



ANGUS COUNCIL

EQUALITIES MAINSTREAMING REPORT AND EQUALITY OUTCOMES (2023 – 2025)

APRIL 2023

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1. Introduction

As Angus recovers from the COVID-19 pandemic there has never been a more appropriate time to focus on the inequalities that were exacerbated during the pandemic. Now is the time to renew our focus on the goals of reducing inequality and improving the quality of life of all of our people. We fully agree with the Scottish Government's statement that, 'We will only achieve the ambitions we have set out, and ensure a genuinely collective recovery for everyone, by putting equality and human rights at the heart of our approach.'

Our vision is that Angus is a great place to live, work and visit. The steps to deliver this vision were reaffirmed in our Council Plan 2022 – 2030. We looked again at our priorities to best support our people and our businesses in Angus to recover and renew over the short, medium and longer term and set The Priorities of Caring for our Economy, our People and our Place. For the purposes of mainstreaming equalities, the Priority of Caring for our People is our primary focus. This Priority includes our ambitions to:

- Reduce inequalities in all our communities
- Provide the best start in life for children
- Create more opportunities for people to live well and achieve their personal goals
- Improve physical, mental health and wellbeing

All four of the above are key to this Mainstreaming Report. Strong partnerships developed during the pandemic and we adapted our ways of working to support our citizens and businesses. Since then, we have been capturing and building on that experience and learning from it. Angus Council is committed to tackling inequalities, in both the short and long term, as demonstrated within this report, and within our equality outcomes which we feel are vital to addressing and making progress with these important issues. For example, we continue to prioritise children by giving them the best start in life, reducing child poverty, narrowing the attainment gap and committing to The Promise -

<https://www.angus.gov.uk/sites/default/files/2021-09/Report%20299%20Corporate%20Parenting%20Progress%20Report%20Appendix%203%20Angus%20Promise%20Plan.pdf> . We are also committed, amongst other issues, to tackling gender-based violence, hate incidents, mental health issues and as a council, will align with various equalities' issues identified within the Scottish Government's priorities.

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

2 Background

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

COVID-19 had a significant impact on widening pre-existing inequalities. (Information on this can be found here [Scotland's Wellbeing: The Impact of COVID-19 | National Performance Framework](#), and for BSL users: <https://vimeo.com/466513143/dfce00c09f>). Some points to highlight:

Unequal outcomes between different groups existed pre-COVID, and the effects of the pandemic have, in general, worsened this.

- It has produced disproportionate impacts across a range of outcomes for a number of groups, including: women who are the shock absorbers of poverty, households on low incomes or in poverty, low-paid workers, children and young people, older people, disabled people, and minority ethnic groups. Intersectionality between these groups mean that impacts may be magnified for some people.
- The weight of evidence suggests that the pandemic may widen inequalities in income and wealth over the medium term, as well as being likely to make unequal outcomes more severe in a range of other areas.

The Scottish Government identified that the restrictions put in place due to the pandemic have caused broader, longer lasting societal harms such as feelings of isolation and anxiety. Such harms can be difficult to measure. The economy is central to our wellbeing, whether through the provision of direct services and goods, provision of taxes to fund public services like health and welfare, or by providing opportunities for employment and income. These have all been impacted by COVID-19. Some of the changes we've seen may stay with us for some time.

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

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

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

3. The Legislative Background

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

- eliminate unlawful discrimination, harassment and victimisation.

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

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

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

From April 2018, the Fairer Scotland Duty, Part 1 of the Equality Act 2010 came into force in Scotland.

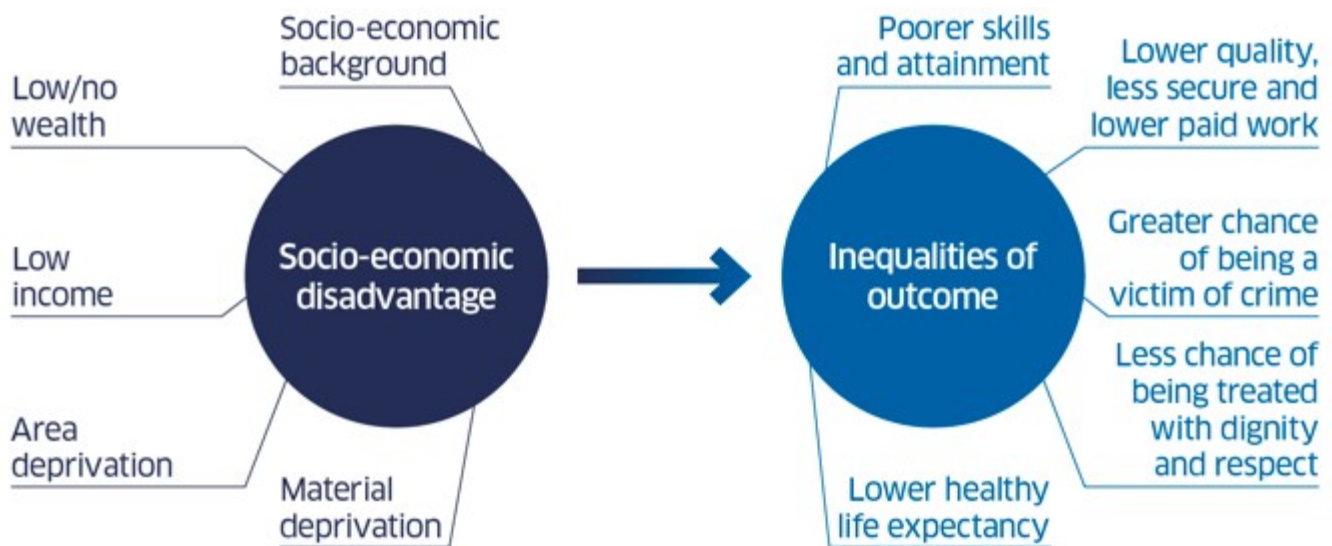
It places a legal responsibility on particular public bodies in Scotland to actively consider ('pay due regard' to) how they can reduce inequalities of outcome caused by socio-economic disadvantage, when making strategic decisions. The main points to note are:

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

The Equality and Human Rights Commission (EHRC) is the Regulator for the Fairer Scotland Duty (as well as the overarching Equality Act 2010), and will be closely involved with monitoring and the development of best practice for the Duty.

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

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



Reporting Timeframe

It is a statutory requirement for local authorities every two years to produce alternately an updated Equalities Mainstreaming Report or a new one by 30 April each year it is due. In 2023 we are required to produce an updated one. Each Report must:

- Report progress on the equality outcomes previously set
- Provide a breakdown of employee monitoring information
- Report on the gender pay gap

regardless of whether the Report is an updated one or a new one.

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 2023, separated in identifiable sections in our equality outcomes (Appendix 2).

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

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

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

Equal Pay Statement: there is also a requirement for us to review and publish a new Equal Pay Statement every 4 years (see section 14 below).

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.

4. Mainstreaming Equality

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

We are committed to integrating equality into our business using tools such as Equality Impact Assessments (EIAs), and by ensuring equality is explicit and proportionate in our business planning and decision-making. The council adopted a new joint Equality Impact Assessment/Fairer Scotland Duty Assessment in January 2021. The council's leadership team undertook the associated training in January 2021, and this was subsequently offered to authors of the assessments, and elected members. It had been identified in an Audit Scotland Report in 2020 that some EIAs were not as complete as they could have been, and that issue is being addressed with the introduction of the new form, guidance and training. Since then, a module on how to complete EIAs has been produced and is available to authors requiring to complete them, or elected members requiring to make decisions based on them.

In addition, the council's leadership team approved equality assessment champions to be nominated from each service area. These volunteers, have been undertaking further training since 2022 to become upskilled in being the first point of contact for EIA/FSD assessments within their own service. Some champions have started undertaking assessments and further sessions will be held to ensure the others are confident in reviewing their service's assessments. This will continue to reduce the risk of a single point of contact, with the council's Senior Practitioner (Equalities) as the sole reviewer of the assessments.

There is also a plan to digitise the process in order to make it quicker and simpler for authors to complete. This will also link in with the review of the committee process which is underway, as many of the EIA/FSD assessments are undertaken for reports going to committee, and the two processes are linked. This review should be completed in 2023.

Equality Outcomes are results the council aims to achieve in order to further one or more of the need to: eliminate discrimination, advance equality or foster good relations. They are results intended to achieve specific and identifiable key improvements in people's life chances, as a direct result of action the council has taken, sometimes in conjunction with our partners. The council has been working to produce improvements to lead to a fairer, more diverse and prosperous Angus. Our progress in achieving these Outcomes is set out in Appendix 2.

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

5. Commitment to Equalities

Commitment to mainstreaming equalities has come from the council's leaders. Elected members, including those new to office in May 2022, attended general equalities awareness training and can access equalities e-learning, but from March 2020 have also been able to undertake the joint Equality Impact Assessment/Fairer Scotland Duty Assessment e-learning. Members are aware of the requirement for equality impact assessments, in particular for budget savings' proposals, new policies, and committee reports in order to take these into account in their decision making.

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

There is a corporate equalities group, addressing strategic equalities issues which is chaired by the council's Director for HR, OD, Digital Enablement, IT & Business Support, and supported by the Senior Practitioner (Equalities). Membership of the group consists of an elected member who is an equalities champion on behalf

of other elected members, and senior leads on equality from each service. There are also representatives from the Angus Health & Social Care Partnership and the ANGUSalive Trust.

The corporate equalities group reports on equalities developments where appropriate, provides support and advice for the Directors, and raises equality related issues requiring attention, to the Corporate Leadership Team. There will be a focus on approximately 4 strategic issues each year, and an accompanying action plan will be drawn up, commencing in 2023.

6. Equality Outcomes

Our equality outcomes are currently aligned as much as possible to our Council Plan priorities, but with specific equalities perspectives. The equality outcomes were identified as a result of consultation with our stakeholders, including community groups and by analysing relevant local and national data including: Scottish Index of Multiple Deprivation, Scottish Neighbourhood Statistics, The Census, Fairer Scotland Action Plan, Office of National Statistics, Scottish Government equality statistics, EHRC and other research on the impact of Covid on equalities, Skills Development Scotland reports for Angus, the Citizens' Survey 2020, and service monitoring figures. Our equality outcomes are:

Local Authority

- 1. The risk of harm to people will be reduced:**
 - (i) Domestic Abuse/Violence Against Women and Girls**
 - (ii) Financial Scams**
 - (iii) Hate Crime**
 - (iv) Safety**
- 2. Licensing Board has increased commitment to equality for persons with protected characteristics and facilitates fair access for all in terms of licensing processes**
- 3. People with a disability maximise their potential:**
 - (i) Education, training, employment, volunteering**
 - (ii) Self-Directed Support**
- 4. We will enable British Sign Language (BSL) users and other people with disabilities to communicate more effectively with us.**
- 5. We will provide flexible and responsive services to young carers to enable them to continue in their caring roles**
- 6. People will find it easy to travel in Angus.**

Local Authority & Education Authority

- 7. People are supported to maximise their employment opportunities:**
 - (i) Positive destinations – Economic Development**
 - (ii) Modern Apprenticeships and Work Experience**
- 8. Gypsy travellers are given equal respect and are given opportunities to live, work and receive education in Angus.**
- 9. All children will reach their developmental milestones:**
 - (i) Early Years**
- 10. The life chances of learners are increased:**
 - (i) English for Speakers of Other Languages (ESOL)**
 - (ii) Literacy and numeracy**

11. **The workforce will be reflective of the communities we serve, and is valued and respected:**
- (i) **The number of employees within minority groups**
 - (ii) **Cases of harassment/bullying involving protected characteristics**
 - (iii) **Employee Satisfaction**
 - (iv) **Occupational segregation in the workforce will be minimised**

Education Authority

12. **Raise the achievement and attainment of all our children and young people:**

- (i) **Positive Destinations**
- (ii) **Pupil Equity Fund**
- (iii) **Exclusions**

13. **Provide positive, nurturing and inclusive environments to support learning and development:**

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

Our update on progress is **Appendix 2 - Equality Outcomes**. We will publish any new Equality Outcomes, and report on our progress of existing ones by 30 April 2025. This is subject to any changes in legislation resulting from the outcome of the Scottish Government's review of the Public Sector Equality Duties, due for completion in 2023/24.

7. Equality Commitments

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

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

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

8. Awareness Raising

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

- Deaf Awareness sessions, delivered again in 2020 and in 2021.
- Gender equality training sessions for leaders, managers, supervisors and elected members.
- The equalities section in the compulsory e-learning induction course, including equality legislation, which was updated in 2020.
- An equalities and diversity training module was completed in 2020. This course is open to all employees but is compulsory for managers. Equalities training specifically aimed at newly appointed elected members was again delivered in 2022.
- Social media was used daily during the 16 Days of Action tackling violence against women in 2022.
- Hate incidents e-learning being developed in 2023.
- An increasing number of schools receiving awards in the Rights Respecting Schools (LGBT+) initiative.
- An increasing number of schools taking part in the Mentors in Violence initiative

- Promoting the annual Holocaust Memorial Day and participative actions.
- Equality events when opportunities arise, and planning and delivering the annual 16 Days of Action events with partners.
- Direct contact with local equality groups, such as chairing the Angus Disability Forum, involvement with Angus Women's Aid, WRASAC.
- Work with other partners, including the Third Sector, for example Voluntary Action Angus and the Communities Hub in Perth when opportunities arise.
- Items and updates appearing on the council's website, on the employee intranet, Yammer and Facebook.
- Equality items appearing in the weekly employee You Matter.

9. Access to Council Information

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

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

We will continue to make our website as accessible as possible, abiding by Shaw Trust Accessibility requirements. Members from the Angus disability forum have participated in developments.

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

We promote the Scottish Government funded ContactSCOTLAND which is an initiative for deaf people who use British Sign Language (BSL). We also added more information to our website in BSL in collaboration with Deaf links, and links to the British Deaf Association etc. Our BSL Action Plan was adopted in October 2018, and is due to be updated in October 2024.

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

10. Consultation

The council has a number of consultation approaches based on partnership working and the National Standards for Community Engagement. Meetings have taken place in respect of the Community Empowerment (Scotland) Act 2015, which is designed to "create a process where people work together to make change happen in their communities by having more power and influence over what matters to them". Discussions have been around how the council supports and enables that to happen in order to facilitate communities for example: owning land and buildings; strengthen their voices in the decisions that matter to them; supporting an increase in the pace of public service reform by cementing the focus on achieving outcomes; and improving the processes of community planning.

Consultation continued through The Angus Citizens' survey which had over 1,500 responses which captures key information from local residents [<https://www.angus.gov.uk/sites/angus-cms/files/2020-06/Info%20Report%20Citizens%20Survey%20Schedule%201.pdf>] . Throughout 2022 local people were also consulted through the Councils online portal Social Pinpoint which was central to the development of a lot of new strategies and frameworks. The Best Value Audit also captured the wide range of partnership consultation delivered in Angus - <https://www.audit-scotland.gov.uk/publications/best-value-assurance-report-angus-council>

Alongside the Councils online consultations Individual services undertake face-to-face consultation etc. as required, such as large consultation events regarding our school estate.

Consultation on individual equality issues continues, for example in 2022 the Angus Disability Forum was involved in the Arbroath – A Place for Everyone, and focus groups are currently being arranged with members in 2023. This will include a walk around the relevant parts of Arbroath, assessing accessibility.

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

11. Partnership Working

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

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

Together with our community planning partners we currently have just completed a new Community Plan covering the period 2022 – 2030 which has been agreed with the Scottish Government. As many as possible of our equality outcomes are aligned to the priorities within the Community Plan. These priorities are supported by action plans and through these we are collectively addressing the issues that impact on the communities of Angus.

https://www.angus.gov.uk/community_empowerment/planning_for_the_future_of_angus/angus_community_plan_2022_to_2030

The Council Plan has been reviewed to cover a 5 years' period 2023 – 2028 and includes a focus on local needs, circumstances and aspirations for different populations in the area, and includes the participation of communities, business and the third sector in setting priorities to tackle inequalities and improve local outcomes. https://www.angus.gov.uk/council_and_democracy/council_information/plans_policies_and_strategies/council_plan_2023_to_2028

Over the years since equality Duties were introduced, we have seen significant equality developments in working with our community planning partners, other local authorities and COSLA, for example, regarding the Angus Violence Against Women Partnership, Self-Directed Support, the prevention of scamming, the provision of services for Gypsy Travellers and the welcome of refugees to Angus.

12. Procurement

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

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

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

Further, an agreed improvement action in the Improvement Plan associated with that strategy review was:

"4. Implement the Co-operative Party's Charter Against Modern Slavery - To take action against Modern Slavery and adopt the standards of the Co-operative Party Charter Against Modern Slavery."

This sought to achieve the outcome of providing assurance that Angus Council is using its procurement activity to enhance the social wellbeing of Angus in furtherance of its sustainable procurement duty (Section 9 of the Procurement Reform (Scotland) Act 2014). The planned timescale for that action was between January and May 2020.

The Covid crisis required suspension of those planned improvements due to extra burdens being placed on the Procurement & Commissioning team, particularly around sustainable supplier support. These ambitions will be revisited in the lifespan of this Report.

13. Equality Monitoring of our Workforce

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

14. Equal Pay Statement

Angus Council reviewed its Equal Pay Statement in March 2023. The following is the Equal Pay Statement for 2023 - 2027:

Equal Pay Statement

This applies to all employees of the council, including those in the Education Authority, irrespective of their age, disability, gender, gender re-assignment, marital/civil partnership status, pregnancy/maternity, race or religion or belief. It will be reviewed and reported on, every four years.

Angus Council supports the principle of equal opportunities in employment and believes, as part of that principle, that male and female employees should receive equal pay for the same or broadly similar work, for work rated as equivalent and for work of equal value (other than where the difference in pay is genuinely due to a material factor which is not the difference of sex).

The council recognises that it is in our interest, and that it is good business practice, that pay is awarded fairly and equitably. To achieve the principle of equal pay for employees doing equal work, the council recognises the need to operate pay systems, which are free from sex bias and to eliminate any unfair, unjust or unlawful practices that impact on pay. In order to meet our commitment to ensuring equal pay, we will:

- Conduct regular audits to monitor the impact of our pay practices.
- Conduct regular audits to monitor the impact of gender, and also disability and minority racial group (which commenced in 2017).
- Conduct regular pay audits to monitor occupational segregation within the workforce on the basis of gender, disability and minority racial group, in particular grades and occupations.
- Put in place action plans in response to such audits as appropriate.
- Provide training and guidance for those involved in determining pay.
- Respond to grievances on equal pay as a priority.

15. Pay Gaps 2023

For statistical purposes, we are unable to add 'Other' as a category for gender. There is a set formula to be followed for equal pay calculations which does not allow for this. However, for future reporting, we will investigate the possibility of adding another column of 'Other' for gender in other employee monitoring tables, including those in Appendix 3, as this data is not used for any other reporting requirement.

Gender

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

The findings of the audit of pay for LGEs, Chief Officers and SNCT employees are shown below. Figures are given by grade and also for the overall total. Figures for 2021 for comparative purposes can be found at [Policy and Resources Committee 8 June - Report No 133 - Equalities Mainstreaming Report - App1 \(angus.gov.uk\)](https://www.angus.gov.uk/policy-and-resources-committee-8-june-report-no-133-equalities-mainstreaming-report-app1)

There had been a continued narrowing of our gender pay gap from 2014 to January 2019 for the gender pay gap in LG grades i.e. down from to 6.31% to 4.21% in 2017, and to 2.07% in 2019. In 2021 this had increased slightly to 2.64%, and to 2.99% in 2023.

Due to budgetary restrictions over several years, the number of staff in post had previously been falling. In 2021, however, the number of staff had risen from 4,194 in 2019 to 4,479. One reason for this has been the

significant expansion in Early Years staff to meet the Scottish Government's objective of extending funded child care provision.

The Equalities and Human Rights Commission (EHRC) guidance suggests that when assessing pay gaps, organisations should fully investigate those greater than 5% and treat with caution gaps between 3% and 5%. Our overall total figure of a gender pay gap in 2023 is 0.16 %, which is slightly in favour of men and of no cause for concern. Our LGE gender pay gap (2.99%) is below 3%, however the Chief Officer (5.08%) and SNCT (4.64%) pay gaps should both be treated with caution. It should be noted, however, that there are only 11 people on the Chief Officer scale and a change of 1 person can create 100% of difference if they are the only person on a certain pay point.

Two roles commented on in 2019 were Principal Teachers with a 6.09% pay gap, and this has remained fairly static at 6.86% in 2021, and 6.24% in 2023. Head Teacher (HT)/Depute HT posts which had an 8.78% pay gap in 2019, but which has narrowed in 2021 to 7.06% has increased slightly to 7.60% in 2023. It should be noted that promoted teaching posts (Head Teachers, Depute Head Teachers and Principal Teachers) are job sized based on a nationally agreed (SNCT) toolkit and salary placement is based on the job size score.

A degree of caution is also required when looking at the pay gaps. A pay gap of 100% may seem horrendous at first, e. g. for CO 40 but the context is that there is only one person (male) on that grade, and they must be one gender or the other for these statistical purposes, which results in the 100% pay gap for that post. The opposite is true for e. g. LG11 – where the gender pay gap is zero, as there is only 1 woman on that grade. The figures are also affected by placings on salary scales, so would differ for someone new in post at the bottom of their grade, and someone who has reached the top of their scale.

Gender Pay Gap as at January 2023

Salary Grade Point	Female	Average Hourly Rate (£)	Male	Average Hourly Rate (£)	Total Count of Employees	Total Average Hourly Rate (£)	% Pay Gap
MODERNAPP	37	£5.56	6	£6.30	43	£5.66	11.74
LG1	33	£9.46	14	£9.59	47	£9.50	1.36
LG2	20	£9.97	30	£10.09	50	£10.04	1.21
LG3	153	£11.16	138	£11.14	291	£11.15	-0.24
LG4	656	£11.86	143	£11.88	799	£11.86	0.18
LG5	12	£12.49	46	£12.50	58	£12.50	0.02
LG6	186	£13.42	78	£13.53	264	£13.46	0.79
LG7	599	£14.89	70	£14.87	669	£14.89	-0.17
LG8	197	£16.77	69	£16.95	266	£16.82	1.02
LG9	99	£18.86	56	£18.77	155	£18.83	-0.48
LG10	260	£21.29	105	£21.57	365	£21.37	1.31
LG10PLUS2	8	£22.53	1	£22.53	9	£22.53	0.00
LG11	1	£22.20	0	£0.00	1	£22.20	0.00
LG12	86	£25.14	40	£25.27	126	£25.18	0.52
LG12PLUS1	1	£25.01	0	£0.00	1	£25.01	0.00
LG12PLUS2	1	£23.93	0	£0.00	1	£23.93	0.00
LG13	13	£26.76	4	£26.96	17	£26.81	0.75
LG14	31	£30.17	18	£30.57	49	£30.32	1.29
LG16	1	£36.64	0	£0.00	1	£36.64	0.00
LG17	11	£38.65	12	£39.57	23	£39.13	2.34
Grand Total	2405	£15.23	830	£15.70	3235	£15.35	2.99

Chief Executive	1	£72.17	0	£0.00	1	£72.17	0.00
Chief Officer (033)	1	£45.91	0	£0.00	1	£45.91	0.00
Chief Officer (038)	6	£50.25	1	£50.25	7	£50.25	0.00
Chief Officer (040)	0	£0.00	1	£52.24	1	£52.24	100.00
Chief Officer (051)	0	£0.00	1	£63.25	1	£63.25	100.00
Grand Total	8	£52.44	3	£55.25	11	£53.21	5.08

Advisers	4	£31.55	1	£31.55	5	£31.55	0.00
Asst Principal Teacher (Sec)	1	£28.06	1	£28.06	2	£28.06	0.00
Chartered Teacher	15	£29.97	5	£29.55	20	£29.87	-1.45
Common Scale	783	£24.92	177	£25.04	960	£24.95	0.47
Educational Psychologists Man. Spine	1	£45.22	0	£0.00	1	£45.22	0.00
Head/Deputy Teacher Head	78	£37.19	24	£40.26	102	£37.91	7.60
Music Instructors	14	£23.21	5	£20.69	19	£22.55	-12.20
Principal Teacher	118	£30.79	47	£32.84	165	£31.38	6.24
Psychologists	5	£29.39	2	£36.73	7	£31.48	20.00
Grand Total	1019	£26.67	262	£27.96	1281	£26.93	4.64

Grand Total	3432	£18.71	1095	£18.74	4527	£18.72	0.16
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Disability Pay Gap as at January 2023

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

2017	2019	2021	2023
1.6% had a disability	1.4% has a disability	1.36% has a disability	1.28% has a
disability			
6.7% had no disability	10.3% has no disability	13.17% has no disability	13% has no
disability			
91.7% did not disclose	88.34% did not disclose	85.44% did not disclose	85.61% did
not disclose			

The percentage of employees declaring a disability has fallen again slightly. It should be noted that the total number of employees in the table below is 651, which is less than the total number of employees for this period (4,527). The reason for this is in order to calculate the disability pay gap we have to remove those employees not declaring their disability status.

Our overall disability pay gap has decreased significantly over the years from 12.3% in 2017, to 13.48% in 2019, to 8.09% in 2021 to 8.47% in 2023. This is broken down for 2023 as follows:

LGE staff 3.58%, Chief Officer grades -1.18%, and SNCT 13.27%.

For lower graded LGE grades, there are more grades with a negative pay gap than a positive one (i.e. more are in favour of people declaring a disability).

The council has policies in place to encourage people with disabilities to work for us, such as flexible working, a retention of people with disabilities policy, a redeployment policy, we make reasonable adjustments to working practices where required and we are a member of Disability Confident at Employer level, which was renewed in 2020 and due to be renewed again in 2023.

From the staff survey undertaken in 2021 we asked about what the perceived barriers are for staff preventing them declaring any of their protected characteristics.* We found that 1,119 employees did not know if they had a disability or not. We will look to address this by providing more information about disability for staff. It is only by having more complete data that we can really have a complete picture of our disability pay gap. We will also continue to ensure we have robust policies in place and appropriate training for managers.

*More information about the staff survey is provided in the Employee Monitoring Appendix 3.

Disability Pay Gap as at January 2023

Salary Grade Point	Not Disabled	Average Hourly Rate (£)	Disabled	Average Hourly Rate (£)	Total Count	Total Average Hourly Rate (£)	% Pay Gap
LG1	0	£0.00	1	£9.35	1	£9.35	0.00
LG2	2	£10.06	2	£10.19	4	£10.13	-1.29
LG3	35	£11.29	3	£11.41	38	£11.30	-1.07
LG4	82	£11.92	11	£11.90	93	£11.92	0.17
LG5	7	£12.38	1	£12.59	8	£12.41	-1.70
LG6	38	£13.54	9	£13.53	47	£13.54	0.05
LG7	90	£15.06	4	£15.26	94	£15.07	-1.30
LG8	59	£16.73	5	£17.38	64	£16.78	-3.91
LG9	39	£18.88	4	£19.03	43	£18.90	-0.75
LG10	78	£21.53	7	£21.72	85	£21.54	-0.90
LG10PLUS2	3	£22.53	0	£0.00	3	£22.53	100.00
LG12	46	£25.34	3	£25.77	49	£25.37	-1.69
LG13	1	£26.54	1	£28.18	2	£27.36	-6.18
LG14	14	£30.31	3	£30.79	17	£30.40	-1.57
LG17	6	£39.44	0	£0.00	6	£39.44	100.00
Total	500	£17.35	54	£16.73	554	£17.28	3.58

Chief Officer (033)	1	£45.91	0	£0.00	1	£45.91	100.00
Chief Officer (038)	2	£50.25	1	£50.25	3	£50.25	0.00
Chief Officer (040)	1	£52.24	0	£0.00	1	£52.24	100.00
Total	4	£49.66	1	£50.25	5	£49.78	-1.18

Advisers	3	£31.55	0	£0.00	3	£31.55	100.00
Chartered Teacher	1	£31.55	0	£0.00	1	£31.55	100.00
Common Scale	48	£25.71	3	£25.74	51	£25.71	-0.11
Head/Deputy Head Teacher	18	£38.50	0	£0.00	18	£38.50	10.00
Music Instructors	2	£23.80	0	£0.00	2	£23.80	100.00
Principal Teacher	14	£30.72	0	£0.00	14	£30.72	100.00
Psychologists	3	£36.73	0	£0.00	3	£36.73	100.00
Total	89	£29.68	3	£25.74	92	£29.55	13.27

Grand Total	593	£19.41	58	£17.77	651	£19.27	8.47
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Race Pay Gap as at January 2023

Race

In 2017 and 2019 we measured the number of employees disclosing they were white British with other minority ethnic groups. The 2021 figures in comparison are below. It should be noted that the total number of employees in the tables below is 2,505, which is less than the total number of employees employed (4,527). This is because in order to calculate the race pay gap, we have to remove those employees not declaring their ethnicity status.

2017

72.6% were white British
1.2% were from a minority ethnic group
26.2% did not disclose an ethnicity

2019

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

2021

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

2023

47.43% are white British
0.82% are from a minority ethnic group
48.25% did not disclose an ethnicity
The balance of 3.5% could not be determined

Our overall average percentage pay gap for race is -7.36% in 2023. This is a slight difference compared to the race pay gap in 2021 which was -7.43%, and one which remains in favour of minority ethnic employees.

The breakdown for the 2023 race pay gap is as follows:

LGE staff -7.54%, Chief Officer grades 100%, and SNCT 1.95%. The explanation for CO grades resulting in a race pay gap of 100% is that of the 8 staff on chief officer grades who answered this question, none are from a minority ethnic group.

We will continue to ensure we have robust policies and processes in place and appropriate recruitment and equalities training for managers. We will also review our recruitment practices with a race lens, as part of our commitment to the Scottish Government's race equality initiative, and new race strategy, to try and encourage more people of a minority ethnic background to work for the council.

Race Pay Gap as at January 2023

Salary Grade Point	Group1 (White - British)	Average Hourly Rate (£)	Group2 (Minority Groups)	Average Hourly Rate (£)	Total Count	Total Average Hourly Rate (£)	% Pay Gap
LG1	17	£9.35	0	£0.00	17	£9.35	100.00
LG2	23	£10.18	0	£0.00	23	£10.18	100.00
LG3	132	£11.37	1	£11.41	133	£11.37	-0.34

LG4	322	£11.94	6	£11.87	328	£11.94	0.61
LG5	40	£12.53	0	£0.00	40	£12.53	100.00
LG6	155	£13.62	1	£13.45	156	£13.62	1.24
LG7	353	£15.17	8	£15.26	361	£15.17	-0.55
LG8	171	£17.00	3	£17.22	174	£17.01	-1.31
LG9	111	£18.95	2	£18.40	113	£18.94	2.91
LG10	185	£21.69	10	£21.51	195	£21.68	0.86
LG10PLUS2	5	£22.53	0	£0.00	5	£22.53	100.00
LG12	94	£25.26	1	£25.77	95	£25.27	-2.02
LG12PLUS1	1	£25.01	0	£0.00	1	£25.01	100.00
LG13	12	£26.78	0	£0.00	12	£26.78	100.00
LG14	37	£30.44	1	£30.79	38	£30.45	-1.15
LG16	1	£36.64	0	£0.00	1	£36.64	100.00
LG17	13	£39.60	0	£0.00	13	£39.60	100.00
Total	1672	£16.29	33	£17.52	1705	£16.32	-7.54

Chief Officer (033)	1	£45.91	0	£0.00	1	£45.91	100.00
Chief Officer (038)	5	£50.25	0	£0.00	5	£50.25	100.00
Chief Officer (040)	1	£52.24	0	£0.00	1	£52.24	100.00
Chief Officer (051)	1	£63.25	0	£0.00	1	£63.25	100.00
Total	8	£51.58	0	£0.00	8	£51.58	100.00

Advisers	3	£31.55	0	£0.00	3	£31.55	100.00
Asst Principal Teacher (Sec)	1	£28.06	1	£28.06	2	£28.06	0.00
Chartered Teacher	17	£29.91	0	£0.00	17	£29.91	100.00
Common Scale	299	£25.73	11	£25.74	310	£25.73	-0.04
Educational Psychologists Man. Spine	1	£45.22	0	£0.00	1	£45.22	100.00
Head/Deputy Teacher Head	72	£37.73	1	£55.45	73	£37.98	-46.95
Music Instructors	7	£23.80	0	£0.00	7	£23.80	100.00
Principal Teacher	98	£31.48	1	£29.22	99	£31.46	7.19
Psychologists	3	£36.73	0	£0.00	3	£36.73	100.00
Total	501	£28.84	14	£28.27	515	£28.82	1.95

Grand Total	2181.00	£19.30	47.00	£20.72	4528.00	£18.72	-7.36
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16. Occupational Segregation

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

OCCUPATIONAL SEGREGATION by GRADE as at January 2023

In comparison to 2017, 2019 and 2021 figures, the percentage of males employed in the lower LG grades has decreased again, up to LG2 from 44 in 2021 to 34 in 2023. For females, there has been a slight increase – there

were 50 females on LG1 and 2 in 2021, compared to 53 in 2023. For LG3 and LG4 the number of males on these grades is fairly static at 282 in 2021 to 281 in 2023, and increased slightly on the higher grades of LG7, 8 and 9 (191 in 2021 and 195 in 2023). In comparison for females, there were 776 females on LG3 and 4 in 2021 and 809 in 2023. On the higher grades of LG7, 8 and 9 there has been an increase of females from 814 in 2021 to 895 in 2023. The percentage of males on the higher grades of LG12, 14 and 17, both increased and decreased: there was an increase from 28.57% males on LG12 in 2021 to 31.75% in 2023, a decrease from 42.55% males on LG14 in 2021 to 36.73% and an increase from 47.83% on LG17 in 2021 to 52.17% males in 2023. The opposite is true for females: there was a decrease from 71.43% females on LG12 in 2021 to 68.25% in 2023, an increase from 57.45% females on LG14 in 2021 to 63.27% in 2023, and a decrease from 52.17% females on LG17 in 2021 to 47.83% in 2023. It should be noted that the numbers on some grades are so low that little inference can be drawn from them. In addition, there has been an increase in the overall number of LGE employees in the council from 3,149 in 2021 to 3,235 in 2023.

Chief Officers are the highest paid employees, with one exception, at the time the report on employee salaries was run (i.e. two Head Teachers were on higher salaries) and Chief Officers are on half the number of CO grades than there were previously – the number of CO grades dropped to 5 in 2019. In 2021 there was a 40%-60% split on these grades with the higher number being female (i.e. 6 females and 4 males). This equated to a decrease of the percentage of males on chief officer grades from 51.61% in 2017 to 40% in 2021. This trend has continued in 2023 with the number of males on CO grades now down to 3 (i. e. 27.27%).

In January 2021 the majority (79.47%) of SNCT employees were female, almost the same as in 2017 (80.25%), in 2019 ((79.2%), and now in 2023 (79.55%). The total number employed on SNCT has fluctuated over the years from 1266 in 2017 to 1298 in 2019, and 1,320 in 2021, but this number has reduced in 2023 to 1,281. There has been a slight decrease of chartered teachers from 24 in 2019 to 22 in 2021 and 20 in 2023, and a slight decrease this year in the percentage of male chartered teachers to 25% from 19.35% in 2017 to 25% in 2019, to 27.27% in 2021. At the highest end of the scale, the number of Head/Depute Head teachers has remained fairly static at 102 in 2023, from 100 in 2019 to 103 in 2021, with a slight increase in the percentage who are male: 23% in 2019 to 22% in 2021 to 23.53% in 2023. The majority of SNCT employees within every grade / role are also female. The number of teachers on the Common Scale has decreased from 995 in 2021 to 960 in 2023. For the SNCT grades, there has been little overall percentage gender change over the last six years (19.75% were male in 2017, 20.8% were male in 2019, 20.53% in 2021, and 20.45% male in 2023).

There is a far greater percentage of women in our workforce and this has remained fairly static over the years at around three quarters of our workforce (75.82% in 2017, 74.8% in 2019, 75.53% in 2021 and 79.55% in 2023). There is a larger number of females at the lowest grades, but there is also an increase in the number of females on some management grades as well. We will continue to encourage all employees to develop, to prepare for and to seek higher level roles. We also encourage external applications from all parts of the labour market and guarantee an interview to carers, people with disabilities etc who meet the essential criteria for the post they are applying for and have in place policies to help support all employees at work, such as very flexible working arrangements. We ensure there is equality of opportunity to all candidates, ensuring that the best person gets the job regardless of their gender.

Occupational Segregation - Gender Analysis by Grade as at January 2023

Salary Grade Point	Grand Total	Female	% of Females	Male	% of Males
MODERNAPP	43	37	86.05	6	13.95
LG1	47	33	70.21	14	29.79
LG2	50	20	40.00	30	60.00
LG3	291	153	52.58	138	47.42
LG4	799	656	82.10	143	17.90
LG5	58	12	20.69	46	79.31
LG6	264	186	70.45	78	29.55
LG7	669	599	89.54	70	10.46
LG8	266	197	74.06	69	25.94
LG9	155	99	63.87	56	36.13

LG10	365	260	71.23	105	28.77
LG10PLUS2	9	8	88.89	1	11.11
LG11	1	1	100.00	0	0.00
LG12	126	86	68.25	40	31.75
LG12PLUS1	1	1	100.00	0	0.00
LG12PLUS2	1	1	100.00	0	0.00
LG13	17	13	76.47	4	23.53
LG14	49	31	63.27	18	36.73
LG16	1	1	100.00	0	0.00
LG17	23	11	47.83	12	52.17
Total	3235	2405	74.34	830	25.66

Chief Executive	1	1	100.00	0	0.00
Chief Officer (033)	1	1	100.00	0	0.00
Chief Officer (038)	7	6	85.71	1	14.29
Chief Officer (040)	1	0	0.00	1	100.00
Chief Officer (051)	1	0	0.00	1	100.00
Total	11	8	72.73	3	27.27

Advisers	5	4	80.00	1	20.00
Asst Principal Teacher (Sec)	2	1	50.00	1	50.00
Chartered Teacher	20	15	75.00	5	25.00
Common Scale	960	783	81.56	177	18.44
Educational Psychologists Man. Spine	1	1	100.00	0	0.00
Head/Deputy Head Teacher	102	78	76.47	24	23.53
Music Instructors	19	14	73.68	5	26.32
Principal Teacher	165	118	71.52	47	28.48
Psychologists	7	5	71.43	2	28.57
Total	1281	1019	79.55	262	20.45

Grand Total	4527	3432	75.81	1095	24.19
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OCCUPATIONAL SEGREGATION - GENDER ANALYSIS BY JOB FAMILY

Job families are wider than specific post titles which appear in other tables, therefore there can be a difference in some figures with similar names.

For the first time since 2017 there is an increase in the percentage of males in managerial (up 6 from 2021), professional (up 4 since 2021), and specialist (up 1 since 2021) job families. There has also been a slight decrease in the number of males in care/support to people (down 2 since 2021), and technical posts (down 2 since 2021).

The percentage of males in administrative posts has stayed the same in 2023 at 9.70% or 42 males in post, whereas this number had previously been increasing from 6.81% in 2017 to 8.29% in 2019, and to 9.72% in 2021. However, even in more traditionally predominantly male occupations there has been very little change e.g., operative posts have also remained fairly static (82.44% in 2019, to 85.29% in 2021 and 85.54% in 2023) and in technical posts from 61.05% in 2019, to 62.5% in 2021 and 63.91% in 2023.

For female staff, the main changes are that there has been an increase in the number of females in managerial posts (Job Families) – up 11 in 2023 from 2021, although this only equates to less than 1% increase, as the number of males also increased.

Definitions of Job Families:

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

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

Managerial jobs are those with more than basic supervisory roles.

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

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

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

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

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

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

Occupational Segregation - Gender Analysis by Job Family as at January 2023

Job Family	Grand Total	Female	Male	Female %	Male %
Administrative	433	391	42	90.30	9.70
Care/Support to People	1504	1399	105	93.02	6.98
Managerial	193	123	70	63.73	36.27
Operative	408	59	349	14.46	85.54
Professional	415	303	112	73.01	26.99
Senior Managerial	32	17	15	53.13	46.88
Specialist	104	70	34	67.31	32.69
Teaching	1269	1009	260	79.51	20.49
Technical	169	61	108	36.09	63.91
Grand Total	4527	3432	1095	75.81	24.19

OCCUPATIONAL SEGREGATION – POSTS PREDOMINANTLY OCCUPIED BY FEMALES OR MALES 2023

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

Numbers of posts overall have increased but generally speaking, this has not resulted in significant change in the percentage of males in the workforce. For some posts in this table, there are so few people in them, it is difficult to draw any inference, such as IT posts occupied by 3 or 4 people. Some other posts are very similar as two years ago, demonstrating that there has not been a huge shift in most posts predominantly occupied by one gender or another.

However, there are some points to highlight:

Modern Apprentice (MA) posts are included, which allows us to see what is happening with occupational segregation in the young workforce. In 2019 100% of the 17 posts for those MAs for early years were occupied by females, despite efforts to encourage both genders. In 2021 there were two male Modern Apprentices working in Early Years but this has reduced to 0 in 2023. However, there has been an increase in the number of males in the Early Years Assistant and Practitioner posts, from 4 to 7 from 2021 to 2023. There has also been an increase in the number of males in predominantly female occupied posts of Snr Social Care Officer (5 in 2021, increasing to 8 in 2023), and Case Manager posts (4 in 2021, increasing to 7 in 2023). Additionally, in Social Worker posts (also predominantly female occupied), the number of females fell from 88 in 2021 to 84 in 2023, whilst males in post increased from 12 in 2021 to 19 in 2023.

For the second time Head Teachers (HT) at Secondary Schools do not appear in this chart. In 2014 when these figures were first recorded, there were no females in these HT posts. In 2021, there was an even split between females and males in these posts (4 and 5 in number). In 2023 there is a slight change of 3 females to 5 males in post.

In conclusion, there has been some progress made towards addressing occupational segregation, but progress in some areas is slow, for example in 2023 we now have 1 female refuse driver out of 27 posts. There are still some posts which remain totally male, such as in gardening posts (all 100% male), and some which are totally female, such as Home Care Assessors and Trainee Teachers at Primary School (all 100% female), which demonstrates that there is still work to be done to try and address occupational segregation imbalance.

Occupational Segregation - Posts Predominantly Occupied by Females or Males as at January 2023

Grade	Job Title	Female	%	Male	%	Grand Total
MODERNAPP	Modern Apprentice	8	57.14	6	42.86	14
MODERNAPP	Modern Apprentice - Early Years	26	100.00	0	0.00	26
LG1	Domestic Assistant	25	92.59	2	7.41	27
LG1	Toilet Attendant	5	83.33	1	16.67	6
LG2	Cook 1	5	83.33	1	16.67	6
LG2	Community Meals Delivery Driver	9	40.91	13	59.09	22
LG3	Access Support Worker	2	66.67	1	33.33	3
LG3	Business Support Assistant - Level 1	19	90.48	2	9.52	21
LG3	Care Assistant/Domestic	9	90.00	1	10.00	10
LG3	Clerical Officer	92	93.88	6	6.12	98
LG3	Cook 2	2	66.67	1	33.33	3
LG3	Driver/Attendant	1	10.00	9	90.00	10
LG3	Environmental Services Operative	2	25.00	6	75.00	8
LG3	Escort	2	66.67	1	33.33	3
LG3	Recruitment Assistant	3	75.00	1	25.00	4
LG3	Staffing Assistant	2	66.67	1	33.33	3
LG3	Waste Operative	2	2.50	78	97.50	80
LG3	Waste Recycling Operative	2	8.33	22	91.67	24
LG4	ACCESSLine Operator	13	92.86	1	7.14	14
LG4	Business Support Assistant - Level 2	60	92.31	5	7.69	65
LG4	Driver/Plant Operative	1	5.26	18	94.74	19
LG4	Early Years Assistant	87	96.67	3	3.33	90
LG4	Gardener 2	0	0.00	37	100.00	37
LG4	Incomes Assistant	2	66.67	1	33.33	3
LG4	Kerbside Collector/Driver	0	0.00	15	100.00	15

LG4	School & Pupil Support Assistant	379	98.70	11	2.86	384
LG4	Senior Clerical Officer	56	96.55	2	3.45	58
LG4	Senior Payroll Assistant	2	66.67	1	33.33	3
LG4	Social Care Officer	2	66.67	1	33.33	3
LG4	Social Care Worker	34	87.18	5	12.82	39
LG4	Technical Assistant	3	75.00	1	25.00	4
LG4	Waste Recycling Operative/Driver	1	33.33	2	66.67	3
LG5	Welfare Rights Assistant	6	85.71	1	14.29	7
LG5	School Technician	1	33.33	2	66.67	3
LG5	Refuse Driver	1	3.70	26	96.30	27
LG5	Gardener 3	0	0.00	11	100.00	11
LG6	Administrative Assistant	10	100.00	0	0.00	10
LG6	Business Support Officer	19	86.36	3	13.64	22
LG6	Chargehand Gardener	0	0.00	20	100.00	20
LG6	Communities Assistant	3	60.00	2	40.00	5
LG6	Community Enforcement Warden	1	9.09	10	90.91	11
LG6	Council Tax & Benefits Assistant	25	89.29	3	10.71	28
LG6	Housing Officer (Community Housing)	5	71.43	2	28.57	7
LG6	Parks Services Officer	1	25.00	3	75.00	4
LG6	School Technician	2	20.00	8	80.00	10
LG6	Social Care Officer	58	90.63	7	10.94	64
LG6	Waste Management Inspector	1	25.00	3	75.00	4
LG7	Communities Assistant	9	75.00	3	25.00	12
LG7	Community Justice Assistant	5	55.56	4	44.44	9
LG7	Community Payback Supervisor	1	16.67	5	83.33	6
LG7	Early Years Practitioner	286	98.62	4	1.38	290
LG7	Family Support Worker	35	94.59	2	5.41	37
LG7	Information Systems Officer	1	33.33	2	66.67	3
LG7	IT Service Officer	3	37.50	5	62.50	8
LG7	Senior School Technician	1	12.50	7	87.50	8
LG7	Social Care Officer	218	92.37	18	7.63	236
LG7	Support Worker	17	85.00	3	15.00	20
LG8	Family Nurture Support Worker	11	91.67	1	8.33	12
LG8	Home Care Assessor	18	100.00	0	0.00	18
LG8	Housing Officer	23	69.70	10	30.30	33
LG8	Quantity Surveyor Technician	1	33.33	2	66.67	3
LG8	Rent Officer	5	83.33	1	16.67	6
LG8	Senior Early Years Practitioner	73	100.00	0	0.00	73
LG8	Service Development Officer	6	75.00	2	25.00	8
LG8	Skills & Employability Adviser	3	75.00	1	25.00	4
LG8	Technician	1	25.00	3	75.00	4
LG8	Trading Standards Authorised Officer	3	75.00	1	25.00	4
LG9	Active School Co-ordinator	4	50.00	4	50.00	8
LG9	Committee Officer	3	75.00	1	25.00	4
LG9	Communities Officer	16	72.73	6	27.27	22
LG9	Contracts Officer	3	60.00	2	40.00	5
LG9	Librarian	7	87.50	1	12.50	8
LG9	Rehabilitation Assistant	2	66.67	1	33.33	3

LG9	School Business Manager	6	75.00	2	25.00	8
LG9	Senior Social Care Officer	38	82.61	8	17.39	46
LG9	Welfare Rights Officer	4	66.67	2	33.33	6
LG10	Advisor - Health & Safety Compliance	3	60.00	2	40.00	5
LG10	Architect	1	33.33	2	66.67	3
LG10	Building Standards Officer	1	25.00	3	75.00	4
LG10	Case Manager	50	87.72	7	12.28	57
LG10	Communications Officer	2	66.67	1	33.33	3
LG10	Council Tax & Benefits Manager	1	33.33	2	66.67	3
LG10	Engineer	1	25.00	3	75.00	4
LG10	Environmental Health Officer	6	66.67	3	33.33	9
LG10	Housing Policy Officer	10	62.50	6	37.50	16
LG10	IT Project/Business Relations Manager	1	33.33	2	66.67	3
LG10	Occupational Therapist	12	85.71	2	14.29	14
LG10	Organisational Development Facilitator	5	83.33	1	16.67	6
LG10	Planning Officer	5	45.45	6	54.55	11
LG10	Project Officer	4	57.14	3	42.86	7
LG10	Resource Worker	12	85.71	2	14.29	14
LG10	Social Worker	84	81.55	19	18.45	103
LG10	Solicitor	6	75.00	2	25.00	8
LG10PLUS2	Case Manager	3	75.00	1	25.00	4
LG12	Senior Planning Officer	3	60.00	1	20.00	5
LG12	Senior Practitioner	14	77.78	4	22.22	18
LG12	Team Leader	55	63.22	32	36.78	87
LG12	Unit Manager	5	83.33	1	16.67	6
LG13	Team Manager	13	86.67	2	13.33	15
LG14	Manager	25	59.52	17	40.48	42
Chief Officer (038)	Director	6	85.71	1	14.29	7
Chartered Teacher	Teacher (ASN)	6	85.71	1	14.29	7
Chartered Teacher	Teacher (Secondary Subjects)	6	66.67	3	33.33	9
Chartered Teacher	Teacher (Primary)	3	75.00	1	25.00	4
Common Scale	Teacher of ASN/Support for Learning	84	82.35	18	17.65	102
Common Scale	Teacher (Secondary Subject)	239	65.66	125	34.34	364
Common Scale	Teacher (Primary)	431	93.29	31	6.71	462
Common Scale	Trainee Teacher (Primary)	17	100.00	0	0.00	17
Common Scale	Trainee Teacher (Secondary Subject)	7	70.00	3	30.00	10
Head/Deputy Head Teacher	Depute Head Teacher (Primary)	22	88.00	3	12.00	25
Head/Deputy Head Teacher	Head Teacher (Primary)	34	80.95	8	19.05	42
Head/Deputy Head Teacher	Depute Head Teacher (Secondary)	16	69.57	7	30.43	23
Head/Deputy Head Teacher	Head Teacher (Secondary)	3	37.50	5	62.50	8
Music Instructors	Music Instructor	14	73.68	5	26.32	19
Principal Teacher	Principal Teacher (Secondary)	24	42.86	32	57.14	56

Principal Teacher	Principal Teacher (ASN/Support for Learning/Support)	40	78.43	11	21.57	51
Principal Teacher	Principal Teacher (Primary)	32	94.12	2	5.88	34
Psychologists	Educational Psychologist	4	66.67	2	33.33	6

17. Bullying in Schools – Further Information

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

We have a clear focus on reducing the number of bullying incidents in our schools. These have been measured since 2013/14. Bullying has decreased significantly in primary schools during this period. In 2013/14 there were 148 incidents of bullying by characteristic and 148 by behaviours. These decreased to 7 by characteristic and 12 by behaviours respectively by 2021/22. There were 8 incidents in 13/14 attributed to bullying on race grounds, and (despite a peak of 11 of these in 2018/19), this dropped to 0 by 2020/21.

In primary schools, despite the rise in technology, there has not been a rise in on-line bullying reported in schools – in 2013/14 there were 2 cases, and in 2020/21 no cases.

Table 11 Number of Incidents in Primary Schools by Characteristic*

Year	Racial	Religion/Belief	Sexual Orientation	All others	Total Incidents of bullying
2013/2014	8	0	0	140	148
2014/2015	7	0	0	27	34
2015/2016	5	0	1	15	21
2016/2017	6	0	2	23	31
2017/2018	8	1	0	21	30
2018/2019	11	0	2	36	49
2019/2020	1	0	0	44	45
2020/2021	3	0	1	15	19
2021/2022	2	0	0	5	7

Table12 Number of Incidents in Primary Schools by Behaviours*

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

2018/2019	35	21	0	11	67
2019/2020	23	29	2	14	68
2020/2021	8	7	1	7	23
2021/2022	6	4	0	2	12

In secondary schools, there was a decrease in incidents of bullying in 2016/17 to 144 compared with 151 in 2013/14. The total number of incidents of bullying had dropped to 65 by 2019/20 but has increased year on year to 112 in 2021/22. The number of incidents by behaviour also increased in 2016/17 to 185, dropped to 82 in 2019/20, but increased in 2020/21 to 111 and in 2021/22 to 143.

There were 17 incidents attributed to race in 2013/14, which, despite a peak of 40 in 2016/17, had fallen to 7 by 2019/20 but increased to 15 in 2021/22. Incidents relating to sexual orientation were 16 in 2020/21 and 15 in 2021/22.

It is interesting to note that on-line bullying has not increased for the older pupils either. These were at a peak in 2013/14, but have dropped since then, to 6 in 2021/22. It is also worth noting the ThinkB4UType youth led campaign, where Angus was the first local authority to work in partnership with NSPCC and RespectMe to raise awareness of and address online bullying issues. The Angus campaign led to a national resource being developed for use by other local authorities. Although verbal bullying incidents have decreased from 111 in 2014/15 to 41 in 2019/20, this figure increased significantly to 70 in 2021/22. Similarly physical bullying which increased to its highest level in 2016/17 to 44 dropped to 12 in 2018/19 but there was a significant rise in incidents to 27 in 2021/22.

Covid has had a significant impact on social cohesion - a very important part of each child's school experience. Pupils at the point of transition from primary to secondary in particular missed out on opportunities to build relationships with their new peers and teachers. This lack of social interaction and cohesiveness may explain in part the rise in bullying incidents.

Table 13 Number of Incidents in Secondary Schools by Characteristic*

Year	Racial	Religion/Belief	Sexual Orientation	All others	Total Incidents of bullying
2013/2014	17	0	9	125	151
2014/2015	19	1	10	60	90
2015/2016	35	2	9	80	126
2016/2017	40	8	11	85	144
2017/2018	28	0	13	41	82
2018/2019	21	0	7	25	53
2019/2020	7	0	11	47	65
2020/2021	9	0	16	68	93
2021/2022	15	0	15	82	112

Table 14 Number of Incidents in Secondary Schools by Behaviours*

Year	Verbal	Physical	Cyber /Online	Other	Total No. of Behaviours
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2013/2014	111	25	15	0	151
2014/2015	77	31	3	3	114
2015/2016	116	26	6	6	154
2016/2017	111	44	2	28	185
2017/2018	73	18	0	16	107
2018/2019	47	12	2	12	73
2019/2020	41	18	7	16	82
2020/2021	64	19	4	24	111
2021/2022	70	27	6	40	143

***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**

18. Equality Developments – Selection of Achievements/Developments

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

Poverty

There are many examples of good practice shown within the Community Plan Performance Report and Council Plan Performance Report –

Community plan - https://www.angus.gov.uk/community_empowerment/planning_for_the_future_of_angus/angus_community_plan_annual_performance_report_2020_21

Council Plan - https://www.angus.gov.uk/media/the_council_plan_performance_report_2021

Gender

The Glen Isla Project and The Glen Clova Projects, commonly known as “the Glens” are the women’s teams that sit within Justice Services.

The Glen Isla Project, now 8 years old, was “born” on the back of the Commission on Women Offenders Report 2012. The project manages and supports women who are involved with the Justice System. Women who come into the project are referred in from the courts, the Procurator Fiscals office, the Scottish Prison Service, and the Parole Board and support is provided under statutory arrangements.

The Glen Clova Project was launched on 1 October 2019. Glen Clova is the “sister” team to the Glen Isla Project, working with women on a voluntary basis. The Glens projects as they look now, are core funded by Angus Council. The Glens are looking to expand the service they offer to women and families by exploring additional funding from the Whole Family Wellbeing Fund.

The referral criteria are:

1. By reason of their behaviour, are at risk of entering the criminal justice system
2. Are pregnant and require additional support
3. Have support needs in respect of parenting likely to result in an adverse impact on their children
4. Have a history of poor/non-engagement with services
5. Are aged 16-25 and are experiencing significant social disadvantage such as family relationship breakdown, homelessness, substance misuse, mental health difficulties, unemployment, and poverty
6. Are aged 16-25 and at risk of abusive relationships, sexual exploitation, suicide or accidental death

Casework consistently sits around 50 open cases for Glen Isla. Roughly 45 of these open cases, are women supported in the community. However, the team has seen an increase in the number of custody cases over the last year, meaning more women are being subject to short term custodial sentences. The number of referrals for Glen Clova has steadily increased to the point of full capacity. The referral criteria have not changed; however, we have seen an increase in the women who would have come to the attention of the courts, now being supported on a voluntary basis. Likewise, an increase has been noted in referrals for pregnant women, with midwifery services making the bulk of the referrals. Currently, the number of open cases to Glen Clova is 52 women.

Both teams support women in Angus by means of building a therapeutic relationship in the context of delivering a trauma responsive/gender specific service. The Project uses the SHANARRI model, derived from GIRFEC (more commonly used with children services) as a basis of intervention with women. Through a combination of 1:1 support, group work activities and partnership working, women are supported to improve their situation, their wellbeing and work towards better outcomes for themselves and their families.

Some of the good practice examples delivered by the team over the last 2 years,(2021-2023), has included:

- 1:1 support to women, using a variety of therapeutic methods and models
- Group work activities such as, music groups, gardening groups and arts and crafts groups
- Support to women through partnership working with other statutory services and involvement with the third sector
- Representation on a number of working groups that support service design and service delivery across Angus
- The creation of The Glens women's consultation and participation group
- Supporting women to be involved with National Campaigns such as International Women's Day, Mental Health Awareness Week, and 16 Days of Action
- Support to learners across the Council and partner agencies by offering job shadowing and various learning opportunities
- Supporting women, in partnership with the Communities Team to gain an Adult Achievement Award

Evaluation

The Glen Clova Project has recently gone through an evaluation process, which included consultation with women who have been involved with the project, some of their comments have included:

"She has made me realise that actually he was abusing me. I see myself differently...the support is a light to me. I didn't have that light before. I had lost hope, but I feel that I have that back." (Shirley)

"I tell them things that are going on my life. It stops me taking drugs. Because I speak to her (the worker) and I get things out...She helps, she is my drug." (Mary)

"She tells me she is proud of me. I have never had anyone say that to me before, and I know she is" (Beth)

NB Names have been changed for reasons of confidentiality

The evaluation report also highlighted “ that the Glen Cova Project is successfully and meaningfully engaging with women who would otherwise be without support. The women involved in the evaluation did not want to think about what may have happened had Glen Cova not been in their lives. It is a lifeline and throughout the pandemic was the only means for many of breaking their isolation. The service is filling a serious gap in providing much needed emotional and practical support. By not having strict criteria in terms of who can engage, it is creating a community of local women supporting one another, from all walks of life. In terms of cost savings, at the most extreme end, the service has supported some women to regain care of their children and prevented others from needing crisis medical responses. The women wished the service had existed earlier in their lives.”

Disability

(i) In 2022, The council's Director of HR, OD, IT, Digital Enablement & Business Support took part in a **reverse mentoring scheme** with someone with a disability via Disability Connect, a disability inclusion specialist organisation which provides external, reverse disabled mentors to help organisations explore and unpick disability issues and pro-actively pursue diversity and inclusion goals. The mentor shares their unique disability insight to increase the knowledge, awareness and understanding of the mentee. This mentoring relationship is still ongoing.

(ii) Life in Lockdown

A book of artwork and poetry chronicling life in lockdown has been put on display at Angus Alive Kirriemuir Library in Angus. 'The Chronicles of Angus: Life through a Lens', was created by local children, young people, families, **and adults living with dementia**. Unveiled on Thursday 7th March- 2023, the book is the outcome of a project delivered by Historic Environment Scotland (HES) and supported by Angus Council Vibrant Communities Team.

A range of community groups from Forfar and Kirriemuir worked with artists Frances Law and Kate Cunningham, along with poet Rebecca Sharp, to create stained glass art, concrete poetry and illuminated letters. Contributors reflected their thoughts and feelings on the last two years, including the impact of Covid, as well as their hopes for the future.

Fiona Davidson, Learning Officer at Historic Environment Scotland, said: *“This book has been a long time in the making! The project began in early 2022 whilst Covid restrictions were still in place and there were many challenges that had to be faced along the way. The book’s contents represent the thoughts and feelings about a strange time for the people, aged 5 to 75, of the communities involved. I hope all the participants are pleased with the end result and enjoy seeing their work on display.”*

(iii) Members of the council led Angus Disability Forum participated in consultation for the **Arbroath Spaces For All initiative**. Many ideas came from those participating, such as the consultants taking cognisance of the problems with electric vehicles being quiet if crossing roads with a Guide Dog, along with cycles on cycle paths ways if they are shared with people with disabilities. Also raised were the problems at crossings for hearing impaired people as many crossings have had the 'green man' removed, and there is only a noise alert to stop crossing, which is also at the wrong pitch for those with hearing impairments. Both members of the forum and the council's consultants found the experience invaluable. Engagement with members is continuing in 2023.

Age/Disability

The Strategic Commissioning Plan 2023-2026 sets out the vision and priorities for the delivery of services across Angus under the responsibility of the Angus Health and Social Care Partnership. We aim to ensure the people of Angus receive the best services possible and enjoy physical and mental health to their full potential.

Our priorities are:

- Prevention and proactive care
- Care closer to home

- Mental health and wellbeing, substance use and recovery
- Equity of access to high quality health and social care

Services will need to be reviewed to ensure available resources are used to maximise best value. Difficult decisions will need to be made due to financial pressures of the current economic climate. This may mean that some services may be delivered in a different way to how they are now.

Long Term Unemployed/Disability

The Long Term Unemployed Programme is a Scottish Government funded programme to help get people over the age of 25 who have been unemployed for 12 months or more, and face additional barriers to employment, into employment. Angus Council has a number of success stories with Angus residents successfully going through the programme. Below is one case study, and a link to a selection of others is here <https://vimeo.com/802618456> - LTU Video

Case Study:

Stacey emailed us stating her interest, trying her best not to overthink the whole thing. The whole process moved quickly from there. She received a reply from Michelle, and they exchanged some information and set up a call to discuss further. They then met in person, and Michelle had organized a placement for her doing Admin at Gowanlea for AIDARS.

Stacey wanted to include a quote from herself to inspire other mums who are out of work and struggling with their mental health

“The LTU programme has changed my life. I will always have anxiety, but it does not have control over me anymore. I have a routine; I enjoy my work and I am consistently told I do my job well which is a nice confidence boost I am becoming me again, not just a mum. With the support of my managers, colleagues, and skills worker I have secured a full-time job within the council as a clerical officer which I am due to start in January.

I would recommend this programme to anyone. Especially those who feel lost, not good enough or are unsure where to turn when things need to change. Without this programme I would not have been able to secure the job I am about to start; I probably would not have even applied.

Young People

Some achievements were:

- Establishing the Angus Promise Team with care experienced employees at the centre, delivering on engagement, participation and awareness raising
- Extending the availability of Peer Mental Health Support to those over 12
- Extending the provision of care at home to offer more support in communities
- Care at Home recruitment working group; up to 31 March 2022 they recruited 45 new carers
- Our Learning Disability Service achieving the National Autism Certificate of Accreditation

- Delivery of support for Unaccompanied Asylum-Seeking Children referred under the mandatory National Transfer Scheme

Younger People/Disability

Development of the Angus Additional Support Needs (ASN) Glowblog

<https://blogs.glowscotland.org.uk/an/asnangus/>

In session 2021/22, the ASN Service developed an ASN GLOWblog for all school staff to support their knowledge and understanding of additional support needs and inclusion. It includes information both locally and nationally on Additional Support Needs, policies and guidance, resources and training materials.

Inclusion Fairs

Inclusion Fairs were initiated in session 2021-22. These were offered over 3 INSET days to all school staff in Angus. This was a virtual, remote offer via Microsoft Teams. Fifty-one concurrent courses were offered in total over the 3 days. The courses were led by ASN and other partners, including Allied Health Teams and Education Scotland. All who responded to our questionnaire increased their knowledge of Additional Support Needs and Inclusion and acquired new skills. Sessions offered included: Inclusion and Equity, UNCRC, Visual Impairment, English as an Additional language and Wellbeing. These Fairs will continue to be offered yearly.

Connected Tayside; Emotional Health and Wellbeing Strategy

The Connected Tayside strategy was developed following consultation with children, young people and professionals across Tayside. The strategy was successfully launched via an online event in November 2021. The strategy promotes the range of support available from universal to targeted and intensive interventions. In addition to the support to schools provided by the Educational Psychology Service in Angus, funding has enabled Counselling in Schools to continue for children aged 10 years and over. In the last reporting period from January to June 2022, 306 children and young people accessed counselling in Angus schools, totalling 1,344 sessions.

Community Mental Health funding has also enabled the extension of peer support for children aged 12 to 16 years. Over the past six months, 172 young people have accessed this service. 83.3% of teaching staff surveyed, reported that the Young Person's Peer Service was a beneficial addition to the support available to young people. Penumbra peer service also delivered 8 wellbeing workshops in South Angus secondary schools. Attendance at these groups has been good and feedback from young people has been very positive. Workshop topics included: Body Confidence, Anxiety Matters, Stress Management, Bullying and Social Media - all topics chosen by young people during focus groups held in December 2021.

In addition, Togetherall, the online service for young people aged between 16-24 years continues to be promoted in secondary schools across the local authority. Between January and June 2022, 21 young people registered with Togetherall and engaged in self assessments on the platform. The Community Mental Health funding also helped with the development of a neurodevelopmental portal which will support parents of children aged 5 to 12 years who are awaiting assessment by Child and Adolescent Mental Health Service (CAMHS). 300 families across Tayside participated in the engagement process to influence the design of the portal.

Race/Sex

Target Group: Refugee Families in Angus

Partners: Angus Council, NHS, Voluntary Action Angus

The Angus Period Poverty working group have an aim to eradicate period poverty which has included creating a network across the area to distribute free products. This has included community premises, distribution through health visitors and a focus on sustainable products through workshops and education.

As part of the wider engagement activities the partnership linked in with the Incident Management Team advised that there is now a significant amount of Ukraine families within Angus. To support this emerging demand, we put out marketing and promotional materials in a variety of different languages so that everyone in our community could access free products.

Alongside this, we also reached out to a number of businesses in the area who support a wide range of nationalities and asked if they would like to participate in the period positive employer scheme so products could be picked up directly. This included some restaurants and world cuisine delis.

"I have a number of families staying with me fleeing the violence in Ukraine and period products are one thing we really need as they can be so expensive"

The partnership is now holding cost of living roadshows across Angus with a variety of products available for local people. The initial session held in Arbroath had over 250 attendees from a wide range of cultures and backgrounds – the feedback has been very positive.

"I would never have thought of trying a menstrual cup because of the cost so thank you for this"

"These washable pads look great, I was always frightened to talk about periods"

One area of consideration is where we engage people – the initial cost of living event was held at Gayfield Park, a football stadium that people are already comfortable visiting with no stigma attached.

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

Inclusion is a priority for all schools in Angus with reference to respecting the rights of all children and young people.

Significant increase in school engagement with Rights Respecting Schools since August 2021.

As of 24 Feb 2022, 32 schools are registered

8 achieved bronze award

5 achieved silver award

Case Study

Auchterhouse Primary School registered with the Rights Respecting Schools Awards programme (RRS) in September 2019. The leadership of the Head Teacher and commitment of school staff, learners and their families saw the school achieve their Gold Award in May 2022. They have demonstrated their ability to embed children's rights across the school and ensure that these rights underpin all aspects of school life.

Rights and rights respecting language are embedded in the day-to-day life of the school. There is a strong focus on health and wellbeing and the school has worked hard to create positive relationships which promote an ethos of mutual respect and trust across the learning community. Learners know that the school keeps them safe and supports them to be healthy.

They also understand that "All children should have their rights met all over the world... but it doesn't always happen." Staff ensure learners learn about rights through the curriculum and current affairs in a variety of ways e.g. school assemblies, cross curricular lessons, international links. Learning is planned "through the lens of rights." Staff make links between rights and Global Goals. Rights are explicit in the School Improvement Plan, the Relationship policy, and are clearly linked to the school's vision, aims and values. Parents and the wider community are informed and involved in learning about children's rights through the school blog, termly school newsletters, village newsletter and social media,

Pupil voice is valued highly, and the range of pupil voice groups gives ample opportunities for all learners to put their suggestions forward and for these to be acted upon. Auchterhouse learners have shared their practice and presented to Angus Head Teachers, as well as raising awareness of their work with Monifieth High School as part of transition work.

The school will continue to develop opportunities for children to be at the heart of decision-making, influencing and shaping the life and work of the school, and recognising the role of children in helping adults understand problems and develop achievable solutions.

Care Experienced Young People

Care experienced children and young people

In June 2021 pilot reviews were carried out in the ten primary schools with the highest number of care experienced learners, and interviews were held in August 2021 with a sample of parents/carers from those schools. Following thematic analysis of data from these reviews a working group was established to discuss emerging themes and plan next steps. A report of findings and recommendations from the pilot was shared with corporate parents in March 2022.

A programme of progress in learning meetings which prioritises children and young people who are care experienced is now in place in all our schools. This programme is aligned with our tracking and monitoring and moderation processes.

E-learning module on supporting care experienced children and young people with bereavement, grief and loss

Educational Psychology Service developed an e-learning module on supporting care experienced children and young people with bereavement, grief and loss, which is available to both Angus Council and Angus Health and Social Care Partnership (AHSCP) staff on Always Learning, and by carers and partners on TURAS, the NHS e-learning platform.

Leading the Promise

Active Schools have been represented on the 'Angus Leading the Promise' group since 2018, and within this network, regularly collaborate with colleagues from the Children's families and Justice Service, Social Work, Who Cares Scotland, Angus Independent Advocacy, Vibrant Communities Team, Angus Alive, Children's Hearings Scotland, Angus Residential Care, NHS Tayside. This collaboration has allowed Active Schools to better identify those care experienced pupils in our schools, provide support to the 'Brothers and Sisters Kinship' project, and in July 2022 deliver holiday provision alongside other partners, specifically for care experienced youngsters.