



ANGUS COUNCIL
EQUALITIES MAINSTREAMING REPORT AND
EQUALITY OUTCOMES (2021 – 2023)

APRIL 2021

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1. Introduction

COVID-19 has had a dramatic impact on all of our communities and people, but particularly those who were already most at risk of experiencing inequality. It has highlighted why now is the time to think about things differently and to renew our focus on the goals of reducing inequality and improving the quality of life of all of our people. We will only achieve the ambitions we have set out, and ensure a genuinely collective recovery for everyone, by putting equality and human rights at the heart of our approach. (Scottish Government).

Our vision is that Angus is a great place to live, work and visit. The plan to deliver our vision was detailed in our Council Plan 2019-2024 which was updated in 2020, and it acknowledged reducing budgets coupled with an increasing demand for services, and outlined work planned for the coming year. In light of the COVID-19 pandemic we looked again at our priorities to best support our people and our businesses in Angus to recover and renew over the short, medium and longer term. We have looked at our response to COVID-19, the strong partnerships developed, the pace at which we responded and how we adapted our ways of working to support our citizens and businesses. We have been capturing and building on that experience and learning. As a result, our 2020 plan reaffirms our commitment to our four strategic priorities. We want:

- 1. Angus to be a go-to place for businesses**
- 2. To maximize inclusion and reduce inequalities**
- 3. Our communities to be strong, resilient and led by citizens**
- 4. Angus Council to be efficient and effective**

The council is committed to shifting our focus to working more closely with our citizens, our communities, our businesses - our people - putting them at the heart of everything we do. From the COVID-19 pandemic we have seen more than ever the value of the work done in our communities and the benefit of working in partnership. As we focus on recovery and renewal, we need to learn from and build on the experiences of the last year. We recognise that living and working in Angus will be very different and for those coming to visit, but it will still be a great place.

Of the four strategic priorities, the one identified to maximise inclusion and reduce inequalities is key to our Mainstreaming Report. Angus Council is committed to tackling inequalities, in both the short and long term, as demonstrated within this report, and within equality outcomes which we feel are vital to addressing and making progress with these important issues. For example, we continue to prioritise reducing gender-based violence, hate incidents, narrowing the poverty-related attainment gap, and as a council, have a particular focus on ending child poverty, aligning various equalities' issues with the Scottish Government's priorities.

We use nationally gathered information, research and data, as well as local, to inform our equalities priorities, and to set the context for this report. These also shape the services we provide, alongside our partners, for the benefit of people who live and/or work in Angus.

2 Background

In order to appreciate the adverse impact of inequality, and to fully comprehend the scale of the inequalities we face, it is helpful to understand the national picture (aspects of the local, Angus wide picture are detailed elsewhere in this mainstreaming report/outcomes). The National Equality Evidence Finder <http://www.equalityevidence.scot/> is helpful in providing some equality information broken down to local levels.

COVID-19 had a significant impact on widening pre-existing inequalities. (Information on this can be found here for BSL users: <https://vimeo.com/466513143/dfce00c09f>).

The Scottish Government identified that the restrictions put in place due to the pandemic have slowed the spread of the virus, but the restrictions have caused broader societal harms. Many people report feeling isolated and anxious, and school closures have affected children's education and wellbeing. These harms can be difficult to measure. The economy is central to our wellbeing, whether through the provision of direct services and goods, provision of taxes to fund public services like health and welfare, or by providing opportunities for employment and income. These have all been impacted by COVID-19. Some of the changes we've seen may stay with us for some time.

COVID-19 causes direct and tragic harm to people's health. As a result of people following the guidance the number of people getting COVID-19, the number of hospital and ICU admissions, and the number of deaths were reduced, but COVID-19 is also having a wider impact on health and social care through its impact on services and how people are using those services. These changes will have an impact on people's health in both the short term and long term.

Caroline Waters, Interim Chair of the Equality and Human Rights Commission (EHRC), has stated that "Great Britain is experiencing a crisis not seen before in modern times. The coronavirus pandemic has drastically changed the way that we live our lives. Life in Britain will probably never be the same again. While everyone has been affected by either the virus or the restrictions imposed in response to it, the negative impact has been more severe for some groups than others. Sadly, this isn't surprising. We've reported for many years now of the persistent and structural disadvantages facing certain groups in our society. It is deeply concerning to see how quickly large numbers of people have become at risk of living in poverty. Without a clear strategy to address this, the small gains we have made in equality and human rights over the past few years are set to reverse with clear and long-lasting damage to our society and our economy. "

The EHRC has produced a report, *How Coronavirus has Affected Equality and Human Rights*, and has identified that:

- The economic impact of the pandemic has been unequal, entrenching existing inequalities and widening others.
- The immediate impact on the labour market has been one of greater underemployment rather than unemployment, although unemployment is expected to rise as government support schemes are reduced or end.
- The loss of earnings from underemployment is contributing to a drop in living standards. Poverty is expected to rise, despite unprecedented government support to protect jobs and incomes.
- The groups most likely to be affected by the expected rise in poverty include young people, ethnic minorities, and disabled people, who are already closest to the poverty line. The withdrawal of government support schemes is likely to trigger further increases in hardship.
- Young people have experienced significant interruption to their education, which threatens previous gains in attainment levels.
- Differences in support for remote learning during the pandemic threaten to widen inequalities for those who already perform less well than their peers, particularly boys, black pupils, some Gypsy, Roma and Traveller pupils, pupils who need support in education, and those who are socio-economically disadvantaged.

- Older people, ethnic minorities and some disabled people, particularly those in care homes, have been disproportionately impacted by the pandemic
- The increased demand for social care has threatened the financial resilience of the sector, potentially impacting its users and workers. This has led to an increased reliance on unpaid carers, who are more likely to be women.
- There has been a rise in reported domestic abuse and there are concerns about the ability of survivors to access justice.
- COVID-19 control measures in the criminal justice system potentially undermine the effective participation of some disabled defendants / accused and victims.

The EHRC has also identified that the lockdown restrictions and social distancing measures have led to a rapid transfer of a wide range of services online. "We previously observed that one in five disabled people and older people still did not access the internet (EHRC, 2018). These groups are therefore potentially further excluded from accessing key services, whether that be public services or online shopping for essential goods. Additionally, drastic reductions in public transport services could further impact these groups.

The coronavirus pandemic also has a significant impact on securing timely access to healthcare for other life-threatening conditions, such as cancer and heart disease. Across Britain, some referral rates have decreased, and waiting times have increased considerably and are likely to lead to reverses in survival rates and life expectancy. These delays, as well as challenges in accessing healthcare for wider chronic conditions have the potential to widen further the existing health inequalities. Evidence of these trends will not show up for some time.

The EHRC also provided some data in relation specifically to employment and found that the change for young people was starker than that on gender grounds. Across Britain the employment rates for those aged 16 to 17 and 18 to 24 fell by 1.5 and 3.0 percentage points between January–March and May–July 2020, while they rose for those aged 25 to 64, indicating a more severe impact on younger workers (ONS, 2020).

The unemployment rate for disabled people (aged 16 to 64) in April–June 2020 was 6.5% compared with 3.5% for non-disabled people. This compared with equivalent rates of 8.8% and 3.3% in April–June 2018 (ONS, 2020). Citizens Advice research (2020) suggests that disabled people, parents and carers are most at risk of being made redundant.

Patterns of employment for ethnic minority groups have remained similar to those previously reported. In April to June 2020, Indian (77.8%) and White (77.6%) people aged 16 to 64 had the highest employment rates, as they had in April–June 2018. Pakistani (57.5%) and Bangladeshi (59.1%) people had the lowest rates, again as was the case in April–June 2018 (ONS, 2020).¹¹ Unemployment rates were higher for Pakistani, Bangladeshi and Black African /Caribbean people aged 16 and over in April–June 2020 at 8%, compared with a rate of 3.5% for White people (ONS, 2020). Data on redundancy by ethnicity is unavailable. Additional data and analysis of the reasons for reduction in working hours has shown that in April 2020, respondents who identified as Black, Asian and Minority Ethnic (BAME) were 13 percentage points less likely to be furloughed, and 14 percentage points more likely to have been unemployed than non-BAME respondents.

Caroline Waters has also commented that "In the early days we said that coronavirus did not discriminate. However, the virus has torn through our lives exposing stark inequalities which show that ultimately, the outcomes it creates, do. We cannot afford for inequality in our society to become further entrenched. And as we learn to live with coronavirus and look to re-build our society, we have to strike a difficult balance between making sure that lives are protected, but also protecting the hard-won freedoms that are the hallmark of life in Britain."

This unfairness isn't inevitable - poverty and inequalities of outcome can be reduced, and life chances improved. In our Equality Outcomes and Mainstreaming Report we are taking cognisance of the greater impact of the pandemic on equality issues, both at national and at local level, and taking action to ensure that inequality is minimised as much as possible for the people of Angus.

3. 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.

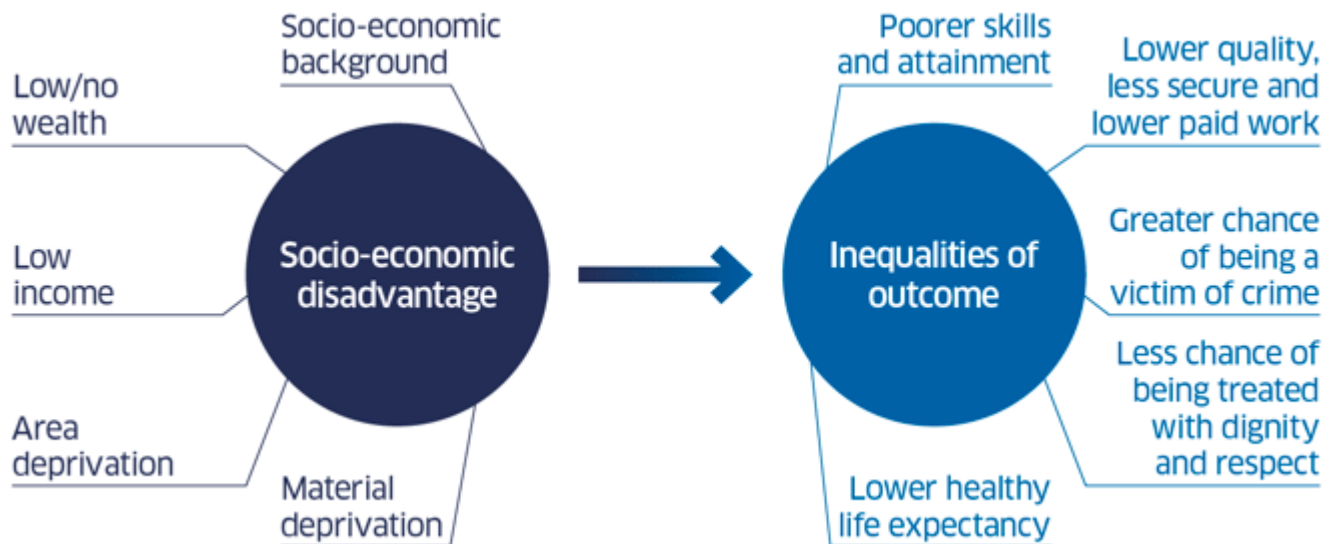
It places a legal responsibility on particular public bodies in Scotland to actively consider ('pay due regard' to) how they can reduce inequalities of outcome caused by socio-economic disadvantage, when making strategic decisions. The main points to note are:

- 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.

In 2021 we introduced joint Equality Impact Assessment/Fairer Scotland Duty Assessments to take cognisance of the requirement to assess our strategies and Plans for socio-economic impacts, and in acknowledgement that equalities and poverty related issues can often be interconnected.

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



Reporting Timeframe

It is a statutory requirement for local authorities every two years to

- Produce refreshed Equalities Mainstreaming Report
- Report progress on the equality outcomes previously set
- 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 2021 separated in identifiable sections in our equality outcomes (Appendix 2).

Additionally, there is a requirement for Licensing Boards to have a mainstreaming report and equality outcomes: these are also encompassed within our local authority ones.

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.

ANGUSalife staff are not included in our monitoring figures, as they are a separate entity and are not subject to the public sector equality duties, although they provide services previously undertaken by the council. ANGUSalife is required, however, to publish their gender pay gap separately on an annual basis, and this information is given to them by Angus Council human resources, as their staff are paid via the council's payroll.

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.

4. Mainstreaming Equality

We have been working to mainstream and integrate equality into the day-to-day working of the council for some years. 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 our business planning and decision-making. In our last equality mainstreaming report we committed to undertaking a review of the EIAs in 2020, which was completed. The council adopted a new joint Equality Impact Assessment/Fairer Scotland Duty Assessment in

January 2021. The council's leadership team undertook the training in January 2021, and it is being rolled out to all authors of the assessments, and elected members. It had been identified in an Audit Scotland Report in 2020 that some EIAs were not as complete as they could have been, and that issue has been addressed with the introduction of the new form, guidance and training. Two Q&A sessions to accompany the e-learning training will take place in April and May 2021.

In addition, the council's leadership team approved equality assessment champions to be nominated from each service area. These volunteers, once all have been identified, will undertake further training to become upskilled in being the first point of contact for EIA/FSD assessments within their own service. This will reduce the current risk of a single point of contact as there is at present, with the council's Senior Practitioner (Equalities) being the sole reviewer of the assessments.

There is also a plan to digitise the process in order to make it quicker and simpler for authors to complete. This will also link in with the review of the committee process which is underway, as many of the EIA/FSD assessments are undertaken for reports going to committee, and the two processes are linked. This review should also be complete in 2021.

Equality Outcomes are results the council aims to achieve in order to further one or more of the need 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 2.

Employee monitoring information in Appendix 3 has been gathered and analysed in comparison to previous years' data and gathered in order to ensure that the workforce reflects the diversity of the local population and demonstrates we do not unlawfully discriminate against any of the protected characteristic groups. This mainstreaming report also contains information regarding our current gender, disability and race pay gaps.

5. Commitment to Equalities

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 from March 2020 can also undertake the joint Equality Impact Assessment/Fairer Scotland Duty Assessment e-learning. Members are, however, aware of the requirement for equality impact assessments, in particular for budget savings' proposals, new policies, and committee reports in order to take these into account for their decision-making.

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 ANGUSalive Trust.

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

6. Equality Outcomes

Our equality outcomes are currently aligned as much as possible to our 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 Index of Multiple Deprivation, Scottish Neighbourhood Statistics, The Census, Fairer Scotland Action Plan, Office of National Statistics, Scottish Government equality statistics, EHRC and other research on the impact of Covid on equalities, Skills Development Scotland reports for Angus, the Citizens' Survey 2019, 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 and other people with disabilities 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
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) Cases of harassment/bullying involving protected characteristics
 - (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) Positive Destinations
 - (ii) Pupil Equity Fund
 - (iii) Exclusions
14. Provide positive, nurturing and inclusive environments to support learning and development:
 - (i) Anti-Bullying
 - (ii) LGBTI issues

Our update on progress is **Appendix 2 - Equality Outcomes**. We will publish any new Equality Outcomes, and report on our progress of existing ones by 30 April 2023. This is subject to the outcome of the Scottish Government's review of the Public Sector Equality Duties.

7. 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, sex, 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.

8. Awareness Raising

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

- Deaf Awareness sessions, delivered again in 2020, and two are scheduled for spring 2021.
- The equalities section in the compulsory e-learning induction course, including equality legislation, which was updated in 2020.
- A bespoke blended equalities and diversity training course was completed in 2020. This course is open to all employees but is compulsory for managers. Compulsory equalities training specifically aimed at elected members was delivered in 2019.
- Social media was used daily during the 16 Days of Action tackling violence against women in 2020
- Hate incidents e-learning being developed in 2021.
- A video on LGBT issues within schools, led by pupils.
- Ongoing Harassment Contacts' training and the Contacts' contribution to the revised Bullying and Harassment at Work policy in 2019.
- Equality events when opportunities arise, and planning and delivering the annual 16 Days of Action events with partners.
- Direct contact with local equality groups, such as chairing the Angus Disability Forum, Angus Women's Aid, WRASAC, migrant workers/refugees through involvement with 'Make It Happen' etc.
- 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 2020-21 regarding the EU Settlement Scheme for our EU colleagues, Holocaust Memorial Day in 2021, etc.
- Equality items appearing in the weekly employee Mini Matters.

9. 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, sex, 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 website and corporate communications as accessible as possible. Members from the council's disability forum have participated in developments.

We will pursue the council's commitment to be digital by default but ensure that there are alternatives for those who are, for whatever reason, unable to use digital means.

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 in collaboration with Deaf links, and link to the British Deaf Association. Our BSL Action Plan was adopted in October 2018, and was due to be updated in October 2020, this requirement for public bodies was postponed due to reasons arising from the pandemic.

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).

10. 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.

Consultation continued through The Angus Citizens' Panel which had 716 members who were asked regularly about a wide range of issues. Members were equality monitored with the aim of making membership as representative of the Angus population as possible. However, due to new GDPR regulations, panel members did not re-join. In 2019 there was a Citizen's Panel undertaken, published in 2020, but in future a new Customer Service Strategy will replace the need for a panel. The use of Community Councils for consultation purposes may be explored in future.

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. We were unable to hold more of these sessions in 2020 due to the pandemic restrictions, but plan to consult this way again in the future.

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

11. 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 Community Plan agreed with the Scottish Government. As many as possible of our equality outcomes are aligned to the priorities within the Community Plan. These priorities are supported by action plans and through these we are collectively addressing the issues that impact on the communities of Angus.

The Council Plan 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.

Over the years since equality Duties were introduced, we have seen significant equality developments in working with our community planning partners, other local authorities and COSLA, for example, regarding the Angus Violence Against Women Partnership, Self Directed Support, the prevention of scamming, the provision of services for Gypsy Travellers, the European Union Settlement Scheme (EUSS), and the work of the Hate Incidents Multi Agency Panel (HIMAP) in Angus. More recently we are collaborating with Dundee City Council regarding jointly procuring a Tayside wide translation & interpretation service, and work jointly on a social enterprise initiative for BSL users producing their own BSL videos.

The pandemic has demonstrated the value of collaborative working especially with our partners in the voluntary sector, health, other councils etc.

12. 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.

The Angus Council Annual Procurement Report 2018/19 and accompanying Procurement Strategy Review 2019/21 were approved by the Council at its meeting on 14 June 2018 (Report 191/18).

The Strategy Review noted that Angus Council has prepared an internal toolkit of procurement equalities guidance, clauses and documents to support Angus Council in meeting both its general equalities duties and its specific procurement equality duty. This is set out in Procurement Guidance Note (PGN 36) "Equalities and Procurement". Whilst this policy guidance has been put in place it is considered that the Council can improve how this is systematically used across all relevant procurement.

Further, an agreed improvement action in the Improvement Plan associated with that strategy review was: *"4. Implement the Co-operative Party's Charter Against Modern Slavery - To take action against Modern Slavery and adopt the standards of the Co-operative Party Charter Against Modern Slavery."* This sought to achieve the outcome of providing assurance that Angus Council is using its procurement activity to enhance the social wellbeing of Angus in furtherance of its sustainable procurement duty (Section 9 of the Procurement Reform (Scotland) Act 2014). The planned timescale for that action was between January and May 2020.

The Covid crisis required suspension of those planned improvements due to extra burdens being placed on the Procurement & Commissioning team, particularly around sustainable supplier support. These ambitions will be revisited in 2021/22 dependent on capacity being identified primarily through reduction of ongoing impact from addressing the Covid crisis.

13. Equality Monitoring for our Workforce

Equality monitoring figures are an integral part of this mainstreaming report and are detailed in **Appendix 3**.

14. Pay Gaps 2021

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 2019 for comparative purposes can be found at https://www.angus.gov.uk/sites/default/files/2019-04/140_app3.pdf

There had been a continued narrowing of our gender pay gap from 2014 to January 2019 for the gender pay gap in LG grades i.e. down from to 6.31% to 4.21% in 2017, and to 2.07% in 2019. In 2021 this has increased slightly to 2.64%. In 2019 there were equal numbers of males and females on the management scale LG 17,

however in 2021 there is one more person in post and the balance has to be tipped one way or the other, and it happens to be that they are female.

Due to budgetary restrictions over several years, the number of staff in post had been falling. In 2021, however, the number of staff has risen from 4,194 in 2019 to 4,479. One reason for this has been the significant expansion in Early Years staff to meet the Scottish Government's objective of extending funded child care provision.

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 2021 is -1.18%, which is wider than the one in 2019 which was -1.05%, i.e. it is slightly more in favour of women. Our LGE (2.64%) and Chief Officer (0.09%) pay gaps are both below 3%, and our SNCT pay gap is only fractionally over, at 3.04%, which does not cause concern.

Two roles commented on in 2019 were Principal Teachers with a 6.09% pay gap, and this has remained fairly static at 6.86% in 2021, and Head Teacher (HT)/Depute HT posts which had a 8.78% pay gap in 2019, but which has narrowed in 2021 to 7.06%. It should be noted that 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.

A degree of caution is also required when looking at the pay gaps. A pay gap of 100% may seem horrendous at first, e.g. for LG 13, but the context is that there is only one person on that grade, and they must be one gender or the other for statistical purposes, which results in the 100% pay gap for that post. The figures are also affected by placings on salary scales, so would differ for someone new in post, and someone who has reached the top of their scale.

Gender Pay Gap as at January 2021

Salary Grade Point	Female	Average Hourly Rate (£)	Male	Average Hourly Rate (£)	Total Count of Employees	Total Average Hourly Rate (£)	% Pay Gap
MODERNAPP	38	£4.67	7	£4.67	45	£4.67	0.00
LG1	26	£7.83	6	£7.69	32	£7.81	-1.80
LG2	24	£8.58	38	£8.50	62	£8.53	-0.93
LG3	166	£9.69	140	£9.65	306	£9.67	-0.47
LG4	610	£10.35	142	£10.37	752	£10.35	0.22
LG5	14	£11.01	46	£11.04	60	£11.03	0.26
LG6	189	£12.08	77	£12.08	266	£12.08	0.00
LG7	560	£13.52	76	£13.63	636	£13.53	0.78
LG8	200	£15.37	68	£16.19	268	£15.58	5.06
LG9	114	£17.47	47	£17.66	161	£17.52	1.09
LG10	246	£19.91	106	£20.04	352	£19.95	0.63
LG10PLUS1	10	£20.93	0	£0.00	10	£20.93	0.00
LG11	8	£22.12	3	£21.88	11	£22.06	-1.08
LG12	80	£23.69	32	£23.97	112	£23.77	1.15
LG12PLUS1	2	£24.67	1	£24.67	3	£24.67	0.00
LG13	0	£0.00	1	£26.57	1	£26.57	100.00
LG14	27	£28.09	20	£28.65	47	£28.33	1.98
LG16	2	£32.67	0	£0.00	2	£32.67	0.00
LG17	12	£37.13	11	£37.25	23	£37.19	0.33
Grand Total	2328	£13.78	821	£14.15	3149	£13.88	2.64

Chief Executive	1	£71.75	0	£0.00	1	£71.75	0.00
Chief Officer (038)	5	£50.01	2	£49.83	7	£49.96	-0.36
Chief Officer (040)	0	£0.00	1	£51.83	1	£51.83	100.0 0
Chief Officer (051)	0	£0.00	1	£62.84	1	£62.84	100.0 0
Grand Total	6	£53.63	4	£53.58	10	£53.61	-0.09

Advisers	5	£30.86	0	£0.00	5	£30.86	0.00
Asst Principal Teacher (Sec)	1	£27.45	1	£27.45	2	£27.45	0.00
Chartered Teacher	16	£29.27	6	£28.41	22	£29.04	-3.04
Common Scale	801	£24.06	194	£23.88	995	£24.03	-0.76
Educational Psychologists Man. Spine	1	£42.69	0	£0.00	1	£42.69	0.00
Head/Dep Head Teacher	81	£36.50	22	£39.27	103	£37.09	7.06
Music Instructors	16	£23.28	2	£20.92	18	£23.02	-11.29
Principal Teacher	121	£30.07	44	£32.29	165	£30.66	6.86
Psychologists	5	£28.74	2	£35.93	7	£30.80	20.00
Senior Teacher (All Schools)	2	£27.45	0	£0.00	2	£27.45	0.00
Grand Total	1049	£25.87	271	£26.68	1320	£26.03	3.04

Grand Total	3383	£17.60	1096	£17.39	4479	£17.55	-1.18
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Disability Pay Gap as at January 2021

From 2017, the number of employees declaring a disability has been:

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

2021

1.36% has a disability
13.17% has no disability
85.44% did not disclose

The percentage of employees declaring a disability has fallen again slightly. It should be noted that the total number of employees in the table below is 590, which is less than the total number of employees for this period (4,479). The reason for this is 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 decreased significantly from 12.3% in 2017, to 13.48% in 2019, to 8.09% in 2021. This is broken down as follows:

LGE staff 3.27%, Chief Officer grades 1.9%, and SNCT 11.91%.

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). Most SNCT staff have not declared a disability – only 4 people out of 97 answering this question and most of the disability pay gaps for SNCT staff are 100%.

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, which was renewed in 2020.

We will undertake a staff survey in 2021 to discover what the perceived barriers are for staff in declaring any of their protected characteristics and look to address these issues where possible. It is only by having more

data that we can really have a complete picture of our disability pay gap. We will also continue to ensure we have robust policies in place and appropriate training for managers.

Salary Grade Point	Not Disabled	Average Hourly Rate (£)	Disabled	Average Hourly Rate (£)	Total Count	Total Average Hourly Rate (£)	% Pay Gap
MODERNAPP	1	£4.67	0	£0.00	1	£4.67	100.00
LG1	0	£0.00	2	£7.84	2	£7.84	0.00
LG2	6	£8.56	3	£8.68	9	£8.60	-1.44
LG3	43	£9.69	5	£9.90	48	£9.71	-2.20
LG4	85	£10.37	8	£10.45	93	£10.38	-0.80
LG5	6	£11.01	1	£11.12	7	£11.03	-1.00
LG6	43	£12.02	7	£12.20	50	£12.04	-1.51
LG7	79	£13.61	6	£14.05	85	£13.64	-3.23
LG8	55	£15.43	7	£15.90	62	£15.48	-3.04
LG9	37	£17.53	4	£17.45	41	£17.52	0.47
LG10	76	£20.00	6	£20.32	82	£20.02	-1.60
LG10PLUS1	4	£20.93	0	£0.00	4	£20.93	100.00
LG11	1	£22.20	0	£0.00	1	£22.20	100.00
LG12	36	£23.89	3	£24.30	39	£23.92	-1.73
LG12PLUS1	1	£24.67	0	£0.00	1	£24.67	100.00
LG13	0	£0.00	1	£26.57	1	£26.57	0.00
LG14	14	£28.46	3	£27.92	17	£28.37	1.92
LG17	7	£37.01	0	£0.00	7	£37.01	100.00
Total	494	£15.54	56	£15.03	550	£15.49	3.27

Chief Officer (038)	2	£50.28	1	£49.83	3	£50.13	0.89
Chief Officer (040)	1	£51.83	0	£0.00	1	£51.83	100.00
Total	3	£50.79	1	£49.83	4	£50.55	1.90

Advisers	1	£30.86	0	£0.00	1	£30.86	100.00
Chartered Teacher	1	£30.86	0	£0.00	1	£30.86	100.00
Common Scale	56	£24.74	4	£24.49	60	£24.72	1.02
Head/Dep Head Teacher	15	£36.64	0	£0.00	15	£36.64	100.00
Music Instructors	2	£23.28	0	£0.00	2	£23.28	100.00
Principal Teacher	16	£29.37	0	£0.00	16	£29.37	100.00
Psychologists	2	£35.93	0	£0.00	2	£35.93	100.00
Total	93	£27.80	4	£24.49	97	£27.66	11.91

Grand Total	590	17.652	61	16.223	651	17.5182	8.0915
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Race Pay Gap as at January 2021

Race

In 2017 and 2019 we measured the number of employees disclosing they were white British with other minority ethnic groups. The 2021 figures in comparison are below. It should be noted that the total number of employees in the tables below is 2,505, which is less than the total number of employees employed (4,479). 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% were white British
1.09% were from a minority ethnic group
35% did not disclose an ethnicity

2021

55.92% are white British
1.18% are from a minority ethnic group
42.88% did not disclose an ethnicity

Our overall average percentage pay gap for race is -7.43% in 2021. This is an increase in the pay gap from a -4.58% pay gap in 2019, and one which is further in favour of minority ethnic employees.

The breakdown for the 2021 race pay gap is as follows:
LGE staff -12.89%, Chief Officer grades 100%, and SNCT 2.19%

We will continue to ensure we have robust policies and processes in place and appropriate recruitment and equalities training for managers. We will also review our recruitment practices with a race lens, as part of our commitment to the Scottish Government's race equality initiative.

Salary Grade Point	Group1 (White - British)	Average Hourly Rate (£)	Group2 (Minority Groups)	Average Hourly Rate (£)	Total Count	Total Average Hourly Rate (£)	% Pay Gap
LG1	21	£7.84	0	£0.00	21	£7.84	100.00
LG2	39	£8.66	0	£0.00	39	£8.66	100.00
LG3	167	£9.85	2	£9.90	169	£9.85	-0.53
LG4	364	£10.45	4	£10.30	368	£10.44	1.38
LG5	43	£11.08	0	£0.00	43	£11.08	100.00
LG6	185	£12.20	3	£11.91	188	£12.19	2.38
LG7	412	£13.78	8	£13.53	420	£13.77	1.82
LG8	183	£15.83	5	£15.58	188	£15.82	1.56
LG9	126	£17.57	3	£17.60	129	£17.57	-0.14
LG10	207	£20.20	11	£20.03	218	£20.19	0.84
LG10PLUS1	7	£20.93	0	£0.00	7	£20.93	100.00
LG11	10	£22.04	0	£0.00	10	£22.04	100.00

LG12	90	£23.85	2	£23.60	92	£23.85	1.08
LG12PLUS1	2	£24.67	0	£0.00	2	£24.67	100.00
LG13	1	£26.57	0	£0.00	1	£26.57	100.00
LG14	39	£28.33	2	£29.03	41	£28.37	-2.46
LG16	2	£32.67	0	£0.00	2	£32.67	100.00
LG17	17	£37.11	0	£0.00	17	£37.11	100.00
Total	1915	£14.64	40	£16.53	1955	£14.68	-12.89

Chief Officer (038)	6	£49.98	0	£0.00	6	£49.98	100.00
Chief Officer (040)	1	£51.83	0	£0.00	1	£51.83	100.00
Chief Officer (051)	1	£62.84	0	£0.00	1	£62.84	100.00
Total	8	£51.82	0	£0.00	8	£51.82	100.00

Advisers	3	£30.86	0	£0.00	3	£30.86	100.00
Asst Principal Teacher (Sec)	1	£27.45	1	£27.45	2	£27.45	0.00
Chartered Teacher	18	£29.08	0	£0.00	18	£29.08	100.00
Common Scale	353	£25.13	10	£24.62	363	£25.12	2.02
Educational Psychologists Man. Spine	1	£42.69	0	£0.00	1	£42.69	100.00
Head/Dep Head Teacher	81	£37.35	1	£54.96	82	£37.56	-47.16
Music Instructors	9	£23.28	0	£0.00	9	£23.28	100.00
Principal Teacher	112	£30.64	1	£28.58	113	£30.62	6.73
Psychologists	2	£35.93	0	£0.00	2	£35.93	100.00
Senior Teacher (All Schools)	2	£27.45	0	£0.00	2	£27.45	100.00
Total	582	£28.09	13	£27.48	595	£28.08	2.19

Grand Total	2505	£17.89	53	£19.22	2558	£17.91	-7.43
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15. 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 2021

In comparison to 2017 and 2019 figures, the percentage of males employed in the lower LG grades has decreased again, up to LG2. For LG3 and LG4 the percentage of males on these grades has increased, but has decreased on the higher grades of LG7, 8 and 9. On LG11, there was a significant increase in the percentage of males from 13.33% in 2019 to 27.27% in 2021. However, males on the higher grades of LG12, 14 and 17, decreased. One employee on LG13 resulted in that grade remaining 100% male. The numbers on some grades are so low that little inference can be drawn from them. There is a LG16 grade which was not present in 2019, and there are 2 employees (female) on this grade. There has been an increase in the overall number of LGE employees in the council from 2,885 in 2019 to 3,149 in 2021.

Chief Officers are the highest paid employees and they are on half the number of CO grades there were previously – the number of CO grades dropped to 5 in 2019. What we can see is that there is a 40%-60% split

on these grades with the higher number being female (i.e. 6 females and 4 males). This equates to a decrease of the percentage of males on chief officer grades from 51.61% in 2017 to 54.55% in 2019, to 40% in 2021.

At January 2021 the majority (79.47%) of SNCT employees are female, almost the same as in 2017 (80.25%), and in 2019 ((79.2%). There has been an increase in the total number employed on SNCT from 1266 in 2017 to 1298 in 2019, and 1,320 in 2021. There has been a decrease of chartered teachers from 24 in 2019 to 22 in 2021, but a further increase in the percentage who are male (19.35% in 2017 to 25% in 2019, to 27.27% in 2021). At the highest end of the scale, the number of Head/Depute Head teachers has increased slightly from 100 in 2019 to 103 in 2021, with a slight decrease in the percentage who are male: 23% in 2019 to 22% in 2021. The majority of SNCT employees within every grade / role are also female, and numbers of females have increased for each grade, except for the common teacher scale, as more females are in more senior teaching positions in 2021. Overall, for these SNCT grades, there has been little overall percentage gender change over the last four years (19.75% were male in 2017, 20.8% were male in 2019, and 20.53% are male in 2021).

There is a far greater percentage of women in our workforce as a whole (75.82% in 2017, 74.8% in 2019 and 75.53% in 2021), and 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 Grade as at January 2021

Salary Grade Point	Grand Total	Female	% of Females	Male	% of Males
MODERNAPP	45	38	84.44	7	15.56
LG1	32	26	81.25	6	18.75
LG2	62	24	38.71	38	61.29
LG3	306	166	54.25	140	45.75
LG4	752	610	81.12	142	18.88
LG5	60	14	23.33	46	76.67
LG6	266	189	71.05	77	28.95
LG7	636	560	88.05	76	11.95
LG8	268	200	74.63	68	25.37
LG9	161	114	70.81	47	29.19
LG10	352	246	69.89	106	30.11
LG10PLUS1	10	10	100.00	0	0.00
LG11	11	8	72.73	3	27.27
LG12	112	80	71.43	32	28.57
LG12PLUS1	3	2	66.67	1	33.33
LG13	1		0.00	1	100.00
LG14	47	27	57.45	20	42.55
LG16	2	2	100.00	0	0.00
LG17	23	12	52.17	11	47.83
Total	3149	2328	73.93	821	26.07

Chief Executive	1	1	100.00	0	0.00
Chief Officer (038)	7	5	71.43	2	28.57
Chief Officer (040)	1	0	0.00	1	100.00
Chief Officer (051)	1	0	0.00	1	100.00
Total	10	6	60.00	4	40.00

Advisers	5	5	100.00	0	0.00
Asst Principal Teacher (Sec)	2	1	50.00	1	50.00
Chartered Teacher	22	16	72.73	6	27.27

Common Scale	995	801	80.50	194	19.50
Educational Psychologists Man. Spine	1	1	100.00	0	0.00
Head/Dep Head Teacher	103	81	78.64	22	21.36
Music Instructors	18	16	88.89	2	11.11
Principal Teacher	165	121	73.33	44	26.67
Psychologists	7	5	71.43	2	28.57
Senior Teacher (All Schools)	2	2	100.00	0	0.00
Total	1320	1049	79.47	271	20.53
Grand Total	4479	3383	75.53	1096	24.47

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, and senior managerial posts from 2014 and specialist job families since 2017. There has also been a slight decrease of percentage males in care/support to people, and teaching posts.

The percentage of males in administrative posts has increased from 6.81% in 2017 to 8.29% in 2019, and to 9.72% in 2021. However in more traditionally predominantly male occupations there have also been increases in the percentage of males, such as in operative posts (82.44% in 2019, to 85.29% in 2021), and in technical posts from 54.13% in 2017 to 61.05% in 2019, and to 62.5% in 2021.

Occupational Segregation - Gender Analysis by Job Family as at January 2021

Job Family	Grand Total	Female	Male	Female %	Male %
Administrative	432	390	42	90.28	9.72
Care/Support to People	1432	1325	107	92.53	7.47
Managerial	176	112	64	63.64	36.36
Operative	409	61	348	14.91	85.09
Professional	416	308	108	74.04	25.96
Senior Managerial	35	19	16	54.29	45.71
Specialist	98	65	33	66.33	33.67
Teaching	1305	1037	268	79.46	20.54
Technical	176	66	110	37.50	62.50
Grand Total	4479	3383	1096	75.53	24.47

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 2021

Included below are those posts of which 57% or more are occupied by one gender.

Numbers of posts overall have increased but generally speaking, this has not resulted in significant change in the percentage males, in the workforce. For some posts in this table, 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 very similar as two years ago, demonstrating that there has not been a huge shift in most posts predominantly occupied by one gender or another.

However, there are some points to highlight:

Modern Apprentice (MA) posts are included, which allows us to see what is happening with occupational segregation in the young workforce. In 2019 100% of the 17 posts for those MAs for early years were occupied by females, despite efforts to encourage both genders. In 2021 there are now two male Modern Apprentices working in Early Years. There has also been an increase in the number of males in predominantly female occupied administrative posts. Looking at one post type of LG3 Clerical Officer, the number of these posts fell from 175 in 2019 to 115 in 2021, but the percentage of males in these posts increased from 6.86% to 7.83% respectively.

It is no mistake that for the first time Head Teachers (HT) at Secondary Schools do not appear in this chart. In 2014 when these figures were first recorded, there were no females in these HT posts. In 2021, there is an even split between females and males in these posts (4 and 5 in number).

In 2019 there were 74 Social Worker posts, with 90.54% female and 9.46% male occupancy. In 2021 the number of posts increased to 100, but the percentage males in those posts rose to 12%, as compared to 88% occupied by females.

Please note that there are posts of Early Years Practitioners on LG8, as well as on LG7. These LG8 posts are ones which were moved from these posts to Senior Early Years Practitioners posts, also graded LG8, but due to a technical fault they were not picked up with the new job title. This is in the process of being rectified.

In conclusion, there has been some progress made towards addressing occupational segregation, but there are still some posts which remain totally male, such as in gardening posts and kerbside collections (all 100% male), and some which are totally female, such as Snr Early Years Practitioner, Home Care Assessor and Principal Primary School Teacher (all 100% female), and demonstrate that there is still work to be done to try and address occupational segregation imbalance.

Occupational Segregation - Posts Predominantly Occupied by Females or Males as at January 2021

Grade	Job Title	Female	%	Male	%	Grand Total
MODERNAPP	Modern Apprentice - Early Years	23	92.00	2	8.00	25
MODERNAPP	Modern Apprentice	9	64.29	5	35.71	14
LG1	Domestic Assistant	21	91.30	2	8.70	23
LG1	Toilet Attendant	5	71.43	2	28.57	7
LG2	Cook 1	6	75.00	2	25.00	8
LG2	Clerical Assistant	2	66.67	1	33.33	3

LG2	Community Meals Delivery Driver	10	41.67	14	58.33	24
LG2	Caretaker	1	14.29	6	85.71	7
LG3	Clerical Officer	106	92.17	9	7.83	115
LG3	Business Support Assistant - Level 1	22	88.00	3	12.00	25
LG3	Access Support Worker	3	75.00	1	25.00	4
LG3	Cook 2	2	66.67	1	33.33	3
LG3	Driver/Attendant	2	16.67	10	83.33	12
LG3	Waste Recycling Operative	3	16.67	15	83.33	18
LG3	Environmental Services Operative	1	12.50	7	87.50	8
LG3	Waste Operative	2	2.60	75	97.40	77
LG4	Early Years Assistant	89	97.80	2	2.20	91
LG4	Senior Clerical Officer	65	97.01	2	2.99	67
LG4	School & Pupil Support Assistant	340	96.05	14	3.95	354
LG4	Business Support Assistant - Level 2	54	94.74	3	5.26	57
LG4	ACCESSLine Operator	12	80.00	3	20.00	15
LG4	Social Care Worker	19	79.17	5	20.83	24
LG4	Technical Assistant	3	75.00	1	25.00	4
LG4	Incomes Assistant	2	66.67	1	33.33	3
LG4	Waste Recycling Operative/Driver	1	33.33	2	66.67	3
LG4	Community Housing Assistant	2	25.00	6	75.00	8
LG4	Driver/Plant Operative	1	5.00	19	95.00	20
LG4	Driver 2	0	0.00	9	100.00	9
LG4	Gardener 2	0	0.00	40	100.00	40
LG4	Kerbside Collector/Driver	0	0.00	13	100.00	13
LG5	Welfare Rights Assistant	6	85.71	1	14.29	7
LG5	Gardener 3	0	0.00	12	100.00	12
LG5	Refuse Driver	0	0.00	27	100.00	27
LG6	Business Support Officer	12	92.31	1	7.69	13
LG6	Administrative Assistant	10	90.91	1	9.09	11
LG6	Social Care Officer	68	88.31	9	11.69	77
LG6	Accounting Technician	6	85.71	1	14.29	7
LG6	Council Tax & Benefits Assistant	24	85.71	4	14.29	28
LG6	Communities Assistant	3	75.00	1	25.00	4
LG6	Housing Officer (Community Housing)	8	66.67	4	33.33	12
LG6	Parks Services Officer	1	25.00	3	75.00	4
LG6	Waste Management Inspector	1	25.00	3	75.00	4
LG6	Community Enforcement Warden	2	18.18	9	81.82	11
LG6	School Technician	1	11.11	8	88.89	9
LG6	Chargehand Gardener	0	0.00	19	100.00	19
LG7	Early Years Practitioner	234	99.15	2	0.85	236
LG7	Family Support Worker	35	94.59	2	5.41	37
LG7	Social Care Officer	233	93.57	16	6.43	249
LG7	Support Worker	19	90.48	2	9.52	21
LG7	Administrative Officer	3	75.00	1	25.00	4
LG7	Day Centre Officer	2	66.67	1	33.33	3
LG7	Inclusion Support Worker	2	66.67	1	33.33	3
LG7	Communities Assistant	9	64.29	5	35.71	14

LG7	Applications Officer	1	33.33	2	66.67	3
LG7	IT Service Officer	2	28.57	5	71.43	7
LG7	Senior School Technician	1	12.50	7	87.50	8
LG8	Early Years Practitioner	17	100.00	0	0.00	17
LG8	Home Care Assessor	16	100.00	0	0.00	16
LG8	Senior Early Years Practitioner	49	100.00	0	0.00	49
LG8	Family Nurture Support Worker	12	92.31	1	7.69	13
LG8	Rent Officer	5	83.33	1	16.67	6
LG8	Com. Investigations & Resolution Officer	4	80.00	1	20.00	5
LG8	Service Development Officer	7	77.78	2	22.22	9
LG8	Housing Officer	32	74.42	11	25.58	43
LG8	Care Co-ordinator	2	66.67	1	33.33	3
LG8	Paralegal	2	66.67	1	33.33	3
LG8	Quantity Surveyor Technician	1	33.33	2	66.67	3
LG8	Technician	1	33.33	2	66.67	3
LG8	Architectural Technician	1	11.11	8	88.89	9
LG9	Senior Social Care Officer	46	90.20	5	9.80	51
LG9	Welfare Rights Officer	6	85.71	1	14.29	7
LG9	Committee Officer	3	75.00	1	25.00	4
LG9	School Business Manager	6	75.00	2	25.00	8
LG9	Communities Officer	16	72.73	6	27.27	22
LG9	Rehabilitation Assistant	2	66.67	1	33.33	3
LG10	Occupational Therapist	13	92.86	1	7.14	14
LG10	Care Manager	38	90.48	4	9.52	42
LG10	Social Worker	88	88.00	12	12.00	100
LG10	Resource Worker	13	86.67	2	13.33	15
LG10	Organisational Development Facilitator	4	80.00	1	20.00	5
LG10	Case Manager	5	71.43	2	28.57	7
LG10	Communications Officer	2	66.67	1	33.33	3
LG10	Environmental Health Officer	8	66.67	4	33.33	12
LG10	Solicitor	6	66.67	3	33.33	9
LG10	Planning Officer	5	41.67	7	58.33	12
LG10	Housing Policy Officer	4	40.00	6	60.00	10
LG10	Architect	1	33.33	2	66.67	3
LG10	Council Tax & Benefits Manager	1	33.33	2	66.67	3
LG10	Traffic Engineer	1	33.33	2	66.67	3
LG10	IT Project Manager	1	25.00	3	75.00	4
LG10	Performance Analyst	1	25.00	3	75.00	4
LG12	Senior Practitioner	15	83.33	3	16.67	18
LG12	Team Leader	52	65.00	28	35.00	80
LG14	Manager	25	58.14	18	41.86	43
Chief Officer (038)	Director	5	71.43	2	28.57	7
Chartered Teacher	Teacher (ASN)	3	75.00	1	25.00	4
Chartered Teacher	Teacher (Primary)	3	75.00	1	25.00	4
Chartered Teacher	Teacher (Secondary Subject)	7	63.64	4	36.36	11

Common Scale	Trainee Teacher (Primary)	25	96.15	1	3.85	26
Common Scale	Teacher (Primary)	430	92.67	34	7.33	464
Common Scale	Meeting Needs Network Teacher	8	88.89	1	11.11	9
Common Scale	Trainee Teacher (Secondary Subject)	18	85.71	6	28.57	21
Common Scale	Teacher of ASN/Support for Learning	72	82.76	15	17.24	87
Common Scale	Teacher (Secondary Subject)	248	64.42	137	35.58	385
Head/Dep Head Teacher	Depute Head Teacher (Primary)	22	88.00	3	12.00	25
Head/Dep Head Teacher	Head Teacher (Primary)	36	85.71	6	14.29	42
Head/Dep Head Teacher	Depute Head Teacher (Secondary)	15	71.43	6	28.57	21
Music Instructors	Music Instructors	16	88.89	2	11.11	18
Principal Teacher	Principal Teacher (Primary)	32	100.00	0	0.00	32
Principal Teacher	Principal Teacher (ASN/Support for Learning/Support)	58	80.56	14	19.44	72
Psychologists	Educational Psychologist	4	66.67	2	33.33	6

16. Bullying in Schools – Further Information

In addition to the progress reported on in our equality outcomes (Appendix 2), the following is a table expanding the information provided regarding bullying in schools on pages 34--35 of Appendix 2:

We have a clear focus on reducing the number of bullying incidents in our schools. These have been measured since 2013/14 and show bullying has decreased significantly at both primary and secondary school levels during that period. In primary school in 2013/14 there were 148 incidents of bullying by characteristic and 148 by behaviours. These decreased to 45 by characteristic and 68 by behaviours respectively by 2019/20. There were 8 incidents in 13/14 attributed to bullying on race grounds, and (despite a peak of 11 of these in 2018/19), this dropped to 1 by 2019/20.

In primary schools, despite the rise in technology, there has not been a rise in on-line bullying – in 2013/14 there were 2, likewise in 2019/20.

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
2018/2019	11	0	2	36	49
2019/2020	1	0	0	44	45

Table 12 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
2018/2019	35	21	0	11	67
2019/2020	23	29	2	14	68

In secondary schools, there was a rise in incidents of bullying in 2016/17 to 144 compared with 151 in 2013/14, however the total number of incidents of bullying had dropped to 65 by 2019/20 which is the second lowest since 2013/14. The number of incidents by behaviour also increased in 2016/17 to 185, but had dropped to 82 in 2019/20, which is also the second lowest number since 2013/14.

There were 17 incidents attributed to race in 2013/14, which, despite a peak of 40 in 2016/17, had fallen to 7 by 2019/20. Incidents relating to sexual orientation, however, are the highest by characteristic, and higher in 2019/20 (11 incidents) compared to 2013/14 (9).

It is interesting to note is that on-line bullying has not increased for the older pupils either. These were at a peak in 2013/14, but have dropped since then, to 7 in 2019/20. It is also worth noting the ThinkB4Utype youth led campaign, where Angus was the first local authority to work in partnership with NSPCC and RespectMe to raise awareness of and address online bullying issues. The Angus campaign led to a national resource being developed for use by other local authorities.

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
2018/2019	21	0	7	25	53
2019/2020	7	0	11	47	65

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
2018/2019	47	12	2	12	73
2019/2020	41	18	7	16	82

***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**

17. Equality Developments – Selection of Achievements/Developments

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

Poverty

(i) Poverty is endemic today in most aspects of life – education, health, housing, crime etc. – and is increasing. The impact of the Covid pandemic has exacerbated this problem for a wide range of people. The council therefore places a great emphasis on tackling this issue, especially for children. Drivers of Poverty Evidence suggests that there are three main drivers of poverty in Scotland: income from employment; income from social security and benefits in kind; and costs of living. These three drivers form the basis of the Scottish Government's Child Poverty Delivery Plan 2018–2022. Both local and national action to address these drivers are necessary to meet the 2030 targets to reduce child poverty in Scotland laid out in the Child Poverty (Scotland) Act 2017. We refer to these drivers of poverty throughout our local actions. The council's renewed Angus Joint Child Poverty Local Action Plan can be found here:

https://www.angus.gov.uk/sites/default/files/2019-05/148_App2.pdf

(ii) The council is also addressing food poverty by encouraging communities to grow their own. Details of this initiative can be found here: https://www.angus.gov.uk/sites/default/files/2021-03/103_App1.pdf

(iii) Various initiatives have been/are being taken, such as: families being able to access food at reduced cost at the Angus social supermarket; the impact of the Tay Cities Deal bringing employment and investment to the area, housing initiatives to tackle homelessness, increase affordable housing and have warmer homes; the IT devices obtained for those on low incomes; the cost of the school day being linked to the Child Poverty Action Group (CPAG); maximising income via our welfare rights team, and so on – details can be found here: https://www.angus.gov.uk/community_empowerment/planning_for_the_future/planning_for_the_future_of_angus/delivery_on_key_priorities/reducing_child_poverty?page_id=919

Gender

(i) The Glen Isla project is a successful initiative supporting vulnerable women, and has been expanded as a result to include the Glen Clova project, the purpose of which is to provide an enhanced support and co-ordination service for our most vulnerable women, including women in the following situations: -

- By reason of their behaviour, are at risk of entering the justice system
- Have a history of poor/non-engagement with services
- Are pregnant
- Have support needs in respect of parenting likely to result in an adverse impact on their children
- Are aged 16-21 and require additional support

Women who have had traumatic life experiences are more likely to experience mental health crises, substance misuse, relationship and accommodation difficulties which can significantly affect them and their communities. The ethos of the Glen Clova Project is to work in a trauma informed way to reduce the impact of these factors and support the women to make safe choices.

The Project currently supports 36 women (February 2021) with a range of practical issues, such as budgeting, keeping safe, parenting and coping with substance misuse.

A high level of women voluntarily engage with the project. The work undertaken is different for every woman, with some accessing short-term assistance and advice and others requiring substantially longer-term engagement. Women with varied support requirements may need intensive and repeated supports, there may be personal achievements and progress one month but a lapse or relapse the following month. The Project accepts repeat referrals and will positively engage with women as frequently, and for as long as, they require support.

It is difficult to 'measure' success or progress definitively, however by ensuring women have their health needs met and are receiving the right level of support for alcohol/drug issues, we can ensure that resources are accessed and utilised to their full potential thus reducing the need for expensive, longer term crisis intervention. Early intervention is not only financially beneficial it is significantly more person focused and sustainable.

(ii) At the beginning of the Covid 19 pandemic, it was recognised that with a high percentage of staff working from home, there was an increased risk of some being subjected to gender based violence. New Guidance was drawn up and implemented, and was subsequently shared with COSLA and equality colleagues across local authorities, who wanted to adopt it/share with their Community Planning Partners for them to adopt. COSLA's response was to send it to their staff and elected members, saying great leadership from Angus; and the national co-ordinator for violence against women said it was 'fantastic guidance' and wanted to share with other Violence Against Women leads for them to adopt.

BSL/Gender

As a result of the activity during 16 Days of Action to tackle violence against women and girls held during 2020, we received feedback that women BSL users were unaware of what rape is, and several women discovered that it had happened to them. As a result, Angus Council commissioned a BSL information video about rape with the involvement of the Women's Rape and Sexual Assault Centre and Deaf Links, and launched it during the 16 Days of Action. We received positive feedback from the BSL community that it was a valuable and powerful initiative, and we have been approached for it to be used on a national basis by the British Deaf Association.

Adult Learners

Community learning and development (CLD) has a powerful impact on the lives of learners and communities, supporting them to identify and work towards change. Whether that change takes place in an individual's life, helps to create a resilient and enterprising community or contributes to better public services in a changing landscape, Scotland has a need for successful learners, confident individuals, responsible citizens and effective contributors working together to build a shared future.

The covid-19 pandemic brought immense challenges for the work that the CLD sector delivers. The enforced lockdown and measures for reduced contact have meant that the reach with learners was impacted as our important face to face and small group work approach was affected. The sector is, however, well known for its' ingenuity and creative solutions, and workers mobilised themselves in other ways to deliver their core work, for example: the team offered online meditation sessions twice a week, online food and health sessions once a week, online cooking sessions once a week, and family learning sessions once a week. An existing community café run by volunteers and supported by the Communities Team was able to re-open at the local cricket club premises and provided face-to-face support to our most vulnerable learners, including ensuring that they were connected through the Connecting Scotland project. This involved new learning, knowledge and skills for staff and volunteers which, in turn, helped to improve their own health and wellbeing.

Case Study

Adult Achievement Awards during Lockdown

During lockdown the Brechin and Montrose Communities Team have managed to support 3 learners to achieve their Adult Achievement Award and have two learners currently working on them. The three who have completed the award initially started working on them in a group setting. Since the need for social distancing the award has been carried out through phone calls with the worker. None of the learners had the equipment or IT skills to enable them to communicate with the worker virtually.

The worker has found the experience of doing the AAA during lockdown incredibly positive. Stating they found the learners more forthcoming with information over the phone compared with face to face. The learners also gave more detailed answers and this had enhanced the relationship with the worker, allowing more insight into their life and experience. The award was split into "bites", a couple of questions at a time, allowing learners time to think about them. The learner's answers were scribed for them and the learners were given time to reflect on what they had said and alter it as they wished. Those that have completed the award have been delighted with their achievement and it has been a high spot in a very difficult year.

MB was one of the learners who took part in the award. She is a nervous person and has suffered with her mental health as a result of several bereavements. She was initially a little daunted about starting the award as she was left with little confidence in her abilities after school. She felt she got flustered and a little panicky when she was working through the award in the same room as other people. Working through the award over the phone made it easier to talk about herself. The confidence she has gained has enabled her to look towards other challenges and she is now working on her digital skills.

Health and Wellbeing

One of the commitments given by the council is that it will provide employees with a healthy and safe working environment that promotes wellbeing. A key element of this commitment is the protection and promotion of employees' mental health and wellbeing. The impact of Covid 19 on the mental health of many people – young and old – is well recognised. The council started a Yammer Personal Resilience and Wellbeing Group for staff which includes uplifting messages, taking part in meditation classes on-line, sharing support etc. There was a health and wellbeing day in November 2020 which was open to all staff which included seated exercises, controlling pain through hypnotherapy, music, and a session on permission to be happy. These initiatives have been very well received and since then there have been other ad hoc sessions on 'Wellbeing Wednesdays' covering wellbeing topics.

A joint collaboration between NHS Tayside and Angus, Dundee and Perth & Kinross councils led to the creation of a strategy for a lifelong approach to mental health called 'Living Life Well', a new Tayside-wide strategy to improve mental health and learning disability services. It can be found here: www.livinglifewelltayside.scot.nhs.uk

Disability

(i) Members of the council led Disability Forum participated in consultation for the Arbroath Spaces For All initiative. Many ideas came from those participating, such as the consultants taking cognisance of the problems with electric vehicles being quiet if crossing roads with a Guide Dog, along with cycles on cycle paths ways if they are shared with people with disabilities. Also raised were the problems at crossings for hearing impaired people as many crossings have had the 'green man' removed, and there is only a noise alert to stop crossing, which is also at the wrong pitch for those with hearing impairments. Both members of the forum and the council's consultants found the experience invaluable.

(ii) In October 2020, the Angus Health and Social Care Partnership produced a Physical Disabilities Priority Improvement Plan 2021 – 2024 to address health inequalities

Health inequalities are preventable and lead to unjust differences in people's health. This can be across a community or between specific groups within a community. They do not happen by chance. Health inequalities have a very real impact on people in Angus: for example, in the most deprived areas of the county, men can live approximately nine years less and women three years less, than those living in the least deprived areas.

The Strategic Commissioning Plan 2019-2022 sets out Angus Health and Social Care Partnership's vision and priorities. It is built on the belief that everyone has the right to live a long and healthy life and be supported to live at home when it is safe to do so. The Angus Care Model is about shifting the balance of care so that more people are supported in the community and can maintain their independence for longer. In practice this means that communities have teams of health and social care professionals, working together, to make sure people get the support and care they need to stay at home.

There is no data available in relation to health inequalities and people living in Angus with a physical disability. A survey provided little feedback about this specific area. As part of the Improvement Plan,

targeted community engagement will take place with people living in Angus who have a physical disability and relevant health professionals to ascertain the health inequality priorities.

Co-ordinated, consistent and effective access to health services for people with a physical disability will be one of the priority improvement areas to be progressed in order to remove barriers and inequality in people accessing the services they need.

Age

(i) The main impact on age over the last year has most likely been due to covid19. The Office of National Statistics produced information on a survey undertaken April – May 2020 which showed that the youngest (16-29 years) and the oldest (80+ years), were the least worried about COVID-19. While similar proportions of people across all age groups were concerned about the impact the coronavirus was having on their ability to make plans, personal travel plans and life events such as weddings and funerals, there were some differences in the concerns of older people compared with younger age groups.

Of those who said they were worried about the effect the coronavirus was having on their lives, older people were more likely to say their access to groceries, medication and essentials had been affected than younger age groups, and the lack of access to family members/isolation were also issues for the over 80s. Younger groups were more likely to say their finances/income were badly hit and their wellbeing was negatively impacted upon. Full details are here:

<https://www.ons.gov.uk/peoplepopulationandcommunity/birthsdeathsandmarriages/ageing/articles/coronavirusandthesocialimpactsonolderpeopleingreatbritain/3aprilto10may2020#understanding-the-impact-on-different-age-groups>

(ii) During the pandemic, Angus Council and our partners provided support to all those requesting help with volunteers delivering food boxes, walking dogs, collecting prescriptions, driving people to medical appointments, and providing telephone befriending. It was through a collaborative, partnership effort that Tayside Cares was, and continues to be, successful. The website provides information on benefits advice, and where to find help for a variety of issues, such as mental health, schools, test and protect, and vaccinations.

Younger People

(i) The council is working in partnership with Dundee and Perth & Kinross councils, and NHS Tayside, and A Tayside Plan for Children, Young People and Families is in place 2017 - 2020 (extended to March 2021) which sets out our plans to achieve the ambition that:

“Our children and young people will have the best start in life and Tayside will be the best place in Scotland to grow up”

As an Integrated Children’s Services Partnership in Angus, we are committed to putting the needs and rights of children, young people and families at the centre of everything we do. We are taking steps to ensure that children enjoy their rights, as set out in the United Nations Convention on the Rights of the Child (UNCRC). These include: implementing the UNCRC as it comes into Scots law; adopting an action plan to help children and young people experience their rights; using the Child Rights and Wellbeing Impact Assessment (CRWIA) to ensure that our policies and legislation protect and promote the rights and wellbeing of children and young people; and reporting on our progress to parliament

(ii) A consultation with young people took place in 2018 seeking views about best methods of engagement with them. This survey had a positive response with 38 young people who told us what would work for them, and this has been taken on board e.g. reviewing language used with them etc.

We developed the My Views app as a tool to help young people amplify their voices. Two young people sat on the project board with Angus Council’s Digital Enablement Team and Children’s Service. We developed and tested the app in partnership with staff and young people throughout 2019. The app allows care

experienced young people to share their views with professionals in a way and at a time that suits them. We launched the My Views app in April 2020 as one of many options for children and young people to get their views heard, ensuring they influence decision-making that impacts on them directly, in line with Article 12, which is about respect for the views of the child and making sure that view is given due weight.

Race

(i) In June 2020, elected members backed a motion to support Black Lives Matter. Some work then followed with Angus South MSYP Daniella Dampney regarding the investigation of street names in Angus which were associated with the slave trade, if any, and if there were any statues to celebrate plantation owners etc. There were not any statues of that nature, and Daniella was supplied with a list of street names in Angus to investigate.

(ii) Many of our staff and their families responded to the urgent call for translators for a wide range of languages during a significant outbreak of Covid-19 at a Tayside factory where approximately 20 languages were spoken. The translation of guidance/instruction cards at test centres were needed immediately and by working jointly with Dundee City Council and NHS Tayside, this was achieved.

(iii) As a result of Brexit and the ending of the free movement of labour, the council has been working with COSLA and the Home Office to keep employees up-to-date with information around applying for EUSS for themselves, and supporting, in particular, vulnerable people in Angus, to apply for EU settled status by issuing guidance, and publicising dates of information roadshows – held face to face initially, then virtually.

Lesbian, Gay, Bisexual, Transgender Plus (LGBT+)

(i) In 2020, the Revels Group in Arbroath received some funding from the council's equality group to create a book about coming out, by having some visiting specialists join them. This didn't go ahead due to Covid, however, the Group started more practical activities which link in with skills for life. Young people learned how to sew their own period pads and moved on to making masks. The Revels logo was added to the masks to hand them out/sell them to raise awareness of the group and equality in general, with an aim to possibly having a small social enterprise to raise funds for group activity. These practical sessions were helpful for their wellbeing during a period of restrictions.

(ii) Inclusion is a priority for all schools in Angus with reference to respecting the rights of all children and young people. A number of secondary schools have LGBT inclusion groups. For example, Montrose Academy achieved their LGBT Charter Mark a number of years ago. Webster's High School is a **Rights Respecting School**, and is working towards achieving the Silver Award.

Their progress so far...

- A Rights Respecting School Action group has been set up
- Achieved the Bronze level of the award and are currently working towards Silver
- An action plan with their next steps has been completed
- Pupils and staff have received presentations on the award

Good Practice Example

Equality Group – Webster's High School

The Equality Group has been running at Webster's High School for almost four years and the group meets once a week. The purpose of the group is to provide a safe space for LGBT+ pupils and is open to all pupils to join. Currently just over 10 pupils attend regularly, and others use the group as a drop-in service when required.

The group meetings as used for pupils to bring any worries or concerns in their personal life, understanding that this is a safe space to discuss their sexuality/gender identity with peers and school staff. The group has also been improving LGBT+ inclusion in the school, the first improvement the pupils made was to include more LGBT books in the school library. The pupils also took part in a consultation over four sessions to discuss LGBT rights within the school and as a result the school provided staff with the opportunity to take part in a LGBT Inclusion Training session.

Pregnancy/Maternity

There are a number of policies which will assist new parents, and all staff to achieve a better work/life balance, such as flexible working, and a review of workstyles which will allow more employees to work remotely. However, specifically in connection with pregnancy/maternity, in 2021 the council introduced a policy for those employees undergoing IVF treatment. This will provide employees with additional support and days off to undertake this treatment.

Carers

For council employees, in recognition of the impact caring responsibilities can have on working lives there is a commitment to provide support for them in a Carers Policy, Carers Support at Work Guidance, and in 2021 by implementing a new Guaranteed Job Interview Scheme for Carers, similar to the one for people with disabilities.

Young Carers: Training was made available to senior leaders in secondary schools on Angus Young Carers Service which also included information sharing session on Young Carer's Grant delivered by Social Security Scotland in October 2019. In addition, a Befriending Service is being developed within Angus Young Carers following the successful securing of funding for three years from the NHS Community Innovation Fund.