

ANGUS COUNCIL
EQUALITIES MAINSTREAMING REPORT AND
EQUALITY OUTCOMES (2017 – 2019)

APRIL 2017



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1 Introduction

Despite modern Britain becoming a far more diverse society than it was a generation ago, evidence shows that whatever progress has been made for some groups in some places, the outcomes for many people are not improving as quickly as they should. Particular groups, including Gypsy Travellers, some migrants, and transgender people are still likely to encounter negative attitudes, although according to the Scottish Social Attitudes Survey 2015 prejudice against people in these groups is declining:

- In 2010 33% agreed that people from outside Britain made Scotland a better place. This increased to 40% in 2015.
- In 2000 48% said people believed sex between two people of the same sex was wrong. This decreased to 18% in 2015.
- Gypsy Travellers were thought to be the least suitable Primary School teachers (of all people in protected characteristic groups) but this declined from 46% in 2010 to 34% in 2015.
- Respondents were most unhappy with a close relative marrying someone who cross dresses in public (39%), followed by someone who has undergone gender re-assignment (32%) – these figures have however also decreased since 2010.

Our equality outcomes acknowledge the difficulties which can exist for people from these protected characteristic groups in particular and we have at least one equality outcome specifically trying to reduce the inequalities for them, for example, trying to improve the quality of life for Gypsy Travellers, and for migrants, working towards LGBT Charter Mark at secondary school level, and providing guidance/working with young people exploring their gender identity.

We also continue to prioritise gender based violence, hate incidents and attainment levels amongst others, in our equality outcomes, aligning them with the Scottish Government's priority to reduce significant inequalities.

In addition, we are aware that with the continuing economic downturn some equality gaps have widened which might have closed in better times, and we take cognisance of this fact in setting our equality outcomes.

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

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

2 Background

2.1 The Legislative Background

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

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

- foster good relations between persons who share a relevant protected characteristic, and those who do not share it.

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

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

Reporting Timeframe

Most parts of the Scottish Specific Duties require publications to be produced at two-yearly intervals. It is a statutory requirement for local authorities in 2017 to:

- Produce a new report on mainstreaming
- Report progress on the equality outcomes set in 2015
- 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 2017 separated in identifiable sections in our equality outcomes (**Appendix 1**).

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

Since our Equalities Mainstreaming Report 2015, there has been a significant change in adult care with the establishment of our Health and Social Care Partnership. This Partnership is governed by the Integrated Joint Board which is subject to its own equality duties and reporting timeframes.

2.2 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 business planning and decision-making: more managers than ever are using the EIAs. During 2013-15, an Internal Audit was undertaken of EIAs being submitted for the council's budget savings proposals and new policies/procedures through committee reports.

The Internal Audit report made 14 recommendations for improvement which were all subsequently addressed, including: further training for elected members and officers; reviewing the EIA forms and guidance used, and the Equality Officer to have sight of all committee reports prior to them going to committee. All recommendations were endorsed at executive management level, and by the council's corporate equality group. However, the EIA forms and guidance will be reviewed again later in 2017 to ensure accessibility and clarity.

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 contains information regarding our current **gender pay gap**.

Commitment to mainstreaming

Commitment to mainstreaming equalities has come from the top down. Elected members have previously attended equalities' awareness training and can access equalities' e-learning. Many elected members attended Gypsy and Traveller awareness training in 2015 in response to issues arising locally with this minority community. Elected members are also fully aware of Equality Impact Assessments required for budget savings' proposals, new policies, and committee reports, as these have been undertaken since 2009, but will benefit from updated training in 2017 once the new elected members have been elected in May 2017.

Our Policy and Resources Committee has overall responsibility for the council's mainstreaming reports and equality outcomes. Responsibility for achieving the individual outcomes largely rests with our Executive Management Team.

Two corporate equalities groups now exist: there is a core group (strategy), chaired by an elected member who is an equalities champion, and comprised of senior leads on equality from each directorate, together with the corporate Equalities Officer, who provide regular support and advice for the Strategic Directors. There is a second, extended group (operational) which includes the membership of the core group plus additional equality representatives to ensure wider representation from across council services, when necessary.

The corporate equalities groups report on equalities developments where appropriate, and raise any issues requiring attention, to the Executive Management Team.

3 Equality Outcomes

Our equality outcomes are currently aligned as much as possible to our Single Outcome Agreement priorities, but with specific equalities perspectives. This will be changing in 2017 (see section 4.6). 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, Employee Satisfaction Survey 2015 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**
 - (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
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 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 2019.

4 Our Commitment to Equality

4.1 Equality Commitments

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

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

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

4.2 Awareness Raising

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

- The new suite of protocols on harmful traditional practices, to be delivered to staff through lunchtime sessions in 2017.
- The equalities section in the compulsory e-learning induction course, including equality legislation, which was updated in 2015.
- Blended equalities and diversity training which is open to all employees but is compulsory for managers.
- Equality Impact Assessment training was offered in 2016, and more will be offered in 2017 following the guidance and forms being updated again, and new elected members in situ.
- Hate incidents e-learning being developed in 2017.
- Ongoing Harassment Contacts' training.
- 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.
- Work with other partners, including the Third Sector through Voluntary Action Angus and the Communities Hub in Perth.
- Items and updates appearing on the council's website, on the employee intranet, Yammer and Facebook.
- 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.

In 2016 we promoted the Scottish Government funded ContactScotland which is a new initiative for deaf people who use BSL. We also added more information to our website in BSL videos.

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. Initial 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. These discussions will continue throughout 2017.

Consultation continues through The Angus Citizens' Panel which has 450 members who are asked regularly about a wide range of issues. Members are equality monitored with the aim of making membership as representative of the Angus population as possible.

The council also consults via the Have Your Say section of the website, and views are fed back to the relevant services. Individual services undertake face-to-face consultation as required.

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

4.5 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 an agreed Single Outcome Agreement (SOA) with the Scottish Government. Our council's corporate priorities reflect those in the SOA and some of our equality outcomes are also 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.

Later in 2017, however, the SOA will be replaced by a LOIP – a Local Outcomes Improvement Plan which must include a focus on local needs, circumstances and aspirations for different populations in the area, and include the participation of communities, business and the third sector in setting priorities to tackle inequalities and improve local outcomes. The outcomes must relate to the national outcomes. It is anticipated that in future our equality outcomes will be aligned to the LOIP.

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, Self Directed Support, the prevention of scamming, the provision of services for Gypsy Travelers, and the work of our Hate Incidents Multi Agency Panel (HIMAP) in Angus.

4.6 Procurement

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

We have an Equalities in Procurement Guidance Note (PGN 33) which 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.

5 Equality Monitoring for our Workforce

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

5.1 Gender Pay Gap Audit 2016/17

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

The findings of the audit of pay for LGEs, Chief Officers and SNCT employees are shown below. Figures are given by grade and also for the overall total. The shaded figure indicates where, on average, male employees in the grade are paid more than women in the grade.

There is a continued reduction from 2014 to January 2017 in the overall gender pay gap in LG grades i.e. down from 6.31% to 4.21%. There is also a small overall reduction in the number of the LG grades where males are on higher than average pay than females.

The Equalities and Human Rights Commission (EHRC) guidance suggest that when assessing gender pay gaps, organisations should fully investigate those greater than 5% and treat with caution gaps between 3% and 5%. Whilst the overall total figure of 4.21% might therefore indicate the need for caution, this is misleading. The significant figure is that for each of the individual grades which all remain below 3%.

The most significant percentage pay gap within LG grades is found in LG14 with a 2.59% pay gap. These grades are part of the council's pay structure which was introduced with single status in April 2008 and result from a national evaluation scheme which was equality impact assessed to ensure that its design and operation are not gender discriminatory. The fourteen grades shown have different salary levels because of the inherent value of the jobs to which they are attached, not the characteristics of the job holders. The different levels of pay within each grade are a consequence of employees' varying levels of progress through the increments within the grade. The number of females in LG14 has increased by 8 from 16 in 2014 to 24 in January 2017. Those 8 females will have been appointed at the bottom of the grade but over time will progress through the increments of that grade. There has been little change to the number of males in LG14 i.e. reduced from 31 to 29 which indicates that this group are more likely to have progressed through the increments within the grade over time.

Findings for Chief Officers show an 8.45% pay gap with males paid an average of £3.55 per hour more than females. However, it should be noted that this figure is misleading due to there being only one Chief Executive post which is currently occupied by a male. All Chief Officer grades are single fixed pay points with no incremental progression, therefore, the same rate of pay applies to all jobholders within that salary grade point. The pay gap in this group will continue to be assessed but the appointment of a new female Chief Executive who will take up post with effect from June 2017 is likely to have a beneficial impact.

Findings for SNCT employees show four roles where males are paid on average more than females. These roles include Principal Teachers with a 5.73% pay gap and Head Teacher (HT)/Depute HT with an 8.67% pay gap. Promoted teaching posts (Head Teachers, Depute Head Teachers and Principal Teachers) are job sized based a nationally agreed (SNCT) toolkit and salary placement is based on the job size score.

Gender Pay Gap as at January 2017

Salary Grade Point	Female	Average of Hourly Rate (£)	Male	Average of Hourly Rate (£)	Total number of employees	Total Average of Hourly Rate (£)	% Pay Gap (Wm-Wf)/Wm)*100
Modern Apprentice	14	4.17	9	4.17	23	4.17	0.00
LG1	36	6.91	12	6.78	48	6.88	-1.89
LG2	29	7.61	36	7.55	65	7.58	-0.71
LG3	306	8.65	165	8.57	471	8.62	-0.87
LG4	523	9.18	110	9.30	633	9.20	1.21
LG5	28	9.80	51	9.85	79	9.83	0.57
LG6	338	10.88	83	10.83	421	10.87	-0.48
LG7	532	12.32	65	12.17	597	12.30	-1.20
LG8	162	13.94	78	14.15	240	14.01	1.47
LG9	114	15.80	64	15.68	178	15.76	-0.77
LG10	239	17.95	84	18.09	323	17.99	0.77
LG10PLUS1	5	18.87	1	18.87	6	18.87	0.00
LG11	15	19.61	5	19.50	20	19.58	-0.59
LG12	57	21.42	39	21.67	96	21.53	1.15
LG12PLUS1	4	22.00	0	0.00	4	22.00	0.00
LG13	2	23.96	6	23.67	8	23.75	-1.21
LG14	24	25.26	29	25.94	53	25.63	2.59
Total	2428	12.02	837	12.55	3265	12.16	4.21

Salary Grade Point	Female	Average of Hourly Rate (£)	Male	Average of Hourly Rate (£)	Total number of employees	Total Average of Hourly Rate (£)	% Pay Gap ((Wm-Wf)/Wm)*100
Chief Officer(020)	2	30.48	1	30.48	3	30.48	0.00
Chief Officer (022)	1	31.44	0	0.00	1	31.44	0.00
Chief Officer (024)	4	32.96	3	32.96	7	32.96	0.00
Chief Officer (026)	1	34.49	1	34.49	2	34.49	0.00
Chief Officer (028)	1	36.34	3	36.34	4	36.34	0.00
Chief Officer (033)	1	41.02	2	41.02	3	41.02	0.00
Chief Officer (038)	3	45.68	2	45.68	5	45.68	0.00
Chief Officer (040)	1	47.55	1	47.55	2	47.55	0.00
Chief Officer (049)	1	55.95	2	55.95	3	55.95	0.00
Chief Executive	0	0.00	1	66.14	1	66.14	100.00
Total	15	38.44	16	41.99	31	40.27	8.45

Salary Grade Point	Female	Average of Hourly Rate (£)	Male	Average of Hourly Rate (£)	Total number of employees	Total Average of Hourly Rate (£)	% Pay Gap ((Wm-Wf)/Wm)*100
Advisers	7	30.26	3	28.85	10	29.83	-4.88
Asst Principal Teacher	2	23.70	1	23.70	3	23.70	0.00
Chartered Teacher	25	25.18	6	24.53	31	25.05	-2.63
Common Scale	756	20.48	175	20.48	931	20.48	0.03
Education Development Officer	1	30.59	0	0.00	1	30.59	0.00
Educational Psychologists	1	33.59	0	0.00	1	33.59	0.00
Foreign Language Assistant	11	6.54	2	6.54	13	6.54	0.00
Head/Dep. Teacher	76	31.10	24	34.05	100	31.81	8.67
Music Instructor	13	20.02	2	20.10	15	20.03	0.40
Principal Teacher	112	26.42	35	28.03	147	26.81	5.73
Psychologists	4	31.03	2	30.04	6	30.70	-3.30
Senior Teacher (All Schools)	8	23.70	0	0.00	8	23.70	
Total	1016	22.05	250	23.02	1266	22.24	4.19

Grand Total	3459	15.08	1103	15.35	4562	15.15	1.74
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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 and are under represented at executive level. Analysis of occupational segregation enables identification of areas where action may be required to address particular issues, for example where one gender is apparently under-represented.

OCCUPATIONAL SEGREGATION by GRADE as at January 2017

In comparison to 2014 figures, the percentage of males employed in the lower grades has increased up to LG3. From LG4 through to LG14 there are fluctuations in the percentages but no particular pattern identified. For example there is an increase in males at LG5 then little variation at LG6 and a decrease at LG7. There is also a decrease in the percentage of males at LG11, 12 and 14 but an increase at LG13. There has been a drop in the overall number of LG employees in the council from 3,902 (2014-15) to 3265 (January 2017) with the percentage of males decreasing only slightly from 25.83% to 25.64%.

Chief Officers are the highest paid employees and whilst the percentage of women in this group has increased from 42% in 2014 to in excess of 48% this still does not reflect the higher percentage of women in the workforce as a whole.

At January 2017 the majority (76%) of SNCT employees are female. The majority of employees within each grade / role are also female.

We will continue to encourage all employees to develop, to prepare for and to seek higher roles. We also encourage external applications from all parts of the labour market and guarantee equality of opportunity to all candidates ensuring that the best person gets the job regardless of their gender.

Occupational Segregation - Gender Analysis by Job Family as at January 2017

Salary Grade Point	Grand Total	Female	% of Females	Male	% of Males
Modern Apprentice	23	14	60.87	9	39.13
LG1	48	36	75.00	12	25.00
LG2	65	29	44.62	36	55.38
LG3	471	306	64.97	165	35.03
LG4	633	523	82.62	110	17.38
LG5	79	28	35.44	51	64.56
LG6	421	338	80.29	83	19.71
LG7	597	532	89.11	65	10.89
LG8	240	162	67.50	78	32.50
LG9	178	114	64.04	64	35.96
LG10	323	239	73.99	84	26.01
LG10PLUS1	6	5	83.33	1	16.67
LG11	20	15	75.00	5	25.00
LG12	96	57	59.38	39	40.63
LG12PLUS1	4	4	100.00		0.00
LG13	8	2	25.00	6	75.00
LG14	53	24	45.28	29	54.72
Total	3265	2428	74.36	837	25.64
Chief Officer(020)	3	2	66.67	1	33.33
Chief Officer (022)	1	1	100.00	0	0.00
Chief Officer (024)	7	4	57.14	3	42.86
Chief Officer (026)	2	1	50.00	1	50.00
Chief Officer (028)	4	1	25.00	3	75.00
Chief Officer (033)	3	1	33.33	2	66.67
Chief Officer (038)	5	3	60.00	2	40.00
Chief Officer (040)	2	1	50.00	1	50.00
Chief Officer (049)	3	1	33.33	2	66.67
Chief Executive	1	0	0.00	1	100.00
Total	31	15	48.39	16	51.61

Advisers	10	7	70.00	3	30.00
Asst Principal Teacher	3	2	66.67	1	33.33
Chartered Teacher	31	25	80.65	6	19.35
Common Scale	931	756	81.20	175	18.80
Education Development Officer	1	1	100.00	0	0.00
Educational Psychologists Man. Spine	1	1	100.00	0	0.00
Foreign Language Assistant	13	11	84.62	2	15.38
Head/Dep. Head Teacher	100	76	76.00	24	24.00
Music Instructor	15	13	86.67	2	13.33
Principal Teacher	147	112	76.19	35	23.81
Psychologists	6	4	66.67	2	33.33
Senior Teacher (All Schools)	8	8	100.00	0	0.00
Total	1266	1016	80.25	250	19.75
Grand Total	4562	3459	75.82	1103	24.18

OCCUPATIONAL SEGREGATION - GENDER ANALYSIS BY JOB FAMILY

The percentage of males in administrative posts has decreased from 7.83% in 2014 to 6.81%. There is also a decrease in the percentage of male managerial, senior management and technical posts since 2014.

There are however more males in specialist and operative posts.

Occupational Segregation - Gender Analysis by Job Family as at January 2017

Job Family	Grand Total	Female	Male	Female %	Male %
Administrative	558	520	38	93.19	6.81
Care/Support to People	1397	1284	113	91.91	8.09
Managerial	130	76	54	58.46	41.54
Operative	416	75	341	18.03	81.97
Professional	434	304	130	70.05	29.95
Senior Managerial	32	15	17	46.88	53.13
Specialist	126	79	47	62.70	37.30
Teaching	1251	1006	245	80.42	19.58
Technical	218	100	118	45.87	54.13
Grand Total	4562	3459	1103	75.82	24.18

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, including External Funding Officer, Quality Co-ordinator, Animal Health Inspector.

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

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

OCCUPATIONAL SEGREGATION – POSTS PREDOMINANTLY OCCUPIED BY FEMALES OR MALES 2014-15

Included below are those posts of which 70% or more are occupied by one gender. Since 2014 there has not been any significant shift in those posts predominantly occupied by one gender or the other.

Occupational Segregation - Posts Predominantly Occupied by Females or Males as at January 2017

Grade	Job Title	Females	%	Males	%	Grand Total
LG1	Domestic Assistant	26	96.30	1	3.70	27
LG1	Toilet Attendant	9	81.82	2	18.18	11
LG1	Apprentice Gardener	0	0.00	6	100.00	6
LG2	Clerical Assistant	4	80.00	1	20.00	5
LG2	Cook 1	7	70.00	3	30.00	10
LG2	Caretaker	3	27.27	8	72.73	11
LG3	Breakfast Club Supervisor	11	100.00	0	0.00	11
LG3	Care Assistant/Domestic	9	100.00	0	0.00	9
LG3	Clerical Officer	241	96.02	11	4.38	251
LG3	Driver/Attendant/Equipment Fitter	3	18.75	13	81.25	16
LG3	Community Housing Assistant	1	12.50	7	87.50	8
LG3	Waste Operative/Waste Recycling Operative	7	5.98	110	94.02	117
LG4	Early Years Assistant	32	100.00	0	0.00	32
LG4	School & Pupil Support Assistant	336	96.83	11	3.17	347
LG4	Support for Learning Assistant	26	96.30	1	3.70	27
LG4	Senior Clerical Officer	98	96.08	4	3.92	102
LG4	ACCESSLine Operator	9	90.00	1	10.00	10
LG4	Incomes Assistant	3	75.00	1	25.00	4
LG4	Driver 2	0	0.00	10	100.00	10
LG4	Driver Plant Operative	0	0.00	18	100.00	18
LG4	Gardener 2	0	0.00	29	100.00	29
LG4	Gravedigger	0	0.00	7	100.00	7
LG4	Kerbside Collector/Driver	0	0.00	16	100.00	16
LG5	Welfare Rights Assistant	5	71.43	2	28.57	7
LG5	Gardener 3	0	0.00	13	100.00	13
LG5	Refuse Driver	0	0.00	24	100.00	24
LG6	Support Worker	14	100.00	0	0.00	14
LG6	Social Care Officer	181	94.76	10	5.24	191
LG6	Administrative Assistant	40	93.02	3	6.98	43
LG6	Accounting Technician	8	88.89	1	11.11	9

LG6	Council Tax and Benefits Assistant	27	87.10	4	12.90	31
LG6	Communities Assistant	6	75.00	2	25.00	8
LG6	Chargehand Gardener	0	0.00	18	100.00	18
LG6	Chargehand Gravedigger	0	0.00	7	100.00	7
LG7	Administrative Officer	12	100.00	0	0.00	12
LG7	Early Years Practitioner	148	100.00	0	0.00	148
LG7	Support Worker	15	100.00	0	0.00	15
LG7	Family Support Worker	34	97.14	1	2.86	35
LG7	Social Care Officer	264	93.95	17	6.05	281
LG7	Day Centre Officer	8	88.89	1	11.11	9
LG7	Just Play Practitioner	5	83.33	1	16.67	6
LG7	Senior School Technician	2	25.00	6	75.00	8
LG7	Area Supervisor	0	0.00	6	100.00	6
LG8	Early Years Worker	8	100.00	0	0.00	8
LG8	Home Care Assessor	14	100.00	0	0.00	14
LG8	Senior Early Years Practitioner	28	100.00	0	0.00	28
LG8	Social Care Team Leader	19	100.00	0	0.00	19
LG8	Community Safety Officer (Invest.)	6	85.71	1	14.29	7
LG8	Accountant	4	80.00	1	20.00	5
LG8	Senior Administrative Officer	4	80.00	1	20.00	5
LG8	Skills Adviser	4	80.00	1	20.00	5
LG8	Revenues Officer	3	75.00	1	25.00	4
LG8	Trading Standards Authorised Officer	3	75.00	1	25.00	4
LG8	Architectural Technician	2	28.57	5	71.43	7
LG8	Roads Supervisor	0	0.00	8	100.00	8
LG9	Librarian	9	100.00	0	0.00	9
LG9	Senior Social Care Officer	36	81.82	8	18.18	44
LG9	Committee Officer	3	75.00	1	25.00	4
LG9	Support Services Manager	6	75.00	2	25.00	8
LG10	Care Manager	46	93.88	3	6.12	49
LG10	Occupational Therapist	13	92.86	1	7.14	14
LG10	Social Worker	67	90.54	7	9.46	74
LG10	Case Manager	6	85.71	1	14.29	7
LG10	Senior Housing Officer	6	85.71	1	14.29	7
LG10	Solicitor	5	83.33	1	16.67	6
LG10	Resource Worker	23	82.14	5	17.86	28
LG10	Environmental Health Officer	9	75.00	3	25.00	12
LG10	Sector Officer	3	75.00	1	25.00	4
LG10	IT Engineer	3	15.00	17	85.00	20
LG11	Unit Manager	4	80.00	1	20.00	5
LG12	Team Manager	17	94.44	1	5.56	18
LG12	Community Assessment & Review Officer	4	80.00	1	20.00	5
LG12	Senior Solicitor	3	75.00	1	25.00	4
LG14	Principal Planning Officer	3	75.00	1	25.00	4
Advisers	Advisers	7	70.00	3	30.00	10
Chartered Teacher	Teacher (Primary)	5	83.33	1	16.67	6

Chartered Teacher	Teacher (Secondary)	13	72.22	5	27.78	18
Common Scale	Meeting Needs Network Teacher	8	100.00	0	0.00	8
Common Scale	Teacher (Primary)	425	94.03	27	5.97	452
Common Scale	Trainee Teacher (Secondary Subject)	14	82.35	3	17.65	17
Common Scale	Teacher ASN	54	81.82	12	18.18	66
Common Scale	Trainee Teacher (Primary)	23	79.31	6	20.69	29
Foreign Language Assistant	Foreign Language Assistant	11	84.62	2	15.38	13
Head/Dep. Head Teacher	Head Teacher (Primary)	34	85.00	6	15.00	40
Head/Dep. Teacher	Depute Head Teacher (Primary)	23	82.14	5	17.86	28
Music Instructor	Music Instructor	13	86.67	2	13.33	15
Principal Teacher	PT (Primary)	34	94.44	2	5.56	36
Principal Teacher	PT ASN	6	85.71	1	14.29	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 page 20 of **Appendix 1**:

We have a clear focus on reducing the number of bullying incidents in our schools. There is now a 5-year decreasing trend in primary schools.

Table 11 Number of Incidents in Primary Schools by Characteristic*

Year	Racial	Religion/Belief	Sexual Orientation	All others	Total Incidents of bullying
2011/2012	6	0	7	146	159
2012/2013	11	0	5	134	150
2013/2014	8	0	0	140	148
2014/2015	7	0	0	27	34
2015/2016	5	0	1	15	21

Table12 Number of Incidents in Primary Schools by Behaviours*

Year	Verbal	Physical	Cyber /Online	Other	Total No. of Behaviours
2011/2012	90	56	13	0	159
2012/2013	102	40	8	0	150
2013/2014	90	56	2	0	148
2014/2015	20	22	0	8	50
2015/2016	10	12	0	0	25

In secondary there was a rise in incidents in 2015/16 compared with 2014/15 with a particular increase in the number of incidents of a racial nature. Overall 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
2011/2012	15	5	5	208	233
2012/2013	14	3	7	161	185
2013/2014	17	0	9	125	151
2014/2015	19	1	10	60	90
2015/2016	35	2	9	80	126

Table 14 Number of Incidents in Secondary Schools by Behaviours*

Year	Verbal	Physical	Cyber /Online	Other	Total No. of Behaviours
2011/2012	159	50	24	0	233
2012/2013	120	50	15	0	185
2013/2014	111	25	15	0	151
2014/2015	77	31	3	3	114
2015/2016	116	26	6	6	154

*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:

Disability

(i) Cashless project

In 2016, as part of the council's Transforming Angus programme, the council introduced channel shift by ending the facility for customers to pay in cash at council ACCESS offices, and promoted alternative methods of payment. The project manager was the council's Equalities Officer. The priority was for customers to move onto Direct Debit as a first choice, this being the most cost effective method of payment for the council, and as a second choice through paying on line. It was acknowledged, however, that many people do not have a bank account/bank card, and assistance was given at council ACCESS offices to enable customers to open bank accounts. Accompanying leaflets were produced regarding help to open bank accounts, and to advise on the training available at libraries for those wanting to learn how to use computers.

New arrangements were put in place to allow customers to continue to pay in cash at Post Offices or Paypoint outlets for their rent and council tax. There are other services the council provides, however, such as waste special collections which can no longer be paid in cash, and we addressed this by introducing new workarounds for customers with disabilities on an individual basis who would be unable to use the new arrangements, thus mainstreaming equalities into this major project.

The project was completed on time and with high levels of satisfaction from the vast majority of customers.

Guidance for front line staff regarding how to facilitate services to people with disabilities in these circumstances is being developed and should be available in Spring 2017.

(ii) BSL and Welfare Rights

In recognition of the changes in welfare benefits, our welfare rights team ensured British Sign Language users had equal access to the information by including the following videos on the council website which are BSL signed and are accompanied with transcripts :-

- [Disability Living Allowance is ending](#)
- [Universal Credit – claimant commitment](#)
- [Universal Credit – sanctions](#)
- [Universal Credit - managing your money](#)

(iii) ART MOVES

Over the last two years the council has continued to part fund a project called ART MOVES which is a charity challenging the perception of the abilities of people with learning disabilities, by holding an annual drama production. ART MOVES employs professional directors to work with the group, and a care manager working with people with learning disabilities is also involved with the group. Parents were also consulted regarding what they wanted, and the drama, art and dance workshops of ART MOVES were established.

It has provided opportunities for people for learning disabilities to work in the art studio in Dundee and Angus College, and in 2016 one participant went on to undertake a drama course at the College. The initiative provides peer support and promotes confidence in the young people. They have also run their own fashion shows and exhibitions.

Older People

Angus residents are now able to benefit from a new activity programme – **Video Active** – which involves chair based activity classes beamed directly from local sports centres to care homes. This a joint initiative

with the Angus Health & Social Care Partnership and Angus Alive.. The philosophy is to promote healthy, active and creative lifestyle choices for the communities in Angus.

It has been trialled in 2016 with residents in St David's Care Home in Forfar, with plans to roll out to other care homes across Angus throughout 2017/18. The activity classes have been running for some time but the video active project is more inclusive as it involves hard to reach groups in care homes and sheltered housing. It encourages people to stay active as long as possible because of the benefits it can bring to their health and wellbeing.

Younger People

Just Play is a joint initiative currently between the council and Big Lottery.

Overall aim for Just Play: Family centred, consistent, flexible support focussed on play that encourages positive, attuned interaction to improve outcomes for families.

Just Play aims to build upon parenting skills, improve play opportunities and break down barriers to play for families with children aged 0-3 who have been affected by offending behaviour. This can include families influenced by parental substance misuse, parental mental health, imprisonment of a parent, historical offending or domestic abuse. Just Play is a targeted service which includes parents and children in individual focus play sessions, Drop In Group sessions, Dads Groups, a Cooking Group and a group for Refugee families. Just Play offers longer term, flexible support to families based on their individual needs or changing circumstances. The team utilize national resources to enhance the play sessions including Play @ Home, Play Talk Read and Bookbug.

Just Play has three outcomes:

- (i) Parents understand the importance of and can undertake early years activities with their children
- (ii) Parents interact better with their children resulting in a bond and a secure attachment
- (iii) Improved social skills, self-esteem and confidence for parents and children

Whilst Just Play is focussed on the outcomes agreed by Big Lottery, a number of sub outcomes have emerged and Just Play has adapted the service to meet these sub outcomes. In 2016 a self evaluation of the initiative was undertaken and the following is a selection of some of the quotes from parents:.

"Health Visitor wanted me to go to groups, didn't have much confidence, Just Play was perfect. Group is flexible and the 1 to 1 sessions are great, another confidence boost"

"Keeps your child / children amused, mixing with other kids and gives them a social life, learning to share with other children."

"Never feel judged and feel accepted for who you are by staff and other parents."

The Dads Sports Group is an Angus wide group using physical activity and peer support to foster the relationship between father figure and child whilst enhancing confidence and self-esteem. Quotes from some parents include:

"I didn't have the confidence to go swimming on my own, having someone else helping made it a lot easier. I wouldn't of went otherwise. I was always worried about how I would get me and my daughter changed"

"Being picked up in a minibus and taken to the activities has made it possible for me to attend the Sports Group. Without it, I just would never of got to some of the places we have been to."

'You don't feel on your own so much, chatting with Dads on the bus has made me realise that other people have similar problems to me. I'm not on my own!'

The Mother Nurture Group provides a nurturing environment to build early responsive bond and interaction through tailored play experiences for babies up to 1 year. The group aims to enhance maternal wellbeing, offers a healthy sociable lunch, incorporates weaning advice and enables peer support.

The Sunshine Group provides a safe space for Syrian refugee women and children to come together and share play and cultural experiences whilst exploring their new community. A quote from a parent:

Good for my daughter to attend so she mixes with other children. When my daughter is happy I am happy – I love her going to Just Play'

Race

For several years Angus has been 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.

There is a steering group including representatives from Dundee and Angus College, the third sector, police, and council (equalities, communities), as well as local people from the communities. The first 'pop-ups', held in Arbroath, took place in October 2016 with some financial support from the council, and a programme of events were organised from February to June 2017. Make it Happen Angus and Angus Refugee Care (ARC) offer volunteering opportunities and employment training (for example writing CVs, job applications, team building etc.). The overall aim is to build capacity in the community to allow local people to make the café self sufficient by running it themselves. To date there have been themed events inspired by European celebrations and home baking from Syria has been produced by the refugees from ARC. Other volunteers have been involved in running family workshops, undertaking PR for the café, including advertising/design and social media, organising events, bookkeeping, translating materials etc. Feedback has been very positive and participation in it, including those from the indigenous population, continues to grow.

Religion & Belief

The council would always look to accommodate employees' religious beliefs, and in one instance workarounds are being put in place to accommodate a Muslim employee who works in a residential setting in order to facilitate their participation in Ramadan in 2017 as much as possible.

Gender

In 2016 the council along with our partners in Angus Women's Aid, WRASAC, and the police, embarked on a number of activities for the 16 Days of Action to raise awareness of Violence Against Women. These included 'Walk a Mile in Her Shoes' – a walk at Forfar Leisure Centre with women's shoes tied on a ribbon worn around the neck. Launched by the police, around 30 people attended, including members of the executive management team, elected members, pupils from Forfar Academy and various members of staff and the public.

WRASAC hosted a consent workshop, and Angus Women's Aid ran two training sessions – one called 'Why Doesn't She Just Leave?' run by the CEO of Women's Aid, and one on Banaz, a powerful film about someone subjected to Honour Based Violence. All sessions were open to council staff, and were very well received.

On each day of the 16 Days, a 'Face and a Fact' appeared on Facebook regarding the various aspects of violence against women, such as statistics on domestic abuse, female genital mutilation etc. alongside a 'face' supporting the prevention of violence against women.

Housing also ran sessions aimed specifically for those experiencing domestic abuse.

LGBTI

Skittles is a new LGBTI group of 25 young people supported by a communities officer, who meet weekly at lunchtimes in Brechin community campus. Some are very clear about their gender/sexuality and accept and embrace it, while others are confused and want to explore it. Two people recognised that they demonstrated homophobic behaviours, and were so concerned that they attend the group to increase their knowledge and understanding in order to address and prevent these behaviours. Members of the group have welcomed them, and work with them to challenge some of their thinking. There are also four young people who are Trans and in the process of transitioning from their biological gender to the gender they identify with.

The groups emerged as a result of young people expressing interest in developing a group focusing on how to make their school more LGBTI friendly. From October 2016 there has also been a weekly Angus wide evening group attended by higher numbers than the lunchtime group.

The Skittles participant outcomes are that young people will:

- Establish positive relationships with other young people who identify as LGBTI
- Be informed of other activities and support in the local community which they can access.
- Feel confident in order to progress to the Angus wide LGBTI group in Arbroath if they wish to do so
- Develop skills and confidence in discussing and addressing LGBTI issues with peers, members of the senior management team, and partners.

Skittles is also working towards obtaining the LGBT Charter for Brechin community campus, similar to Montrose Academy who recently won their bronze LGBT Charter award.

EQUALITY OUTCOMES PROGRESS UPDATE – LOCAL AUTHORITY

SINGLE OUTCOME AGREEMENT PRIORITY – Safe and Strong

Local Outcome 7: Our communities are safe, secure and vibrant

What is our equality outcome?

The risk of harm to people will be reduced

1. Domestic Abuse/Violence Against Women

Which part of the general duty are we addressing?

What are the key protected characteristics?

How will we measure progress?

Eliminate discrimination

Gender/Age/Pregnancy/Maternity/
Transgender/Sexual Orientationi) Number of incidents of domestic abuse
ii) The roll out of the Safe & Together model

Progress:

The trend generally over the last five years has been for the number of recorded domestic abuse incidents to increase both at a national level and local level. However in Angus over the last year, the number of recorded incidents has shown a small decrease – from 2015/16 to 2016/17 there have been 129 fewer recorded domestic abuse incidents which represents a drop of 13.3% Nationally for the same period there has been an increase of 1,103 incidents of domestic abuse reported which is an increase of 2.5%.

The Angus MARAC self evaluation was completed in 2016, and an action plan will be developed.

10 Skyguard (alarm) units are located in Angus for those at potential risk of attack. On average two are deployed at any one time.

Whilst there has been a decrease in the number of recorded incidents in Angus it is recognised that there is still much work to be done to eliminate this form of violence.

What will we do over the next 3 years?

- We will continue to work with our community planning partners to reduce the numbers of incidents of domestic abuse.
- Introduce the Safe & Together model in Angus. This American model helps children and young people stay with the non abusive parent in domestic abuse situations. It will be delivered in conjunction with domestic abuse training for practitioners jointly between Angus Violence Against Women Partnership (AVAWP) and the Child Protection Committee
- We will develop a MARAC action Plan

Eliminate discrimination

Gender/Age/Pregnancy/Maternity

iii) Violence to women and girls is reduced

Progress:

Three protocols on Harmful Traditional Practices (HTP) were launched in the summer of 2015. The development of the protocols involved Angus, Dundee and Perth & Kinross councils, Police Scotland, NHS Tayside, various Women's Aid and other relevant Tayside organisations. The protocols are: Honour Based Violence, Female Genital Mutilation and Forced Marriage, and are tools for practitioners should any of these circumstances arise. Following the launch, training was rolled out to the Child Protection Designated Officers in nurseries, schools etc.

There were a number of initiatives delivered by AVAWP during the 16 Days of Action in 2016, including:

- a Facebook page where a face and a fact about gender based violence was posted over each of the 16 Days
- Walk a Mile in her Shoes at Lochside Leisure Centre in Forfar to raise the profile. Launched by the police, around 30 people attended

	<ul style="list-style-type: none"> including elected members and pupils from Forfar Academy. A film of the Banaz honour based violence story, and training by the CEO Scottish Women's Aid "Why does she just not leave?" was delivered. WRASAC hosted a consent workshop Housing held sessions specifically aimed at those experiencing domestic abuse. 		
What will we do over the next 3 years?	<ul style="list-style-type: none"> Deliver training in HTP and the protocols by holding lunchtime sessions for other practitioners such as social workers, and front-line staff. Continue awareness raising through work with schools and campaigns, including the 16 Days of Action. 		
2. Financial Scams	Which part of the general duty are we addressing?	What are the key protected characteristics?	How will we measure progress?
	Eliminate discrimination	Age/Disability	Number of people affected by financial scams
Progress:	<p>Financial Abuse Support Teams (FASTs) have been introduced, which are quickly arranged multi agency responses to take action for adults identified as being at risk or those who have been harmed. To date, the most vulnerable have been older people. The process has been very successful with scams being the most common reason for a FAST being called.</p> <p>Visits to Royal Mail Delivery offices to engage with postal workers to raise awareness of scams through the post, is underway.</p> <p>The council is involved in the National Safer Communities Doorstep Crime Project, including the use of social media and has been involved in awareness campaigns. Angus is protecting vulnerable adults from nuisance phone calls, preventing falls and mental anguish. Over the last year (2015/16) 276 complaints of people affected by financial scams have been investigated.</p> <p>Awareness raising with vulnerable groups is well underway, for example delivering a session to the council's disability forum in 2016, along with other community groups.</p>		
What will we do over the next 3 years?	<ul style="list-style-type: none"> Develop a project funded by the Life Changes Trust for Angus and two other local authorities to prevent financial harm to those with dementia. Continue to have the Financial Harm Sub-Committee of the Adult Protection Committee Continue to work with Royal Mail to block mail scams. Visits to the delivery offices will be completed in 2017. Continue to operate FAST to address imminent and actual financial harm. Continue to install callblockers to address scams by telephone. Develop an overarching Angus Safer Communities Facebook/Twitter account as a depository for all community safety messages in Angus. Continue to develop work with partner agencies to raise awareness of scams. 		
3. Hate Crime	Eliminate discrimination, foster goods relations	All	Number of people subjected to hate crime
Progress:	<p>Overall levels of reported hate crime within Angus are low with 65 crimes recorded during 2015/16. This represents a decrease of 12% on the previous year, with a small decrease in 2015/16 compared to 2014/15. The majority (69%) relate to race or ethnicity with far fewer relating to religion</p>		

	<p>and belief (6%) and sexual orientation (25%). Many are committed while the offender is under the influence of alcohol, and often committed within town centre fast food takeaways and shops.</p> <p>There were also 47 other reported minor instances of racist and homophobic verbal abuse in schools in 2015.</p> <p>Hate crimes result in detection and charges in over 92% of all instances. Serious or violent crimes motivated by hate are very rare in Angus. Levels of hate crime and hate incidents are continually monitored and any increase reported to Hate Incidents Multi-Agency Panels.</p>		
What will we do over the next 3 years?	<ul style="list-style-type: none"> • Roll out a new system for recording and monitoring all hate incidents reported to/dealt with within the council • Develop and implement e-learning for all staff regarding defining and recording hate incidents. • Continue to prioritise Gypsy Travellers as a minority group requiring particular attention. • Continue to monitor hate incidents and hate crime via the multi-agency Hate Incidents Multi-Agency Panel, and take targeted action where appropriate. There will be particular attention to any increase in offences directed towards Gypsy Travellers and members of the Muslim and Eastern European communities in Angus. 		
4. Safety	Eliminate discrimination, advance equality of opportunity and foster good relations	All	<p>i) People feeling safe during the day</p> <p>ii) People feeling safe at night</p>
Progress:	<ul style="list-style-type: none"> • 99% respondents in the 2015 Community Safety survey feel very or fairly safe in their neighbourhood when they are out walking alone during the day. This represents an increase from 98% in the Citizens Survey in 2013. • 88% respondents in the 2015 survey feel very or fairly safe in their neighbourhood when they are out walking alone after dark. This is an increase on the 2015 figure of 78%. <p>However, those who lived in the most deprived areas (66%) were significantly less likely to have said they felt very or fairly safe walking alone in the neighbourhood after dark than those who lived in other areas (90%).</p> <p>There is an ongoing joint project between Dundee, Perth & Kinross and Angus local authorities to review the provision of CCTV. Dundee City Council and Perth & Kinross have secured funding from ERDF Smart City Funding. Angus Council is reviewing its position.</p>		
What will we do over the next 3 years?	<ul style="list-style-type: none"> • Participate in the ongoing CCTV review of services. • Continue to task Community Wardens and police to patrol areas identified through analysis against the Community Safety priorities. • Look for the council to become part of the I Am Me initiative. Initial investigations are underway to introduce this scheme to help vulnerable people feel safer when out and about. The scheme involves local businesses providing a safe place for vulnerable people to go for assistance, for the business to undertake some training, and then advertise their participation in the scheme by displaying a window sticker. 		

Local Outcome			
What is our equality outcome?		<i>Licensing Board decisions are improved</i>	
1. Provide training for Licencing Board Members	Which part of the general duty are we addressing?	What are the key protected characteristics	How will we measure progress?
	Eliminate discrimination, advance equality of opportunity	Ethnicity/All	Decisions reflect the ethnic diversity of applicants
Progress:	This is a new Equality Outcome, requested by the Licensing Board/Civic Licensing Committee.		
What will we do over the next 3 years?	We will deliver equality and diversity training to elected members who sit on the Licensing Board. It is anticipated the training will commence after summer 2017, following the local election when new members will be appointed. We will increase the Licensing Board's knowledge and understanding of equality issues in relation to applications in order to provide better quality, informed decisions.		

SINGLE OUTCOME AGREEMENT PRIORITY – CARING AND HEALTHY

Local Outcome 8: We have improved the health and wellbeing of our people and inequalities are reduced			
What is our equality outcome?		<i>People with a disability maximise their potential</i>	
1. Education, training, employment, volunteering	Which part of the general duty are we addressing?	What are the key protected characteristics	How will we measure progress?
	Eliminate discrimination, advance equality of opportunity	Disability/Gender/Age	Number of people with disabilities in employment, training and volunteering
Progress:	The number of people identifying themselves as having a disability, registered with Towards Employment Team and/or 16+ Opportunities for All who moved into employment is 17 (April 2015 to 2016). This is an increase of 6 from a similar period in 2014. The overall number of people with disabilities supported into education, training and volunteering increased to 264 in the first half of 2017 from 254 for the same period in 2015, which is another increase again from 209 in 2014.		

What will we do over the next 3 years?	Provide more employment, training and volunteering opportunities for people with a disability										
2. Self Directed Support (SDS)	Advance equality of opportunity	Disability/Age	Number of young people with self directed support								
Progress:	<p>The Angus Health & Social Health Care Partnership took delegated responsibility for adult social care and community based health services from 1 April 2016, therefore the IJB will report on these in future. However the council can report on SDS for children's services.</p> <p>Changes at national level to the independent living fund have in part affected the number of people having opportunities to be engaged with their communities. Learning disability services continue to mitigate against this by progressing a wider range of day opportunities, support and working in partnership with Dundee and Angus College.</p> <p>A SDS group was established within children's services which agreed our approach to the implementation of SDS for children and their families, including the development of guidance for staff, updated carer's assessment template and an information leaflet for parents/carers.</p> <p>All cases open with the children and disabilities team have an up-to-date assessment and plan, and where appropriate, SDS is used to support the delivery of the plan and agreed outcomes.</p> <p>The update of the SDS options as at December 2016 is as follows:</p> <table border="0" data-bbox="528 762 2042 975"> <tr> <td>Option 1. (The family take the approved budget and arrange the support independently)</td> <td style="text-align: right;">16</td> </tr> <tr> <td>Option 2. (The family select what support they want and direct the council on how they want the support to be provided).</td> <td style="text-align: right;">0</td> </tr> <tr> <td>Option 3. (The family ask the council to choose and arrange the support it thinks is right for their child).</td> <td style="text-align: right;">31</td> </tr> <tr> <td>Option 4. (Mix and match – the family can select a mixture of the above options).</td> <td style="text-align: right;">6</td> </tr> </table>			Option 1. (The family take the approved budget and arrange the support independently)	16	Option 2. (The family select what support they want and direct the council on how they want the support to be provided).	0	Option 3. (The family ask the council to choose and arrange the support it thinks is right for their child).	31	Option 4. (Mix and match – the family can select a mixture of the above options).	6
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What will we do over the next 3 years?	<ul style="list-style-type: none"> • Continue to develop and progress SDS for young people in Angus • A range of day opportunities are in place. These will continue to develop as SDS focuses on a more personalised approach to support planning. • Review the implementation of SDS in children's services (already underway) 										
What is our equality outcome?	<i>We will provide services to members of the community using British Sign Language (BSL) to enable them to communicate more appropriately with us</i>										

3. Provision of BSL	Advance equality of opportunity	Disability/Age	Number of people requesting BSL interpreters
Progress:	<p>This is a new equality outcome</p> <p>In 2016 the Welfare Rights team arranged for videos to be added to the council's website which are BSL signed and accompanied with transcripts as follows: Disability Living Allowance is ending Universal Credit – claimant commitment Universal Credit – Sanctions Universal Credit – managing your money</p> <p>Information in BSL regarding voting and elections has been on the council website for several years.</p> <p>Consultation on the council's People Engagement Strategy was in BSL on the council's website.</p> <p>Services of BSL interpreters are secured as requested.</p> <p>Staff from all ACCESS offices attended DeafBlind Scotland's awareness training.</p> <p>Training in deaf awareness provided by DeafLinks is open to all staff.</p>		
What will we do over the next 3 years?	<ul style="list-style-type: none"> • Introduce an Angus BSL action plan aligned to the national action plan (when known) • Promote use of ContactScotland in our services • Continue to promote introductory BSL for front line staff 		
What is our equality outcome?	<i>We will provide flexible and responsive services to carers to enable them to continue in their caring roles</i>		
4. Support for Young Carers	Advance equality of opportunity	Age	Developments/activities in the service provided to young carers

<p>Progress:</p>	<p>In 2016;</p> <ul style="list-style-type: none"> • Young carers' trips and residential: Fifteen trips, one young adults carers' summit and three respite residential were undertaken • Young carers' respite groups and activity programmes: 44 weekly respite groups, fundraising activities, and consultation work with young carers in Forfar and Abroath took place • Volunteers: 81 volunteers are registered, who provided 4,023 hours of volunteering • Young carers' drivers: 7 volunteers drove 10,177 miles, providing 300 trips which took 321 hours • Play therapy: A pilot play therapy service was added into the Young Carers Service to support particularly disadvantaged children – so far 5 children have completed 16 sessions • Young carers' school support and Young Carer Cards: the Young Carer Service works closely with primary and secondary schools in Angus to ensure young carers get the right support within school. The Service issued 76 ID cards to young carers in 2016, and 38 so far in 2017 • Families programme: 74 events/activities provided 444 places to parent carers and their children, including multi-sports and swimming/hydrotherapy sessions • Family fun day: 21 families attended the annual fun day at Monikie Park for fun, games and food • Respite: respite activities and 1:1 support was given to 73 young carers, aged 8-15 years who are disadvantaged, and to 42 aged 8-15 who do not fall within the definition.
<p>What will we do over the next 3 years?</p>	<p>We will:</p> <ul style="list-style-type: none"> • continue to assist young carers to plan, develop and monitor young carers' services in Angus by holding the Carers Development and Planning Group, and Young Carers sub group. • Launch the updated Service and Referral Information for the Young Carers Service • Launch the Young Carers Strategy in April 2018, which will be written with young carers and based on the findings of the Young Carers Strategy event held in November 2016 • Ensure that the actions within the agreed Angus Young Carers Strategy are costed, with lead workers, and funding for staff and resources is identified, alongside a sustainability plan to ensure the long term provision for young carers in Angus. • Develop a young adult carers service for young adults aged 16-25 in response to identified need and to ensure the planned transition into Adult Services is recognised as a priority • Review and update the Schools Policy for Young Carers once the new Young Carers Strategy has been adopted in 2018 • Implement the requirements of the Carers (Scotland) Act which includes the requirement to provide a Young Carers Statement to Young Carers in Angus. Develop a Young Carers Training Pack for primary and secondary schools • Develop a Young/Adult Carers Referral Pathway between Angus Young Carers Service and Dundee and Angus College. <p>In order to ensure that carers have a life outside of caring, and their health and wellbeing are improved, we will continue to work with partners in the community planning partnership to take forward outcomes for young carers by:</p> <ul style="list-style-type: none"> • Increasing young carers sense of independence • Reducing young carers loneliness • Increasing young carers coping skills.

SINGLE OUTCOME AGREEMENT PRIORITY – SUSTAINABLE

Local Outcome 10: Our communities are developed in a sustainable manner

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

1. Improve accessible and active travel	Which part of the general duty are we addressing?	What are the key protected characteristics/	How will we measure progress?
	Advance equality of opportunity, eliminate discrimination	Disability/Age/Gender	Improvements made to travelling in Angus
Progress:	<ul style="list-style-type: none"> • The number of bus boarders/raised kerbs in place remains at 492. Their locations can be found at http://www.travelinescotland.com/accessibility • In 2015, the Forfar to Stracathro Hospital service was replaced with a direct bus service operating from Dundee to Forfar then Stracathro. This means that passengers no longer have to change at Forfar. This service is also operated by seven wheelchair accessible vehicles. From May 2017 this service is to get 7 new hybrid electric vehicles dedicated to it. • In 2013 an Angus Health & Transport Steering Group was established and promoting Active travel is one of the key priorities of the action plan. 'Angus on the Go' is a branding developed to promote all aspects of active travel across Angus communities. The key 4 components are: awareness raising, education, connectivity and participation. With the aid of Scottish Govt Smarter Choices, Smarter Places funding for 2015/16 a number of initiatives have taken place including: <ul style="list-style-type: none"> • the promotion of active and sustainable travel through events held across Angus and at workplaces to help people make informed choices about the benefits of active travel – go healthier, go greener, go cheaper, and active travel campaigns. • Active travel 'Angus on the Go' logo rolled-out across Angus • active travel training in the feeder primary schools for the new Brechin Community Campus and in Arbroath Primary schools – this supports the national objective 'Let's Make Scotland More Active' where all children and young people, including those with disabilities, should have the opportunity to be more physically active. • cycle training organised and delivered to community groups via Angus Cycle Hub. • Angus Cycle Hub has since January 2016, developed a bike recycling scheme that caters for Arbroath and Montrose recycling centres, collecting all of the bikes that were destined for waste disposal. Not including donations, from January – March 2016 a total of 172 bikes were collected and the majority refurbished with the rest being stripped down for parts. This benefits Angus through making bikes more accessible and affordable to the local community. • Provision of additional real time information • Active travel leaflet produced for Brechin Community Campus showing how to get to the new campus and detailing disabled parking availability etc at the campus - delivered door-to-door in Brechin • Provision of new bus shelters including one for Stracathro Hospital • Provision of cycle racks and lockers at Stracathro Hospital • Provision of cycle racks at Timmergreens and Warddykes Primary Schools • We continued to work with our third sector partner, Voluntary Action Angus regarding advertising in our Community Transport Guide for volunteer drivers who transport people who are mobile but have difficulty using public transport and do not have other means to attend hospital, treatment centres or attend social activities • The TACTRAN Thistle Card continues to be publicised in Angus to allow older people/people with disabilities more time to be seated etc. 		
What will we do over the next 3 years?	<ul style="list-style-type: none"> • Production of active travel leaflet showing how to get to the new Forfar Community Campus – this will be delivered door-to-door in Forfar together with local bus service timetables for the area. • Active travel training at 6 primary schools across Angus. • Promotion of Angus on the Go through events and advertising campaigns • Continued support to Angus Cycle Hub to deliver cycle safety training and refurbished bikes. 		

- Promotion of multi-operator smartcard
- STV advertising campaign promoting Traveline Scotland 'journey planning app'
- Provision of new bus shelters
- Provision of real time information – Forfar Community Campus and Brechin Community Campus as well as provision of bus boarders (raised kerbs to ease boarding) at these locations
- Production of Travel Plan for Angus House and Bruce House
- Promotion of Liftshare
- Work on walking routes to new Forfar Community Campus

Going forward for **2017/18** SCSP planned to be used for:

- Continued promotion of active travel across Angus
- Continued promotion of bus services and in particular Dundee – Forfar – Brechin – Stracathro Hospital – Edzell route
- Continued support to Angus Cycle Hub to deliver cycle safety training and refurbished bikes.
- Provision of Active Travel Training in primary schools
- Other initiatives still under development

Also, the Health & Transport Steering Group will be rebranded in 2017 and will encompass the roles of overseeing/directing 'Angus on the Go' and delivery of the council's 'Active Travel Strategy'.

EQUALITY OUTCOMES PROGRESS UPDATE – LOCAL AUTHORITY AND EDUCATION AUTHORITY

SINGLE OUTCOME AGREEMENT PRIORITY – PROSPEROUS AND FAIR

Local Outcome 1: We have a sustainable economy with good employment opportunities

What is our equality outcome?		<i>People are supported to maximise their employment opportunities</i>			
1. Positive Destinations (Economic Development)	Which part of the general duty are we addressing?		What key protected characteristics are we addressing?		How will we measure progress?
	Advance equality of opportunity, eliminate discrimination		Age/Disability/Gender/Pregnancy/Maternity		The number of people in positive destinations who have identified themselves as having a disability, registered with Towards Employment Team, and/or 16+ Opportunities for All People
Progress:	Age	Number	Male	Female	<p>There was also an initiative developed and implemented to support unemployed young mothers back into employment which was recognised nationally.</p> <p>From 1/4/13 – 1/4/15 12 lone parents have taken part in the initiative. There was no Lone Parents' Academy held in 2016, but it is anticipated that it will resume in 2017.</p>
	16-18	105			
	19-25	157			
	26-49	339			
	50-65	137			
				518	
	TOTAL	728			
	From 2015 – 2017 there have been 33 participants with a disability.				
What we will do over the next 3 years?	Continue to support and increase the number of adults and young people towards positive destinations, using the base lines now established to monitor progress: there has been a change in the way the data is collated, making it impossible to obtain comparative statistics in 2017.				
2. Modern Apprenticeships and Work Experience	Advance equality of opportunity, eliminate discrimination		Age/Disability/Gender		i).Increasing modern apprenticeships and work experience placements in public sector organisations ii).The roll out of Angus Works in developing the young workforce
Progress:	<p>We are working with partners and employers to develop our young workforce.</p> <p>In December 2015, Elected Members agreed the Angus Council Youth Employment Framework - http://www.angus.gov.uk/meetings/meeting/162/angus_council. This includes a commitment to support a new work experience programme called "Angus Works". The programme provides extended work experience placements in the Council, initially for up to 45 young people. The scheme will have</p>				

	<p>the capacity to support 100 places per annum once it is fully operational. It is the council's extended work experience programme aimed at young people in S4-6 and 16+ Opportunities for All. It supports the council's commitment to:</p> <ul style="list-style-type: none"> • Developing the young workforce • Providing meaningful opportunities for work experience • Preparing our young people for their future in the community. <p>All schools are actively involved in developing long-term partnerships with a range of employers. On the Brechin community campus site we are developing a construction training centre, which will be jointly managed and run by Angus Council and Forster's Roofing Group. This innovative project is being supported by the Scottish Future's Trust through their 'Inspiring Learning Fund'.</p> <p>There are 39 Modern Apprentices as at February 2017: 32 Females and 7 Males.</p> <p>From April 2016 the Scottish Employment Recruitment Incentive (SERI) changed eligibility criteria to have a sharper focus on supporting young people with the greatest barriers to employment. Those who are 16-29 years old who fall into a number of groups such as: having a disability or long term health condition, care experience, a carer, an ethnic minority or Gypsy Traveller, a refugee, or someone who has English as an additional language and so on, will be eligible for SERI support.</p> <p>SERI can also include Modern Apprentices to ensure a sharper focus on those with the greatest barrier to employment.</p>		
<p>What we will do over the next 3 years?</p>	<p>The Angus Employability Partnership leads on a key cross-cutting issue in relation to youth employment. The aim is to create a sustainable workforce through developing the skills of young people, encouraging partnership support and engaging with Employers. The partnership is progressing a number of areas of work including:</p> <ul style="list-style-type: none"> • Raising the profile of the work being conducted in Angus to ensure that all young people know about all of the opportunities available to them and how to access them. • Encouraging organisations, employers and third sector to offer modern apprenticeships, volunteering placements and training opportunities. • Making partnership and collaborative working an essential priority both locally and nationally to make best use of increasingly scarce resource and achieve collaborative advantage which broadens the range of engagements and opportunities for young people. 		
<p>Local Outcome 2: Angus is a good place to live in, work in and visit</p>			
<p>What is our equality outcome?</p>	<p><i>Migrant workers are given equal respect and opportunities to live, work and receive education in Angus</i></p>		
<p>1. Quality of Life</p>	<p>Which part of the general duty are we addressing?</p> <p>Advance equality of opportunity, eliminate discrimination, foster good relations</p>	<p>What are the key protected characteristics?</p> <p>Ethnicity</p>	<p>How will we measure progress?</p> <p>i)Evaluations from roadshows ii)Feedback from integration events</p>
<p>Progress:</p>	<p>Evaluations from roadshows with our community planning partners and others to farms with seasonal workers have proven positive with few negative comments regarding treatment from the indigenous population. There has been no reported hate incidents recorded as a result of Brexit to date.</p>		

	<p>Workers tend to return to the same farms year after year.</p> <p>Angus Council is one of four local authorities taking part in a four year research project being undertaken by the University of Glasgow, and results from this research will be used to direct services in future to attract more migrant workers. The economic situation in some home countries has improved and some families have returned home. However for those remaining, isolation emerged as a significant issue through the research, with participating migrants indicating a desire to have friends from the indigenous population. As a result, the researcher from the Glasgow project has established a community pop-up café in Arbroath, with some financial assistance from the council. The café ran over a 2 week period in October 2016, and will be held over a number of dates in 2017, but with a view to it becoming self sustaining in the longer term. The café is run by Syrian refugees who are also keen to become more integrated into the community.</p>		
<p>What will we do over the next 3 years?</p>	<p>We will continue to work with Glasgow University to progress issues identified through their research wherever practicable.</p> <p>With our partners we will continue to provide annual information and advice roadshows to farms in Angus for seasonal migrants, many of whom decide to stay or return to work in Angus, or attend college.</p> <p>We will closely monitor any reported hate incidents which may emerge as Brexit develops.</p> <p>We will continue to hold multi-agency migrant workers' accommodation groups to ensure there are robust and co-ordinated inspections of caravans and houses of multiple occupancy, and fire safety is prioritised, especially for the hundreds of seasonal migrant workers in Angus each year.</p>		
<p>What is our equality outcome?</p>	<p><i>Gypsy Travellers are given equal respect and are given opportunities to live, work and receive education in Angus</i></p>		
<p>1. Quality of Life</p>	<p>Which part of the general duty are we addressing?</p> <p>Advance equality of opportunity, eliminate discrimination, foster good relations</p>	<p>What are the key protected characteristics?</p> <p>Ethnicity</p>	<p>How will we measure progress?</p> <p>The number of Gypsy Travellers using council sites</p>
<p>Progress:</p>	<p>There was an Open Doors event to capture views, and a Residents Association was established for the settled community at the St Christopher's site. No issues have been reported there.</p> <p>A multi-agency group to deal with unauthorised encampments was established some years ago, but a proactive group established with NHS Tayside to look at the needs of Gypsy Travellers, is ongoing. There has been re-engagement with occupants at the Balmuir site, and it has a new site manager. There was an open afternoon where all services visited (Balmuir is a shared site with Dundee City Council). Angus provides education and social work services.</p> <p>A Gypsy Traveller Liaison Officer post was established and an appointment was made in 2016. This post covers all the issues concerning Gypsy Travellers across Angus, but with particular focus on unauthorised camping within the local authority area.</p> <p>A new Angus Council policy and procedure for the management of unauthorised encampments of Gypsy Travellers was ratified, published and implemented in November 2015, following wide consultation. In 2016 Angus Council was one of the local authorities contributing to the Scottish Government's revision of its Guidelines for unauthorised camping by Gypsy Travellers in Scotland.</p>		

<p>What will we do over the next 3 years?</p>	<ul style="list-style-type: none"> • Develop a community cabin with a view to including adult literacy classes. It is intended that education can be provided a couple of afternoons or mornings. • With the local school, look to develop the re-introduction of 'passports' in order that the work done by children attending the local school can be progressed from school to school as they move around. • Continue to raise awareness in schools etc. • Continue to monitor attendance, exclusions, incidences of reported bullying, and the achievement levels of Gypsy traveller children 		
<p>Local Outcome 3: Our children and young people are confident individuals, effective contributors, successful learners and responsible citizens</p>			
<p>What is our equality outcome?</p>	<p><i>All children will reach their expected development milestones</i></p>		
<p>1. Early Years</p>	<p>Which part of the General Duty are we addressing?</p>	<p>What are the key protected characteristics?</p>	<p>How will we measure progress?</p>
	<p>Advance equality of opportunity</p>	<p>Age/Gender</p>	<p>The number of children achieving milestones by the time they start school</p>
<p>Progress:</p>	<p>Nurture approaches focus upon helping children develop the skills necessary to engage in learning. We have developed 20 nurture rooms in schools and a further 30 cosy corners within nurseries and partner provider settings. In a further development, nurture resources are now being provided in settings used as family contact spaces by social work family support teams. Where nurture approaches have been successfully used there is evidence of improved outcomes for children as measured by the use of the Boxall Profile and other social and emotional literacy assessment tools.</p> <p>There has been a slight increase in the percentage of children reviewed meeting all of their developmental milestones, as reported in our SOA year end, from 76% to 77.1% (April 2014 to March 2015).</p> <p>Early Years is committed to Modern Apprentices and have just had seven qualify and become employed in 2016/17.</p>		
<p>What we will do over the next 3 years?</p>	<ul style="list-style-type: none"> • Continue to monitor and review where concerns are identified • Introduce initiatives as appropriate • Continue to recruit and develop Modern Apprentices specifically for Early Years. There are eight currently in training and interviews planned for 10 spaces for 2018, bringing the total input for the period 2016-18 to 25. • Look to develop an initiative in tackling gender segregation in early years. 		
<p>2. Just Play</p>	<p>Advance equality of opportunity</p>	<p>Age/Gender</p>	<p>The evaluations from families engaged in the initiative</p>
<p>Progress:</p>	<p>The development of the Just Play Initiative has proved extremely successful across Angus. The initiative started in Arbroath with nine families engaged who had a history of offending/criminal activity, or had patterns of generational crime within the family or extended family. The support sessions took the form of 'one to one' activity with the families in the 'Just Play' venue, within the local community and within the family home. Feedback from the families was very positive.</p> <p>It was then rolled out across Angus supporting 25 families, and by 2013 37 families were being supported. In 2017 there are now 41 adults and 50 children being supported through the initiative.</p>		

What will we do over the next 3 years?	<ul style="list-style-type: none"> • Continue to develop the initiative, depending on the number and needs of families, and funding available. • Seek feedback and suggestions from families on play experiences to incorporate within the sessions. • Offer flexible support to families based on their current circumstances. • Collaborate with partner agencies to reinforce and deliver key messages for health, speech and language and brain development. • Simplify language used on review sheets to enable parents to fully participate and understand what we are asking. • Support families to access Early Learning and childcare placements as appropriate. • Continue to monitor the number of Child Concern reports for families engaged with Just Play
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What is our equality outcome?		<i>The life chances of learners are increased</i>	
1. English for Speaking of Other Languages (ESOL)	Which part of the General Duty are we addressing?	What are the key protected characteristics?	How will we measure progress?
	Advance equality of opportunity, eliminate discrimination, foster good relations	Ethnicity/Age	The number of ESOL learners
Progress:	<p>In 2015/16 there was a decrease in the number of new ESOL learners (108 compared to 126 in 2014/15). There are another 99 continuing learners, both at beginner and advanced levels.</p> <p>A buddy scheme operates in Angus to offer support to learners and this has proved to be very successful.</p>		
What we will do over the next 3 years?	<p>Learning the English language remains high priority for migrant workers arriving in Angus. For some it is the means to obtain a job, or promotion, and for others it assists social integration with the rest of the community. We will continue to look at innovative new ways to deliver what migrants want. ESOL classes were offered after school but there were no takers, but the buddy scheme is appreciated and we will continue to develop that initiative, and to continue to deliver ESOL classes on work premises where appropriate.</p>		
2. Literacy and Numeracy	Advance equality of opportunity	Age/Gender	The number of literacy and numeracy learners
Progress:	<ul style="list-style-type: none"> • In 2015/16 there were 449 literacy/numeracy learners with the council (including 159 via the Angus Digital Skills Academy). This is a drop from 581 in 2014/15, partly explained by a reduction in referrals from Jobcentre Plus. This information does not include figures from Dundee and Angus College and represents all literacy/numeracy students – it is not possible to extract new learners. 		
What we will do over the next 3 years?	<p>A new Community Learning and Development Plan for Angus was agreed by committee in August 2015 and is being rolled out.</p>		

WORKFORCE DEVELOPMENT

What is our equality outcome?	<i>The workforce will be reflective of the communities we serve and is valued and respected</i>		
1. Employees within minority groups	Which part of the General Duty are we addressing?	What are the key protected characteristics?	How will we measure progress?
	Advance equality of opportunity, eliminate discrimination	All	Monitor the percentage of employees within minority groups
Progress:	<p>The number employees declaring an ethnicity which is not white Scottish/English/Welsh/Irish fell from 69 in 2015, to 55 in 2017. However there are 685 fewer employees in the workforce in 2017 compared to 2015. This represents a slight drop from 1.3% to 1.2% of the workforce. In terms of recruitment, 2 people of other ethnicities were successful in 2016, compared to 3 in 2014. However, there were only 70 appointments made in 2016, compared to 728 appointments made in 2014.</p> <p>In terms of disability, in 2017, 74 employees declared a disability compared to 96 in 2015, however there are 685 fewer employees in 2017, this represents a decrease from 1.8% to 1.6% over this period. In terms of promotion, there was a slight increase from 1.2% with a disability (2014) to 3.9% (2016).</p> <p>Full details of employee monitoring results are detailed in the Mainstreaming Report (Appendix 2)</p>		
What we will do over 3 years?	<ul style="list-style-type: none"> • We will continue to promote the electronic HR self-service facility and encourage employees to keep their records up-to-date. • We will provide renewed recruitment and selection training 		
2. Harassment / Bullying	Advance equality of opportunity, eliminate discrimination	All	The number of cases brought forward on the grounds of one of the protected characteristics dealt with by the council's harassment and bullying Contacts Network
Progress:	<p>There were two cases of bullying/harassment on the grounds of disability in 2015/16. There were no other cases reported on the grounds of any other protected characteristic.</p> <p>The Network of Contacts was re-launched and re-advertised . Training for the network of Contacts has continued.</p> <p>The coaching of employees to provide support with both work and personal issues is promoted where appropriate. There was a high level of investment in developing coaching and there are now 16 trained coaches. Coaching is proving to be popular.</p>		
What we will do over the next 3 years?	<ul style="list-style-type: none"> • We will continue to monitor cases brought forward on the grounds of one of the protected characteristics • We will continue to promote Coaching to employees where appropriate. 		

3. Employee Satisfaction	Advance equality of opportunity, eliminate discrimination	All	The percentage of employees who state that they enjoy their job
Progress:	<p>A Staff Survey was conducted in August 2015 and overall the number of employees who enjoy their job in Angus Council remains reasonably high. This is at a time of uncertainty about job security.</p> <p>The council's Transforming Angus strategy is well underway and encourages a greater work/life balance for many employees with greater flexible working for many parents/carers through agile working. In addition, wherever possible requests for a flexible working arrangement, such as compressed hours, were approved over the last two years.</p> <p>The number of people leaving the council over the last two years has been high due to the significant restructuring programme, but none have indicated their reason for leaving was based on protected characteristics.</p>		
What will we do over the next 3 years?	<ul style="list-style-type: none"> • Develop the coaching service to offer team coaching in addition to individual. The coaching for managers training will continue to be delivered. • Continue to roll out agile working through Transforming Angus. • Develop arrangements for further staff engagement. 		
What is our equality outcome?	<i>Occupational segregation in the workforce will be minimised</i>		
1. Occupational Segregation	Advance equality of opportunity, eliminate discrimination	Gender	<p>i) The percentage of the highest paid 2% and 5% of earners among the council employees who are women</p> <p>ii) The proportion of primary teachers who are males</p> <p>iii) The proportion of social care officers who are males</p>
Progress:	<p>(i) The percentage of the highest paid 2% of earners who are women was 31.8% in March 2014. This increased to 40.3% by October 2014. By 2015/16 this had risen to 37.3%.</p> <p>(ii) The percentage of the highest paid 5% of earners who are women was 41.24% in March 2014. This also increased, to 45.64% by October 2014. By 2015/16 this had risen to 47.3%.</p> <p>(ii) and (iii) are detailed in the Mainstreaming Report.</p> <p>In 2014 there had been no female head teachers in any of the secondary schools in Angus. Since then three female headteachers have been appointed.</p> <p>Skills Development Scotland (SDS) now require Providers such as Angus Council to deliver both Modern Apprenticeships (MA) and Employability Funding (EF) via an Equality & Diversity Action Plan. One issue in 2016 focused on in Angus was attracting more women into construction in partnership with Dundee and Angus College, CITB and Robertson Construction. In addition, a female is now on the front of promotional recruitment</p>		

	material for construction.
What will we do over the next 3 years?	<ul style="list-style-type: none"> • Continue to monitor and address issues as they arise. • Provide annual updates to the SDS Equality & Diversity Action Plan. • Continue to work on breaking down gender stereotyping, particularly within the younger workforce.

EQUALITY OUTCOMES PROGRESS UPDATE – EDUCATION AUTHORITY

SINGLE OUTCOME AGREEMENT PRIORITY – LEARNING AND SUPPORTIVE																							
Local Outcome 3: Our children and young people are confident individuals, effective contributors, successful learners and responsible citizens																							
What is our equality outcome?		<i>Raise the achievement and attainment of all our children and young people</i>																					
1. Attainment Levels and Average Tariff Scores	Which part of the General Duty are we addressing?	What are the key protected characteristics?	How will be measure progress?																				
	Advance equality of opportunity, eliminate discrimination	Age/Disability/Gender/Ethnicity	Use the new set of measures to be reported through the LGBF for education																				
Progress:	Attainment levels/ Average tariff scores Increasing post-school participation School leavers achieving an initial positive destination <table border="1" style="margin-left: 20px;"> <thead> <tr> <th>Year</th> <th>Angus</th> <th>Virtual Comparator</th> <th>National</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>94.2%</td> <td>90.2%</td> <td>90.1%</td> </tr> <tr> <td>2013</td> <td>93.9%</td> <td>91.7%</td> <td>91.7%</td> </tr> <tr> <td>2014</td> <td>92.7%</td> <td>92.5%</td> <td>92.5%</td> </tr> <tr> <td>2015</td> <td>94.1%</td> <td>93.2%</td> <td>93.0%</td> </tr> </tbody> </table>			Year	Angus	Virtual Comparator	National	2012	94.2%	90.2%	90.1%	2013	93.9%	91.7%	91.7%	2014	92.7%	92.5%	92.5%	2015	94.1%	93.2%	93.0%
Year	Angus	Virtual Comparator	National																				
2012	94.2%	90.2%	90.1%																				
2013	93.9%	91.7%	91.7%																				
2014	92.7%	92.5%	92.5%																				
2015	94.1%	93.2%	93.0%																				

	2016	95.10%	93.46%	93.33%					
	<p>Over the last five years in Angus the percentage of our leavers achieving an initial positive destination has been better than the national and virtual comparator average. Within the LGBF, Angus is ranked 11th best out of 32 local authorities in Scotland on this measure. Our schools continue to work closely with partner organisations to identify those young people at risk of missing out and plan to support their transitions beyond school.</p> <p>SQA Attainment In the 2016 exam diet the percentage of pupils in S4 achieving 5+ awards at level 5 rose to 37.71% marginally higher than the percentage in 2015 which was 37%.The percentage in 2014 was 34% Therefore over the last 3 years there has been an upward trajectory re attainment for this measure in S4. In the 2016 exam diet the percentage of pupils in S5 achieving 3+ awards at level 6 was 33% This matched the 2015 performance which had been a marked improvement on previous years. Over the last 5 years performance on this measure is showing an upward trajectory. In the 2016 exam diet the percentage of pupils in S6 achieving 3+ at level 6 in S6 was 41.2% which was a further uplift on the 2015 result of 38.7%.There is now a three year upward trajectory for this measure.</p>								
What will we do over the next 3 years?	Our key focus will be to improve outcomes and life chances for all our children and young people.								
1. Pupil Equity Fund	Advance equality of opportunity, eliminate discrimination	Age/Disability/Gender/Ethnicity	Evaluation report on the impact of funded interventions						
Progress:	This is a new equality outcome. The Pupil Equity Fund is direct funding to schools from the government to support interventions to improve outcomes for children who are from disadvantaged circumstances. Schools will get £1200 for every child registered for free school meal entitlement.								
What we will do over the next three years?	Introduce interventions funded by these monies, and have improved outcomes for the target groups of children.								
2. Exclusions	Advance equality of opportunity, eliminate discrimination	Age/Disability/Gender/Ethnicity	The percentage of young people excluded from schools measured against local and national benchmarks						
Progress:	<p>Exclusions:</p> <p>In 2014/15, the exclusion rate per 1000 pupils in primary schools for Angus was three, compared to a national figure of nine. In secondary schools, the figures were 32 per 1000 in Angus compared to 49.6 nationally. In comparison with other local authorities, Angus is ranked eighth lowest with regard to exclusions in primary schools and seventh lowest with regard to secondary schools.</p> <p>While exclusion levels in secondary in 2015/16 have remained at last year's levels, there has been a rise in exclusions in primary schools this session.</p> <p>Angus School Exclusion Rates</p> <table border="1"> <tr> <td>Exclusions levels per 1,000 children and young people</td> <td>2012/13</td> <td>2013/14</td> <td>2014/15</td> <td>2015/16</td> </tr> </table>				Exclusions levels per 1,000 children and young people	2012/13	2013/14	2014/15	2015/16
Exclusions levels per 1,000 children and young people	2012/13	2013/14	2014/15	2015/16					

	Primary	4	4	3	9
	Secondary	35	35	32	32
	Rates of exclusion among looked after children continue to fall. This is now a sustained 5-year trend in primary and 4-year-trend in secondary. There were no exclusions in primary schools of looked after children this session.				
What will we do over the next 3 years?	Continue to ensure that exclusions are minimised through partnership working between schools and parents/carers, family support services and the extended support provided for vulnerable children and young people.				

What is our equality outcome?	<i>Provide positive, nurturing and inclusive environments to support learning and development</i>		
1. Bullying	Which part of the General Duty are we addressing?	What are the key protected characteristics?	How will we measure progress?
	Advance equality of opportunity, eliminate discrimination, foster good relations	Age/Disability/Sexual Orientation/Transgender/ Gender/Ethnicity/Religion & Belief	i) Analyse number and profile (i.e. by protected characteristic) of bullying incidents ii) A successful roll out of the Mentors in Violence initiative
Progress:	<p>We continue to have a clear focus on reducing the number of bullying incidents in our schools. The roll out of restorative approaches has continued in our schools and very positive feedback has been received about the increased focus on ensuring pupils take full responsibility for their behaviour and its impact on others. There has been a significant reduction in both sectors of recorded incidents of bullying. In almost all recorded cases resolution of the incidents was achieved. The Equalities and Human Rights Commission's research into prejudice based bullying in Scotland schools cited Angus as an example of best practice with regard to our approach to monitoring bullying incidents. All eight clusters in Angus have received 'training for trainers' in restorative approaches.</p> <p>Contact details of support agencies and what a child or young person should do if they have a concern is available to all secondary school children in the school planner. The planner is provided to pupils at the start of each academic year.</p> <p>Full tables of bullying incidents broken down by protected characteristic are included within the mainstreaming report.</p>		
What will we do over the next 3 years?	<ul style="list-style-type: none"> Build upon the good practice which has seen a decline in bullying incidents in our schools and address the issues emerging from our analysis of the profile of bullying incidents. Fulfil our commitment to delivering the Mentors in Violence Prevention in secondary schools. This peer education programme utilises a creative standard approach to prevent all forms of bullying and gender based violence. Three of our schools are undergoing training with 		

	local partners, and a steering group will be set up to plan for the roll out of the programme to the other 5 schools. Progress over the next 3 years will include the establishment of a team of mentors in each school, and feedback from the introduction of the programme which will be gathered/monitored.		
2. LGBTI Issues	Advance equality of opportunity, eliminate discriminate, foster good relations	Transgender/Sexual Orientation/Age	i) The introduction of Transgender guidance for pupils ii) LGBTI support in place
Progress:	<ul style="list-style-type: none"> • There has been an increase in the number of pupils presenting as the opposite gender within the last two years from primary school upwards, and guidance for schools is ongoing. • Montrose Academy won a bronze award in relation to their work on LGBT. The school has an LGBT Charter Group which worked towards the accreditation and is supported by 2 members of staff. • There has also been an LGBT lunchtime group established in Brechin Community Campus called Skittles. It is made up of a mixture of young people some of whom are very clear about their gender/sexuality, and others who are looking to explore their gender/sexuality. There are four young people who are Trans, who are being supported through in their transition by the group. There are a number of young people attending the group who recognised they have demonstrated homophobic behaviours, which concerned them. They attend the group in order to develop their knowledge and understanding, and to address and prevent their behaviours. 		
What will we do in the next 3 years?	<p>Finalise transgender guidance for pupils through consultation with stakeholders and introduce into schools.</p> <ul style="list-style-type: none"> • Work towards the LGBT charter for Brechin Community Campus. • Develop the skills and confidence of the young people in raising/discussing LGBTI issues with peers and the senior management team. • Fundraise to attend Pride in 2017. 		

Appendix 2 Employee

Monitoring data

From 2014, employees have been able to update their personal characteristic information by accessing their own human resource record in the council's Human Resources System, Resourcelink. There has been an increase in data available in some areas including ethnic origin but in many areas there continues to be a low percentage of completion.

Additional data in relation to workforce profile by gender, marital status, sexual orientation and age has been included below. As some of this information has not been included in previous reports no comparison to some of the earlier data can be made.

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

Employee Monitoring Data for 2015, for comparative purposes, where available, can be found at:

http://www.angus.gov.uk/meetings/meeting/96/policy_and_resources (Item 7, 176/15, Appendix 2)

Workforce Profile by Ethnicity as at January 2017

Ethnic Origin	Female	Male	Grand Total
A - English	3	0	3
A - Other British	2	0	2
A - Scottish	17	5	22
Caribbean, Carib. Scot., or Carib. Brit.	1	0	1
Mixed or Multiple Ethnic Groups	0	2	2
Mixed/Multiple - White and Asian	0	1	1
Not Disclosed	1	1	2
Other African	1	2	3
Other Asian	1	0	1
Other Caribbean	0	1	1
Other White Ethnic Group	30	8	38
Prefer Not To Answer	323	109	432
White - Any other	2	3	5
White - Eastern European	2	1	3
White - English/Welsh/Scottish/N Irish	10	11	21
White - Irish	11	6	17
White - Other British	213	88	301
White - Scottish	2275	670	2945
(blank)	567	195	762
Grand Total	3459	1103	4562

Workforce Profile by Gender as at January 2017 (New)

Gender	Total
F	3459
M	1103
Grand Total	4562

Workforce Profile by Disability as at January 2017

Disability	Female	Male	Grand Total
No	205	101	306
Refused	1	0	1
Unaware	620	182	802
Yes	50	24	74
(blank)	2583	796	3379
Grand Total	3459	1103	4562

Workforce Profile by Religion/Belief as at January 2017

Religion/Belief	Female	Male	Grand Total
Buddhist	1		1
Church of Scotland	156	44	200
Humanist	4	1	5
Jewish		2	2
None	199	67	266
Other	1	2	3
Other Christian	31	12	43
Pagan	3		3
Prefer not to answer	16	10	26
Roman Catholic	30	14	44
(blank)	3018	951	3969
Grand Total	3459	1103	4562

Workforce Profile by Marital Status as at January 2017 (New)

Marital Status	Female	Male	Grand Total
Civil Partner	1	0	1
Divorced	74	8	82
Living with Partner	22	9	31
Married	1359	198	1557
Prefer not to answer	0	1	1
Separated	4	2	6
Single	751	55	806
Widow/Widower	3	0	3
(blank)	1245	830	2075
Grand Total	3459	1103	4562

Disciplinary and Grievance Hearings – 1 January 2016 – 31 December 2016

		Disciplinary	Grievance
Gender	Male	7	2
	Female	6	5
Total		13	7
Ethnicity	White - Scottish	8	7
	White - Other British	2	0
	Blank	3	0
Total		13	7
Disability	Yes	0	0
	No	0	1
	Blank	13	6
Total		13	7
Religious Belief	Roman Catholic	0	1
	Church of Scotland	0	1
	None	1	0
	Blank	12	5
Total		13	7
Sexual Orientation	Heterosexual	1	2
	Blank	12	5
Total		13	7

Workforce Profile by Sexual Orientation as at January 2017 (New)

Sexual Orientation	Female	Male	Grand Total
Bisexual	1	1	2
Gay	0	3	3
Heterosexual/Straight	432	145	577
Prefer not to answer	16	6	22
(blank)	3010	948	3958
Grand Total	3459	1103	4562

Workforce Profile by Age as at January 2017 (New)

Age Groups	Female	Male	Grand Total
16yrs to 24yrs	147	36	183
25yrs to 34yrs	617	140	757
35yrs to 44yrs	818	224	1042
45yrs to 54yrs	1143	380	1523
55yrs to 64yrs	712	293	1005
65yrs and over	22	30	52
Grand Total	3459	1103	4562

Equal Opportunities Statistics - All Applicants 1 January 2016 - 31 December 2016

	Applied			Prefer not to answer
	Unknown	Female	Male	
Unknown	114	34	19	1

African - (Inc.Scottish/British)		3	8	
African - Other		15	12	
Any Mixed or Multiple		23	9	
Asian - Bangladeshi (Inc.Scottish/British)		1		
Asian - Chinese (Inc.Scottish/British)		8	3	
Asian - Indian (Inc.Scottish/British)		9	12	
Asian - Other (Inc.Scottish/British)		14	3	
Asian - Pakistani (Inc.Scottish/British)		16	28	
Black - (Inc.Scottish/British)		13	3	
Caribbean - (Inc.Scottish/British)		1	3	
Caribbean or Black (Other)		2	3	
Other - Arab (Inc.Scottish/British)		6	5	
Prefer not to answer		20	17	29
White - Eastern European (e.g. Polish)		55	16	
White - Gypsy/Traveller		1	2	
White - Irish		21	18	1
White - Other British		562	257	
White - Other white ethnic group		101	55	2
White - Polish		86	35	
White - Scottish		4783	2046	11
Grand Total	114	5774	2554	44

	Invited to Interview			
	Unknown	Female	Male	Prefer not to answer
Unknown	35	8	3	
African - (Inc.Scottish/British)		1	1	
African - Other		1	2	
Any Mixed or Multiple		5		
Asian - Bangladeshi (Inc.Scottish/British)				
Asian - Chinese (Inc.Scottish/British)		2		
Asian - Indian (Inc.Scottish/British)		1	2	
Asian - Other (Inc.Scottish/British)		3		
Asian - Pakistani (Inc.Scottish/British)		2	2	
Black - (Inc.Scottish/British)		3		
Caribbean - (Inc.Scottish/British)				
Caribbean or Black (Other)		1		
Other - Arab (Inc.Scottish/British)			1	
Prefer not to answer		5	2	4
White - Eastern European (e.g. Polish)		6	3	
White - Gypsy/Traveller				
White - Irish		7	4	
White - Other British		126	44	
White - Other white ethnic group		6	8	
White - Polish		14	2	
White - Scottish		973	396	1
Grand Total	35	1164	470	5

	Successful			
	Unknown	Female	Male	Prefer not to answer
Unknown	11			
African - (Inc.Scottish/British)				
African - Other				
Any Mixed or Multiple		2		

Asian - Bangladeshi (Inc.Scottish/British)				
Asian - Chinese (Inc.Scottish/British)				
Asian - Indian (Inc.Scottish/British)			1	
Asian - Other (Inc.Scottish/British)		1		
Asian - Pakistani (Inc.Scottish/British)		1		
Black - (Inc.Scottish/British)				
Caribbean - (Inc.Scottish/British)				
Caribbean or Black (Other)				
Other - Arab (Inc.Scottish/British)				
Prefer not to answer				
White - Eastern European (eg Polish)		2		
White - Gypsy/Traveller				
White - Irish		1	1	
White - Other British		29	9	
White - Other white ethnic group		1		
White - Polish		4		
White - Scottish		239	85	
Grand Total	11	280	96	0

Recruitment and Selection – Declared Disability – all applicants - 1 January - 31 December 2016

Unknown	127
No	8000
Prefer not to answer	67
Yes	292
Grand Total	8486

Recruitment and Selection – Sexual Orientation – 1 January 2016 – 31 December 2016

	Applied	Invited to Interview	Successful
Unknown	160	42	12
Bisexual	57	4	0
Gay	52	12	1
Heterosexual/Straight	7883	1540	361
Lesbian	44	9	2
Other	21	3	0
Prefer not to answer	269	64	11
Total	8486	1674	387

Recruitment and Selection – Religion and Belief - 1 January 2016 - 31 December 2016

	Application Returned	Interviewed	Successful
Buddhist	15	1	
Church of Scotland	1714	367	84
Hindu	14		
Humanist	53		
Jewish	3		
Muslim	49		

None	4570	858	208
Other Christian	704	137	32
Other Religion or Belief	72	13	1
Pagan	12	3	1
Prefer not to answer	369	85	21
Roman Catholic	615	122	19
Sikh	4	2	
Unknown	292	64	18

Recruitment and Selection – employees applying for promoted posts (i.e. posts at higher grade than current post) – Ethnicity and Gender – 1 January 2016 – 31 December 2016

	Applied			Prefer not to answer
	Unknown	Female	Male	
Unknown		3		
African - (Inc.Scottish/British)			1	
African - Other				
Any Mixed or Multiple		1	1	
Asian - Bangladeshi (Inc.Scottish/British)				
Asian - Chinese (Inc.Scottish/British)				
Asian - Indian (Inc.Scottish/British)				
Asian - Other (Inc.Scottish/British)				
Asian - Pakistani (Inc.Scottish/British)				
Black - (Inc.Scottish/British)		1	1	
Caribbean - (Inc.Scottish/British)				
Caribbean or Black (Other)				
Other - Arab (Inc.Scottish/British)				
Prefer not to answer				
White - Eastern European (e.g. Polish)		2	2	
White - Gypsy/Traveller				
White - Irish		5	2	
White - Other British		48	30	
White - Other white ethnic group		5	5	
White - Polish		3	2	
White - Scottish		415	101	
Grand Total	0	483	145	0

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

Asian - Indian (Inc.Scottish/British)				
Asian - Other (Inc.Scottish/British)				
Asian - Pakistani (Inc.Scottish/British)				
Black - (Inc.Scottish/British)				
Caribbean - (Inc.Scottish/British)				
Caribbean or Black (Other)				
Other - Arab (Inc.Scottish/British)				
Prefer not to answer				
White - Eastern European (e.g. Polish)		1		
White - Gypsy/Traveller				
White - Irish		3		
White - Other British		21	7	
White - Other white ethnic group		1		
White - Polish		1		
White - Scottish		161	42	
Grand Total	0	190	49	0

	Successful			Prefer not to answer
	Unknown	Female	Male	
Unknown				
African - (Inc.Scottish/British)				
African - Other				
Any Mixed or Multiple		1		
Asian - Bangladeshi (Inc.Scottish/British)				
Asian - Chinese (Inc.Scottish/British)				
Asian - Indian (Inc.Scottish/British)				
Asian - Other (Inc.Scottish/British)				
Asian - Pakistani (Inc.Scottish/British)				
Black - (Inc.Scottish/British)				
Caribbean - (Inc.Scottish/British)				
Caribbean or Black (Other)				
Other - Arab (Inc.Scottish/British)				
Prefer not to answer				
White - Eastern European (e.g. Polish)				
White - Gypsy/Traveller				
White - Irish		1		
White - Other British		8	1	
White - Other white ethnic group		1		
White - Polish				
White - Scottish		54	13	
Grand Total	0	65	14	0

Recruitment and Selection – employees applying for promoted posts – ethnicity and gender – 1 January 2016 to 31 December 2016

		Disability	No Disability	Unknown	Prefer Not to Say
Application Returned	Female	10	471		1
Application Returned	Male	5	140		
Application Returned	Prefer not to say				
Application Returned	Unknown				
Interviewed	Female	3	186		1
Interviewed	Male		49		
Interviewed	Prefer not to say				
Interviewed	Unknown				
Successful	Female	3	62		
Successful	Male		14		
Successful	Prefer not to say				
Successful	Unknown				

Leavers – Ethnicity and Gender – 1 January 2016 – 31 December 2016

Ethnicity	Gender		Total
	Female	Male	
Asian- Indian (Inc.Scottish/British)		1	1
Prefer not to answer	32	16	48
Unknown	1		1
White - Eastern European (eg Polish)		1	1
White- Other British	3		3
White- Other white ethnic group	3		3
White- Scottish	2		2
Total			59

Leavers Declaring a Disability – Ethnicity and Gender – 1 January 2016 – 31 December 2016

Ethnicity	Gender		Total
	Female	Male	
Unknown	1		1
White- Scottish	4	3	7
Total			8

Staff Development

1 April 2015 to 31 March 2016

Total No of internal training days **3231**

Number of people attended **923**

Ethnic Origin:

White Scottish	767
White other British	68
Other White Ethnic Group	15
White Irish	6
A Scottish	4
White Eastern European	3
White – any other	1
White – English/Welsh/Scottish/N Irish	4
Other African	1
Mixed/Multiple – White and Asian	1

Other Caribbean	1
Prefer Not To Answer	52
Total	923

Disability and Gender:

Males (no declared disability)	163
Males (declared disability)	7
Females (no declared disability)	736
Females (declared disability)	17
Total	923

There were a total of **111** requests for support for external qualifying courses:

Disability and Gender:

Approved (1 declared disability)	Male 22	Female 84
Refused (0 declared disability)	Male 1	Female 4

(Reasons for Refusal: too many applied from the same section, qualification not essential to role, results not in for previous course completed)

Ethnic origin:

Approved	White Scottish	77
	Other White Ethnic	3
	White Other British	4
	White – Eng/Wel/Scot/NIrish	1
	White – Irish	1
	Prefer not to answer	5
	Not known	15
Refused	White Scottish	5
Total		111