LG10	89	17.01	1.47
LG11	13	18.83	LG11	11	18.90	0.37
LG12	57	20.37	LG12	59	20.67	1.45
LG13	6	22.29	LG13	11	22.23	-0.27
LG14	20	24.76	LG14	35	24.25	-2.10
	<b>3,069</b>	<b>10.61</b>		<b>1,118</b>	<b>11.64</b>	<b>8.85</b>

## 5.3 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 and 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.

The equality duty in respect of occupational segregation is restricted to gender but will in future be extended to include disability and race.

Analysis of the information may require further investigation, and where necessary, measures to be developed to address anomalies/under representation. For example, over the last two years, the council has recruited a significant number of Modern Apprentices, and many of whom have gone on to permanent posts.

### OCCUPATIONAL SEGREGATION by GRADE 2014- 2015

In comparison to 2011-2012 figures, the percentage of males employed in the lower grades has increased at every level up to LG7, at which point it flattened out to a similar percentage to 2014-15. From LG7 upwards, the number of males in higher graded posts has decreased for every level. This is despite a drop in the overall number of employees in the council from 4,120 (2011-12) to 3,902 (2014-15).

Grade	Total Employees Count	No of Females	% of Females	No of Males	% of Males
LG1	74	59	79.73	15	20.27
LG2	293	192	65.53	101	34.47
LG3	737	562	76.26	175	23.74
LG4	523	402	76.86	121	23.14
LG5	153	78	50.98	75	49.02
LG6	496	398	80.24	98	19.76
LG7	661	580	87.75	81	12.25
LG8	242	148	61.16	94	38.84
LG9	194	130	67.01	64	32.99
LG10	339	249	73.45	90	26.55
LG11	20	12	60.00	8	40.00
LG12	107	62	57.94	45	42.06
LG13	16	6	37.50	10	62.50
LG14	47	16	34.04	31	65.96
	<b>3902</b>	<b>2894</b>	<b>74.17</b>	<b>1008</b>	<b>25.83</b>

	Total Employees Count	No of Females	% of Females	No of Males	% of Males
<b>Chief Officers</b>					
Chief Officer	<b>33</b>	<b>14</b>	<b>42.42%</b>	<b>19</b>	<b>57.58%</b>
<b>SNCT Employees</b>					
Educ Advisers	10	6	60.00%	4	40.00%
Music Instructor	19	13	68.42%	6	31.58%
Senior Teacher	15	14	93.33%	1	6.67%
Principal Teacher	162	119	73.46%	43	26.54%
Asst Pr Teacher	7	4	57.14%	3	42.86%
Chartered Teacher	36	29	80.56%	7	19.44%
Common Scale Teacher	919	745	81.07%	174	18.93%
HT/Depute HT	106	84	79.25%	22	20.75%
Pyschologists	6	5	83.33%	1	16.67%
	<b>1280</b>	<b>1019</b>	<b>79.61%</b>	<b>261</b>	<b>20.39%</b>
<b>Totals</b>	<b>5215</b>	<b>3927</b>	<b>75.30%</b>	<b>1288</b>	<b>24.70%</b>

## OCCUPATIONAL SEGREGATION - GENDER ANALYSIS BY JOB FAMILY

The number of males in administrative posts has decreased from 9% in 2011-2012, however the percentage of male carers has almost doubled to 8%. The percentage of females in managerial and operative posts has decreased from 56% and 34%, to 51.35% and 28.79% respectively since 2011-12, but have increased in professional and technical posts from 63% and 36% to 70.45% and 40.58% respectively since 2011-12.

Job Family	Total	Female	Male	Female %	Male %
Administrative	1009	930	79	92.17	7.83
Care/Support to People	1240	1186	54	95.65	4.35
Managerial	148	76	72	51.35	48.65
Operative	639	184	455	28.79	71.21
Professional	440	310	130	70.45	29.55
Senior Management	33	14	19	42.42	57.58
Specialist	185	120	65	64.86	35.14
Teaching	1245	995	250	79.92	20.08
Technical	276	112	164	40.58	59.42
Total	<b>5215</b>	<b>3927</b>	<b>1288</b>	<b>75.30</b>	<b>24.70</b>

**Administrative** jobs includes general reception, clerical, and administrative jobs.

**Care/ Support to People** jobs include posts 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, including External Funding Officer, Quality Co-ordinator, Animal Health Inspector.

**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 2014-15

From the analysis obtained in 2011-12, there has not been any significant shift in those posts predominantly occupied by one gender or the other. There are however slightly more male cleaners 2014-15 (4 compared to 1 in 2011-12), and slightly more female waste operatives 2014-15 (6 compared to 4 in 2014).

Grade	Job Title	Females	%	Males	%	Total
LG1	Cleaner	12	75.00%	4	25.00%	16
LG1	Toilet Attendant	16	84.21%	3	15.79%	19
LG1	Domestic Assistant	28	93.33%	2	6.67%	30
LG2	Caretaker	4	18.18%	18	81.82%	22
LG2	Home Support Worker	51	98.08%	1	1.92%	52
LG2	Receptionist	40	97.56%	1	2.44%	41
LG3	Clerical Officer	223	95.71%	10	4.29%	233
LG3	Creche Assistant	17	100.00%	0	0.00%	17
LG3	Waste Recycling Operative	1	4.55%	21	95.45%	22
LG3	Waste Operative	6	6.19%	91	93.81%	97
LG3	Library Assistant	32	86.49%	5	13.51%	37
LG3	Primary School Assistant	115	100.00%	0	0.00%	115
LG3	Primary Sch/Clerical Asst	52	100.00%	0	0.00%	52
LG3	Secondary School Assistant	44	91.67%	4	8.33%	48
LG4	ACCESS Assistant	96	97.96%	2	2.04%	98
LG4	ACCESS Line Operator	12	92.31%	1	7.69%	13
LG4	Support for Learning Asst	187	95.90%	8	4.10%	195
LG4	Senior Clerical Officer	117	97.50%	3	2.50%	120
LG4	Driver/Plant Operative	0	0.00%	18	100.00%	18
LG4	Early Years Assistant	18	100.00%	0	0.00%	18
LG4	Gardener 2	0	0.00%	29	100.00%	29
LG4	Kerbside Collector/Driver	0	0.00%	17	100.00%	17
LG5	Tenancy Support Officer	32	88.89%	4	11.11%	36
LG5	Refuse Driver	0	0.00%	23	100.00%	23
LG5	Gardener 3	0	0.00%	13	100.00%	13
LG6	Accounting Technician	9	90.00%	1	10.00%	10
LG6	Administrative Assistant	40	93.02%	3	6.98%	43
LG6	Chargehand Gardener	0	0.00%	18	100.00%	18
LG6	Council Tax & Bens Asst	26	78.79%	7	21.21%	33
LG6	Support Worker (UQ)	19	100.00%	0	0.00%	19
LG6	Social Care Officer (UQ)	230	96.23%	9	3.77%	239
LG7	Administrative Officer	11	100.00%	0	0.00%	11
LG7	Early Intervention Asst	34	100.00%	0	0.00%	34
LG7	Early Years Practitioner	114	100.00%	0	0.00%	114
LG7	Family Support Worker	27	100.00%	0	0.00%	27
LG7	Home Care Assessor	13	100.00%	0	0.00%	13
LG7	Support Worker (Q)	13	100.00%	0	0.00%	13

LG7	Social Care Officer (Q)	296	94.27%	18	5.73%	314
LG8	Social Care Team Leader	24	96.00%	1	4.00%	25
LG8	Senior Early Years Practitioner	29	100.00%	0	0.00%	29
LG9	Sen Social Care Officer	37	84.09%	7	15.91%	44
LG10	Care Manager	49	98.00%	1	2.00%	50
LG10	Solicitor	8	88.89%	1	11.11%	9
LG10	Resource Worker	26	86.67%	4	13.33%	30
LG10	Occupational Therapist	13	100.00%	0	0.00%	13
LG10	Social Worker	61	89.71%	7	10.29%	68
Comm Scale	Trainee Teacher - Primary	30	90.91%	3	9.09%	33
Comm Scale	Teacher - Primary	398	93.87%	26	6.13%	424
HT/DHT	Head Teacher - Primary	42	95.45%	2	4.55%	44
PTeacher	PT - Pupil, Care & Supp	28	90.32%	3	9.68%	31
PTeacher	PT - Primary	28	90.32%	3	9.68%	31

## 6 Delivering on Equality - Developments

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

### 6.1 Disability

Services to Communities, both through the Countryside Ranger Service and Sports Development Section, continue to work with a wide range of groups with disabilities and learning needs.

The Sports Development Section included this in their work on the special needs summer programme for young children who require additional support needs. A main focus of their role is to support Tayside Special Olympics in an effective partnership to develop sport for people with disabilities and special needs in Angus at both national and regional level. A squad attended the Great Britain Special Olympics Games at Bath 1 August 2013 returning with 16 gold, 21 silver, 18 bronze and 23 4<sup>th</sup> places medals.

The countryside ranger service continues to support the “Branching Out Programme” providing a range of structured outdoor activities, supplementing traditional forms of care provided by NHS Tayside Mental Health Services. The programme was specially developed for people with severe and enduring mental health support needs, demonstrating the opportunity and benefits of the use of the natural environment to improve wellbeing. Participants enjoy enhanced self esteem, increased physical activity and confidence in meeting new people.

The Housing Division had a £520,000 annual programme in 2013/14 to provide aids and adaptations for council housing tenants with special needs. The new-build Council house programme also has a focus on delivering barrier free housing, and this, coupled with the allocation policy agreed with partners in the common housing register, is designed to ensure that everyone has equal access to a good quality home.



Within the People Directorate, the work which is being undertaken to ensure the best possible care for people with dementia was showcased at a national conference in 2015. In order to support people with dementia, their carers and families, hundreds of staff across the council have undertaken dementia awareness sessions. At the Scottish Social Services Council annual Promoting Excellence Conference the following work was found to be excellent:

Lochlands Resource Centre produced publicity material which highlighted the link between learning disabilities and dementia, and how art can be used to aid communication as the condition progresses. The workforce development team used a poster to show the journey in developing staff awareness and building up resources.

## **6.2 Older People**

The council's Financial Scamming initiative (as detailed in Appendix 1) has reduced anxiety, confusion and stress; reduced the risk of financial harm; reduced the risk of trips, falls and distraction accidents; has made older people feel safer and in control.

The feedback from users or their families includes:

"It made a huge difference and enabled Anne to continue to reside in her own home for longer than would otherwise have been the case"

"This has been an outstanding success. This 'simple' gadget has actually improved the quality of life of my mum and her immediate family"

"I have got my life back. Now I can protect myself – it is marvellous. I feel in control. We can sit and have a cup of tea without being disturbed"

## **6.3 Ethnicity**

Between 2010-14 young Gypsy Travellers' attendance at school has increased in both primary and secondary schools. There was only one person excluded from school on two occasions in 2011. Details are in the following tables:

### **White/Gypsy/Traveller – Census Week Pupils Numbers**

<b>Primary</b>	<b>Male</b>	<b>Female</b>
<b>2014</b>	6	15
<b>2013</b>	20	13
<b>2012</b>	10	8
<b>2011</b>	8	7
<b>2010</b>	7	4

Secondary	Male	Female
2014	1	3
2013	2	2
2012	3	1
2011	1	1
2010	0	0

#### White/Gypsy/Traveller - % Attendance Secondary Sector

	AA	AHS	BHS	CHS	FA	MHS	MA	WHS	ALL SEC
2014	97.8				97.5	60.2	82.0	93.9	87.7
2013	94.7				43.5	79.0			69.4
2012	96.3					84.6			93.3
2011	97.1	43.0					80.0	78.1	80.6
2010	No gypsy travellers in 2010								

#### White/Gypsy/Traveller - % Attendance Primary Sector

2014	86.2
2013	77.0
2012	79.1
2011	78.2
2010	78.8

#### White/Gypsy/Traveller –Exclusions (2010 – 2014)

1 Female in S1 (2 Openings) in 2011

#### 6.4 Religion & Belief

In 2015 the EHRC commended Angus schools' monitoring form for prejudiced based bullying. It was through this that an incident of bullying on the grounds of religion was tackled. A very young primary school child had called a Muslim child a derogatory name after hearing it being said by a parent. The school worked intensively with the

parent who wanted to remove his child from school, through promoting restorative practices. The outcome was that the child remained at school.

## **6.5 Gender - Carers**

Statistically women remain by far the higher number of carers. In addition to those outcomes highlighted in Appendix 1, further details are as follows:

**Carefree project.** The overall aim of this proposal is to support carers in their caring role by providing a flexible choice of short breaks. Volunteers are recruited, trained and supported and are matched with the carer and cared-for to ensure a positive experience for all. The investment of £26,000 from the Angus Change Fund in 2012/13 has augmented the existing short breaks scheme which is delivered by the Angus Carers centre. Volunteers have been recruited to provide a sitting/befriending service to support carers and the cared for person.

**Polypharmacy Project.** This project has involved the carer as well as the service user in the review of repeat medications. This has promoted practice amongst clinicians of recognising the carer as a key partner in the delivery of care through involving them in this review. The project has also given carers the opportunity to share their knowledge and expertise from their own caring experience.

### **Co-location of Carer Development Workers within Localities.**

This project will target carers and of cared for people over the age of 60 years by taking a preventative approach. It aims to increase the capacity of carers enabling them to undertake their caring role by identifying them at an early stage, recognising them as key partners in the delivery of care, assessing their needs and providing a range of appropriate supports.

### **Augmenting the short break service for carers.**

The overall aim of this proposal is to support carers in their caring role by providing a flexible choice of short breaks. Volunteers are recruited, trained and supported and are matched with the carer and cared-for to ensure a positive experience for all. The partnership intends to further develop the interface with timebanking and existing befriending schemes.

### **Developing Carers' IT Skills**

This proposal plans to develop a pro-active and preventative approach to reducing carers' isolation by training them in the use of basic computer and internet skills. Carers often lack confidence or opportunity to join a community-based course. The benefits from this training will: Enable carers to develop confidence in communicating via the internet and develop social networks Assist carers practically in their caring role by learning skills such as internet shopping, and IT literacy Build confidence to support carers to embrace new IT technologies such as Telecare.

### **Angus Carers strategy 2012-2015**

The Angus Carers Strategy's key priorities include carer involvement, provision of information, short breaks, health and well-being and young carers.

## 6.6 Sexual Orientation

The Lesbian, Gay, Bisexual, Transgender (LGBT) Toolkit has been introduced into schools and is receiving positive feedback. Schools worked with Stonewall to submit to their Education Equality Index highlighting :

A framework which has now been distributed to all of our schools to support the development of the Relationships, Sexual Health and Parenthood aspect of Health and Wellbeing HWB within the context of Curriculum for Excellence. This resource is based around the HWB Experiences and Outcomes promoting a holistic approach to delivering Relationships and Sexual Health and Parenting RSHP learning opportunities; and has been developed in conjunction with NHS Tayside, Dundee City Council and Perth and Kinross Council. There are also parent information leaflets available.

A dedicated Staff Tutor delivering a training programme to staff across Angus in 2014-15 to ensure that the resource continues to promote an inclusive approach in a planned and progressive manner.

Pupil Care and Support Staff from secondary schools continue to operate a Curriculum Advisory Group which provides opportunities for networking, sharing practice and life-long professional learning around RSHP.

Angus Council's Single Equality Policy and Anti-bullying Policy (Education) state the importance of "*recognising, valuing, promoting and celebrating diversity across the entire school/learning community*" – helping children and young people to understand diversity rather than only seeing differences.

An Angus response to *Better Relationships, Better Learning, Better Behaviour* (Scottish Government March 2013) also provides all schools with guidance around how improving relationships and behaviour, can lead to positive outcomes in relation to inclusion, engagement and achievement as well as community safety and cohesion.

In March 2015, the EHRC identified Angus Council as a good example council following research the EHRC had undertaken into prejudice based bullying. Angus was highlighted as one of only three Authorities where case studies of positive practice were identified. In Angus, the monitoring of bullying incidents was commended.