

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:

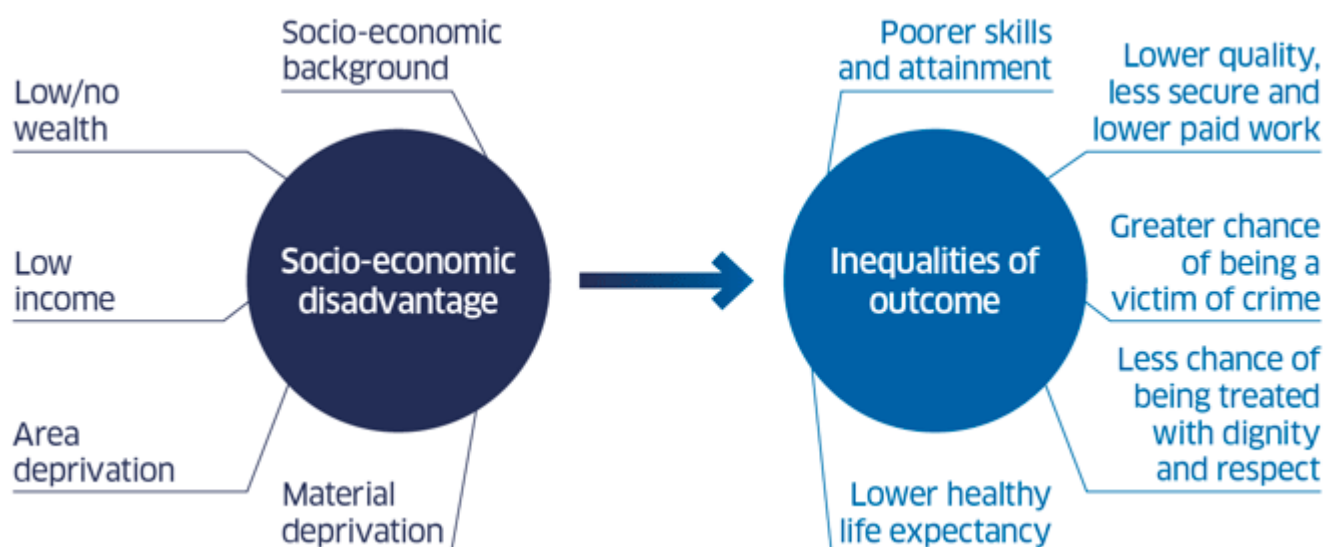
- Report progress on mainstreaming the equality duty.
- Publish equality outcomes and report progress.
- Assess and review policies and practices.
- Gather and use employee monitoring information.
- Publish gender pay gap information.
- Publish statements on equal pay.
- Consider award criteria and conditions 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 a 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 when 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 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 disclose 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
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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	Music Instructor	15	83.33	3	16.67	18

Instructors						
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

***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.

- (ii) 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.
- (iii) 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
- (iv) 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.
- (iii) 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."
- (iv) 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.