

ANGUS COUNCIL
EQUALITIES MAINSTREAMING REPORT AND
EQUALITY OUTCOMES
2013 – 2017

APRIL 2013



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1 Introduction

Britain is a far more diverse society than it was a generation ago: more British children are growing up in a mixed race household; society's age structure is changing, with a growing proportion of the population aged over 50; some minority groups who had previously been more or less invisible – for example, transgender people – have become more confident about expressing their identity in the public sphere.

Some forms of discrimination have diminished, however, the evidence shows that whatever progress has been made for some groups in some places, the outcomes for many people are not shifting as far or as fast as they should. Particular groups, including Gypsies and Travellers and some types of migrants, are still likely to encounter negative attitudes. In response to the Scottish Social Attitudes Survey 2010, two-thirds (66%) believed Scotland should do everything it can to get rid of all kinds of prejudice, but almost 3 in 10 people felt prejudice can sometimes be justified.

In addition, the current economic and social circumstances threaten to widen some equality gaps that might have closed in better times.

Many people consider tackling the issues of equality and fairness to be the province of anti-discrimination law but the greatest impacts on the opportunities open to individuals are made by everyday decisions in every part of society, most of which apply equally to everyone (note 1).

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

Angus Council welcomes this opportunity to build on the equality work we have already undertaken, and our aim, as stated in our Single Equality Scheme 2009 – 2012, continues to be: 'to integrate equality throughout the organisation and the services that we provide.' Mainstreaming equalities is fundamental to that aim.

Note 1 Source: The Equality & Human Rights Commission 2010 Triennial Review, "How Fair is Britain"

2 Background

2.1 The Legislative Background

The Equality Act 2010

In April 2010, a major piece of legislation, the Equality Act, was passed with the aim of consolidating and harmonising existing equalities' legislation and strengthening the law to support progress on equality. The timetable for implementing the initial parts of the Act was from October 2010.

The Act sets out the full range of the nine 'protected characteristics', which are protected from discrimination on the basis of:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity

- race
- religion and belief
- sex
- sexual orientation

Not all protected characteristics are treated in the same way and employers, for example can still positively discriminate in favour of people with disabilities.

Positive action is more comprehensive under the Act, and there are exemptions for specific groups, for example, single sex services, blood services, insurance etc. The Act prohibits:

- direct discrimination
- indirect discrimination
- discrimination by perception
- discrimination by association
- discrimination arising from a disability
- harassment and
- victimisation

The Act also introduced a **General Equality Duty**, which applies only in the public sector. This duty requires public bodies, in the exercise of their functions, to 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.

Only the first requirement applies in the case of marriage/civil partnership. 'Due regard' means giving appropriate weight to promote equality in proportion to its relevance.

The Specific Equality Duties

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 duty. 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.

There is also a legislative requirement for education departments to set outcomes, detail mainstreaming, and provide employment information: these have been incorporated within the council's mainstreaming report and equality outcomes.

2.2 Mainstreaming Equality

Mainstreaming equality means integrating equality into the day-to-day working of the council. This means taking equality into account in the way we exercise our functions i.e. equality should be a component of everything we do.

The benefits of mainstreaming equality are:

- Equality becomes part of the structures, behaviours and culture of the organisation.
- The council knows and can demonstrate how, in carrying out its functions, it is promoting equality.
- It contributes to continuous improvement, better performance and better value.

The council is committed to integrating equality into its business using tools such as **Equality Impact Assessments (EIAs)**, and by ensuring equality is explicit and proportionate in business planning and decision-making.

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. The council aims to produce improvements which lead to a fairer, more diverse and prosperous Angus.

Employee information will be gathered and analysed in order to ensure that the workforce reflects the diversity of the local population. This mainstreaming report also contains information regarding **gender pay equality** and our **equal pay statement**.

Commitment to mainstreaming equalities has come from the top down. Elected members have attended equalities' awareness training and can access Equality Impact Assessments on budget savings' proposals, new policies, and committee reports which have been undertaken since 2009.

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

A Corporate Equalities Group, which includes a senior lead from each department on equality, together with the corporate Equalities Officer, provides regular support and advice for the Strategic Directors. This group reports its activities, and will report progress on equalities and the outcomes, directly to the Executive Management Team, which in turn, through the Chief Executive, will report to the Strategic Policy Committee.

3 Equality Outcomes

Equality Outcomes are results which we aim to achieve in order to further one or more of the needs in the general duty, that is to: eliminate discrimination, advance equality of opportunity and/or foster good relations. By focusing on outcomes rather

than objectives or outputs, we aim to bring practical improvements in the life chances of those experiencing unlawful discrimination and disadvantage.

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

- 1. Young people are supported to maximise their employment opportunities.**
- 2. Migrant workers are given equal respect and opportunities to live and work in Angus.**
- 3. Gypsy travellers are given equal respect and opportunities to live in Angus.**
- 4. All children will reach their developmental milestones.**
- 5. Provide an inclusive learning environment for all children and young people.**
- 6. Young people have an understanding of equality issues.**
- 7. The life chances of learners are increased.**
- 8. The risk of harm to people will be reduced.**
- 9. People with a disability maximise their potential.**
- 10. Carers will have a life outside of caring and their health and well-being will be improved.**
- 11. People will find it easy to travel in Angus.**
- 12. The workforce will be reflective of the communities we serve, and is valued and respected.**
- 13. Occupational segregation in the workforce will be minimised.**

We will report on progress, and publish a fresh set of Equality Outcomes, by 30 April 2015. Full details are in **Appendix 1 - Equality Outcomes**.

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.

To further these general commitments, we have adopted **nine specific equality commitments** in relation to the protected characteristics:

1. We will carry out equality impact assessments on our strategies, policies and services to make sure that there is no unlawful discrimination in the way that they are designed, developed or delivered, and that wherever possible equality is promoted.
2. We will provide quality, accessible services to the community and oppose any unlawful discrimination in relation to the delivery of these services.
3. We will ensure that all members of the community have equal access to information regarding council services.
4. We will develop and maintain effective methods of communication, consultation and involvement with members of the community.
5. We will ensure that our employment practices do not unlawfully discriminate and that we build skills and raise awareness of equality issues within our workforce.
6. We will ensure that at both elected member and officer level there is clear accountability for promoting and delivering our commitment to equality.
7. We will set specific outcomes that will help to achieve equality across Angus.
8. We will report on our achievements against the outcomes in a mainstreaming report in 2015 and every two years thereafter.
9. We will work jointly with our partner agencies to ensure our equality duties are met.

In fulfilling these commitments we recognise that we are building on much good work undertaken in support of our previous Single Equality Scheme, Equal Opportunities Policy and Race, Disability and Gender Equality Schemes.

4.2 Equality Impact Assessments

We are committed to carrying out equality impact assessments on our strategies, policies and services to make sure that there is no unlawful discrimination in the way that they are designed, developed or delivered and that wherever possible equality is promoted

In meeting the terms of this commitment, we have ensured that:

- Equality impact assessments have been carried out on existing strategies, policies and services, and all relevant new and proposed strategies, policies and services are required to undergo an equality impact assessment before they are presented to committee.
- We also undertake equality impact assessments on potential budget savings identified during our annual budget setting process.

The current combined equality impact assessment tool can be accessed via our council website (www.angus.gov.uk), our internet pages, or by contacting our corporate Equalities Officer.

Completed equality impact assessments for committee reports are electronically accessible via the council's website. All completed equality impact assessments for strategies, policies and services are also published on the website.

The council's strategic directors are responsible for the completion of equality impact assessments for their own departments. Guidance is available and training is delivered to management teams as required. From 2011 equality impact assessments have been undertaken on the grounds of all the equality protected characteristics.

A review of Equality Impact Assessments is being undertaken this year in conjunction with Human Rights implications.

4.3 Awareness Raising

The council raises awareness of equality issues by different means, such as:

- Through an equalities section in a compulsory e-learning induction course, including equality legislation.
- Blended equalities and diversity training which is open to all employees but is compulsory for all managers.
- Disability Awareness training.
- Bespoke training for specific sections/departments of the council.
- Equality Impact Assessment training.
- Harassment Contacts' training.
- Events, such as multicultural ones, for LGBT History month, White Ribbon Campaign etc.
- Direct contact with local groups, such as the Disability Forum, Chinese Association, Angus LGBT Equality & Diversity, Women's Aid etc.
- Communication with other partners, including the Third Sector through Voluntary Action Angus.
- Items and updates on the council's website, and on the employee intranet.
- Articles in the employee newsletter, Angus Matters, and in the community magazine, Angus Life.
- Promoting DisabledGo for Angus in libraries etc.

4.4 Access to Council Information

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

In meeting the terms of this commitment we will endeavour to ensure that:

- All members of the community are able to access information on council services via local ACCESS offices or ACCESSLine (08452 777778) or our council website (www.angus.gov.uk).
- The council is Typetalk accessible and texting facilities for people with disabilities were introduced last year.
- 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.
- Our website is reviewed to be as accessible as possible, having gained Shaw Trust Accessible Accreditation and the Google Translate facility.
- Employees are provided with awareness training and an appreciation of the importance of ensuring that the whole community has access to council information. We distribute our council magazine, Angus Life, to every Angus household twice a year.
- The Angus welcome booklets and notebooks for migrant workers are available in a variety of Eastern European languages.
- Non-stereotypical images of equality groups in publicity materials, such as leaflets, continue to be promoted.

4.5 Consultation

The council has a number of consultation approaches based on partnership working and the National Standards for Community Engagement. The Angus Citizens' Panel 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.

Items for consultation with the wider Angus population are placed on the council's Have Your Say section of the website, and views are fed back to the relevant departments. Individual departments 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.

In meeting the terms of this commitment we will endeavour to ensure:

- Our managers are aware of the requirement to consult with and involve service users in respect of significant, and relevant, developments in their services.
- Representation from the whole spectrum of the community to develop and maintain communications and consultative links with the council is encouraged.

- Our methods of communication are regularly reviewed to ensure that they continue to promote equality of participation by the whole community.
- Community interest groups are encouraged to attend various council meetings where relevant.
- Funding criteria for voluntary bodies and community organisations stipulate that they must have an equal opportunities' policy.
- Specialist and interpretation facilities are provided at council meetings and departmental meetings where a need is identified to assist participation by all employees and members of the community.
- All relevant community groups are included in consultation exercises on issues affecting the community.
- Communication and consultative links are established between the council and the community and be advertised within the community.
- Employees are provided with awareness training and an appreciation of the importance of establishing effective communications and consultative links with members of the community and our customers.
- There are various means by which citizens and communities can make their views and opinions known to us.
- Our consultation processes are designed to engage and encourage participation from diverse and excluded communities.

4.6 Partnership Working

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

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

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

Over the years since equality Duties were introduced, we have seen significant equality developments in working with our community planning partners and other local authorities.

4.7 Procurement

Angus Council is committed to best value and promoting fairness and equality in procurement. Our own Procurement arrangements and the Tayside Procurement Strategy 2008-11 refer to our policy commitment to support equality and diversity duties in procurement activity.

Contractors' compliance is checked by asking equalities questions, and by including contract conditions on equalities, for both services provided under contract or agreement, and contractors' equal opportunities policies and practices. Equalities and procurement staff work with other officers in circumstances where the procurement of goods or services has a specific equalities dimension.

In light of the equality duty in respect of Procurement, the council's procurement procedures are currently under review (March 2013), and a working group has been established which includes representation from across all council departments.

4.8 Service Monitoring

To ensure that services are delivered in an effective, non-discriminatory way, we equalities monitor service users in line with EHRC recommended classifications. Monitoring of services is increasing, for example, from 2012 complaints have been monitored for equalities' implications.

Monitoring Guidance will be produced in 2013 to ensure consistency, relevance and appropriateness of questions asked.

5 Equality Monitoring for our Workforce

5.1 Employment and Training

Angus Council is committed to ensuring that our employment practices do not unlawfully discriminate on the grounds of age, disability, gender, gender re-assignment, marital or civil partnership, pregnancy & maternity, sexual orientation, race, and religion & belief, and that we build skills and raise awareness of equality issues within the workforce.

This commitment is encompassed within our People Strategy, and in meeting the terms of this commitment, we will ensure that all managers have access to corporate personnel information within the Personnel Advisory Bulletins and Recruitment Manual. As a result, we will endeavour to ensure that for:

Recruitment and Retention

- The criteria for employment are based on merit and all job applicants are considered on that basis.
- Positive steps are taken to find suitable alternative employment elsewhere within the council for employees who become disabled in the course of their employment with the council.
- All applicants who declare that they have a disability and who meet the essential criteria for a job vacancy are interviewed.
- Dates of birth play no part in employment decisions, subject to compliance with statute.

Training and Development

- Training on how to recognise discrimination and harassment in the workplace is made available to employees.
- All employees have equal access to training and development opportunities offered by the council.

Conditions of Employment

- Where practicable, employees with disabilities are provided with the necessary support and equipment to enable them to carry out their duties and responsibilities efficiently in a safe working environment.
- Employees have the opportunity to raise issues in relation to their working arrangements, training and development needs and other conditions of their employment.
- Our terms and conditions of employment are sensitive to, and do not indirectly unlawfully discriminate against any employee.
- We adopt practices which assist employees in balancing work and personal responsibilities.
- The procedures adopted to grade jobs within the council do not discriminate on the grounds of gender.

Monitoring our Employees

We collect employee data broken down by groups of protected characteristics and use the results to ensure:

- Our equality commitments have been met.
- We are prima facie not unlawfully discriminating against particular equality strands – if it appears that we are, we will investigate and if necessary, take remedial action.

We monitor our employees in line with EHRC recommended classifications. We have recently extended this monitoring to include sexual orientation, gender-reassignment and religion and belief. Data for these groups of protected characteristics is unavailable at this stage and will be reported on in future years.

We monitor the following categories of employee data:

- Recruitment & Selection i.e. those applying for council posts, those shortlisted and those successful, including internal promotions.
- Current Employees in Post.
- Disciplinary and Grievances.
- Leavers.
- Training i.e. those requesting training, both internal and external, and those successful.

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

Initial analysis of the data gathered under each of the above headings does not indicate any immediate areas of concern. However data will continue to be monitored and, as is explained at the appendix, there are gaps in information which will be filled. This may result in highlighting areas where action is required. In that event this will be taken and reported as appropriate.

5.2 Equal Pay Statement

The council's Equal Pay Statement is detailed below. It applies to all employees of the council, including those in Education Services, 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, by 2017, disability and minority racial group.
- 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.
- Continue to work with the recognised trade unions on ensuring equal pay.
- Where any pay system is set nationally ensure that implementation is free from sex bias.

5.3 Living Wage

Angus Council adopted the nationally determined minimum 'Living Wage' from December 2012 as part of its commitment to social justice.

5.4 Gender Pay Gap Audit

Amongst the new duties placed upon the council by the Regulations is a requirement to publish gender pay gap information. 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 information must be published by no later than 30 April 2013 and then at intervals of not more than two years.

The council undertook a gender pay gap audit in 2012, as a follow-up to a pilot pay audit in 2011, in anticipation of the introduction of this specific duty. The Regulations require the use of the most recent available data and analysis of council information to date excludes chief officers and teaching staff. However the council will ensure that systems are in place to capture that pay data for all employees for the purpose of future audits.

The findings of the audit of pay for Local Government Employees (LGEs) in 2012 and 2011 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 was a reduction from 2011 to 2012 both in the overall gender pay gap ie down from 8.85% to 8% (a reduction of around 10%)

and a reversal of the number of grades where males are on higher 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 8% might therefore seem to be of concern, this is misleading. The significant figure is that for each of the individual grades.

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 individuals' varying levels of progress through the increments within the grade.

2012 Audit

Female			Male			% Pay Gap
Grade	Nos.	Ave Basic rate/hour (£)	Grade	Nos.	Ave Basic rate/hour (£)	
LG1	66	6.64	LG1	13	6.55	-1.34
LG2	272	7.33	LG2	141	7.28	-0.62
LG3	615	8.35	LG3	160	8.32	-0.30
LG4	357	8.93	LG4	151	8.93	-0.10
LG5	87	9.48	LG5	75	9.48	-0.08
LG6	438	10.43	LG6	97	10.42	-0.04
LG7	552	11.69	LG7	78	11.59	-0.93
LG8	140	13.29	LG8	104	13.41	0.89
LG9	149	15.15	LG9	76	15.22	0.48
LG10	248	17.31	LG10	96	17.32	0.11
LG11	14	18.96	LG11	11	19.14	0.92
LG12	54	20.86	LG12	56	20.82	-0.19
LG13	4	22.91	LG13	11	22.91	0.00
LG14	20	24.99	LG14	35	24.80	-0.77
	3,016	10.94		1,104	11.89	8.00

2011 Audit

Female			Male			% Pay Gap
Grade	Nos.	Ave Basic rate/hour (£)	Grade	Nos.	Ave Basic rate/hour (£)	
LG1	68	6.61	LG1	14	6.45	-2.48
LG2	279	7.17	LG2	143	7.15	-0.28
LG3	624	8.08	LG3	166	8.14	0.74
LG4	366	8.83	LG4	149	8.88	0.56
LG5	87	9.42	LG5	74	9.39	-0.32
LG6	449	10.10	LG6	102	10.12	0.20
LG7	572	11.24	LG7	86	11.32	0.71
LG8	126	12.90	LG8	100	13.24	2.57
LG9	153	14.60	LG9	79	14.81	1.42
LG10	249	16.76	LG10	89	17.01	1.47
LG11	13	18.83	LG11	11	18.90	0.37

LG12	57	20.37	LG12	59	20.67	1.45
LG13	6	22.29	LG13	11	22.23	-0.27
LG14	20	24.76	LG14	35	24.25	-2.10
	3,069	10.61		1,118	11.64	8.85

5.5 Occupational Segregation

The council is also now required to publish information on 'occupational segregation' within its 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 largely absent from senior management and executive positions. Analysis of occupational segregation enables identification of areas where action may be required to address particular issues eg where one gender is apparently under represented.

Initially the duty on the council in respect of occupational segregation is restricted to gender but will, in future, also include such segregation in terms of disability and racial group.

Collection and analysis of this type of information is a departure for this council, and for most others. The following three tables provide information which we must now analyse, further investigate where appropriate, and, where necessary, develop measures to address anomalies/under-representation. Such action might include the targeted employment of modern apprentices and positive action to encourage training/applications from under-represented genders. Where significant action is required it will be the subject of a report to the appropriate committee.

The following three tables illustrate current occupational segregation within the council. Each has a self-explanatory heading and/or additional explanatory notes. Again, on this occasion, the analysis is of those on Local Government Employee conditions only but this will be addressed in future reports.

OCCUPATIONAL SEGREGATION by GRADE 2011 – 2012					
Grade	Total No of Employees	All Females Count	All Females Percentage	All Males Count	All Males Percentage
LG1	79	66	83.54%	13	16.46%
LG2	413	272	65.86%	141	34.14%
LG3	775	615	79.35%	160	20.65%
LG4	508	357	70.28%	151	29.72%
LG5	162	87	53.70%	75	46.30%
LG6	535	438	81.87%	97	18.13%
LG7	630	552	87.62%	78	12.38%
LG8	244	140	57.38%	104	42.62%
LG9	225	149	66.22%	76	33.78%
LG10	344	248	72.09%	96	27.91%
LG11	25	14	56.00%	11	44.00%

OCCUPATIONAL SEGREGATION by GRADE 2011 – 2012					
Grade	Total No of Employees	All Females Count	All Females Percentage	All Males Count	All Males Percentage
LG12	110	54	49.09%	56	50.91%
LG13	15	4	26.67%	11	73.33%
LG14	55	20	36.36%	35	63.64%
Totals	4120	3016	73.20%	1104	26.80%

OCCUPATIONAL SEGREGATION Gender Analysis by Job Family 2011 - 2012					
Job Family	Total	Female	Male	Female	Male
Administrative	941	861	80	91%	9%
Care/Support to People	1532	1415	117	92%	8%
Managerial	224	125	99	56%	44%
Operative	732	246	486	34%	66%
Professional	361	227	134	63%	37%
Technical	259	94	165	36%	64%
Specialist	71	48	23	68%	32%
Total	4120	3016	1104	73%	27%

Administrative: jobs includes general reception, clerical, and administrative work.

Care/ Support to People: jobs include those which deal directly with service provision to adults and children eg social care officer, early years practitioners, primary school assistants.

Managerial: jobs with more than basic supervisory roles.

Operative: jobs such as gardeners, refuse collectors, drivers, etc.

Professional: jobs requiring specific 'traditional' qualifications.

Technical: jobs which require detailed knowledge in a specific field.

Specialist: jobs which relate to non-mainstream work activities, including External Funding Officer, Quality Co-ordinator, Animal Health Inspector, Clients' Rights Officer.

OCCUPATIONAL SEGREGATION
Posts Predominantly Occupied by Females or Males 2011- 2012

Grade	JobTitle	Females	%	Males	%	Total
LG1	Toilet Attendant	17	89.47%	2	10.53%	19
LG1	Domestic Assistant	31	96.88%	1	3.13%	32
LG1	Cleaner	11	91.67%	1	8.33%	12
LG2	Receptionist	40	100.00%	0	0.00%	40
LG2	Caretaker	2	9.52%	19	90.48%	21
LG3	Clerical Officer	262	95.27%	13	4.73%	275
LG3	Care Asst/Domeestic	11	91.67%	1	8.33%	12
LG3	Driver/Attendant	1	8.33%	11	91.67%	12
LG3	Primary School Asst	121	99.18%	1	0.82%	122
LG3	Secondary School Asst	50	92.59%	4	7.41%	54
LG3	Waste Operative	4	4.88%	78	95.12%	82
LG3	Waste Recycling Operative	1	4.76%	20	95.24%	21
LG3	Library Asst	32	88.89%	4	11.11%	36
LG4	Driver/Plant Operative	0	0.00%	28	100.00%	28
LG4	ACCESS Asst/Line Operator	39	92.86%	3	7.14%	42
LG4	Gardener 2	0	0.00%	26	100.00%	26
LG4	Janitor	1	2.94%	33	97.06%	34
LG4	Senior Clerical Officer	133	96.38%	5	3.62%	138
LG4	Support for Learning Asst	149	96.13%	6	3.87%	155
LG5	Gardener 3	0	0.00%	14	100.00%	14
LG5	Tenancy Support Officer	37	84.09%	7	15.91%	44
LG5	Refuse Driver	0	0.00%	19	100.00%	19
LG6	Admin Assistant	42	91.30%	4	8.70%	46
LG6	Chargehand Gardener	1	6.67%	14	93.33%	15
LG6	Soc Care Officer (UQ)	267	96.04%	11	3.96%	278
LG7	Admin Officer	15	100.00%	0	0.00%	15
LG7	Mechanic	0	0.00%	8	100.00%	8
LG7	Early Intervention Asst	40	100.00%	0	0.00%	40
LG7	Early Years Practitioner	98	100.00%	0	0.00%	98
LG7	Family Support Worker	28	100.00%	0	0.00%	28
LG7	Social Care Officer (Q)	276	95.83%	12	4.17%	288
LG8	Property Technician	2	5.88%	32	94.12%	34
LG8	Social Care Team Ldr	26	100.00%	0	0.00%	26
LG9	Librarian	10	100.00%	0	0.00%	10
LG9	School & Family Support Wkr	10	90.91%	1	9.09%	11
LG9	Senior SCO	42	82.35%	9	17.65%	51
LG10	Personnel Adviser	3	100.00%	0	0.00%	3
LG10	Environmental Health Officer	9	81.82%	2	18.18%	11
LG10	Social Worker	55	87.30%	8	12.70%	63
LG10	Resource Worker	30	88.24%	4	11.76%	34

OCCUPATIONAL SEGREGATION
Posts Predominantly Occupied by Females or Males 2011- 2012

Grade	JobTitle	Females	%	Males	%	Total
LG10	Solicitor	6	85.71%	1	14.29%	7
LG10	IT Engineer	3	15.79%	16	84.21%	19
LG10	Occupational Therapist	14	100.00%	0	0.00%	14
LG10	Care Manager	54	94.74%	3	5.26%	57
LG11	Unit Manager	5	83.33%	1	16.67%	6
LG12	Team Manager (SW)	22	78.57%	6	21.43%	28
LG12	Senior Engineer (Roads)	1	14.29%	6	85.71%	7

6 Evidence

In order for the council to evidence the progress already achieved in equality, a number of case studies are detailed in **Appendix 3 - Delivering on Equality Outcomes – Case Studies**.

In addition, individual people were approached across a spectrum of council services and protected characteristics who were happy to provide details of their experiences of the council in respect of the improvement in their life chances or working life.

6.1 Adult Learning

Aura and Brygida are two adult learners participating in ESOL (English for Speakers of Other Languages) classes run by the council.

Aura

Aura is Columbian and lives in Montrose. She met her British husband in Columbia and they married in 1985. They moved to Scotland in 2005, and although she worked as a primary school teacher back home, she found learning English very difficult, and felt she needed to learn the language in order to integrate fully in the community.

In 2012 she joined the council's ESOL class near her home, and never looked back. She described her tutor Neil as 'exceptional' – he has used "*different resources [including using visual aids], and I've learnt a lot. I now understand many things, including about expressions and attitudes. I am very happy now. Everyone in the class brought in food at Christmas from their home countries and tried out different food. Neil organised trips to learn more English at the library, Glamis Castle and Brechin museum.*" She described her tutor as "*very creative, [he] makes learning very interesting and I have learned many, many things.*"

Aura also described her experience of learning to use the computer in the local library. She described the teachers there as 'extraordinary and patient'. She had no prior knowledge of using emails before going to lessons there for six months, and can now communicate with relatives in her home country, as well as others.

Aura feels that now she would like to help other people with language learning and is keen to continue with her ESOL classes. She feels she meets lots of new people now she wouldn't have been able to communicate with if she hadn't gone to the ESOL classes and highly recommends them. She feels much more part of the community in Montrose and would like to stay here.

Brygida

Brygida is Polish and has lived in Scotland with her now grown up children for four years. She had taught herself some English but was not confident. She believes her level of spoken English in particular affects her employment opportunities. She started work in a chicken factory in Coupar Angus, then moved on to being a waitress and a home carer. Her English has improved to such an extent that she is now employed in Tesco.

She lives in Montrose and started ESOL classes last year. She had attended private English classes but at £30 per hour felt they were too expensive. She feels it is very important that ESOL classes are free to give everyone equal access.

Like Aura, she is very appreciative of her tutor and thinks he “is doing a very good job. I feel more like friends with Neil. Everyone in the class feel like important people, and we feel welcome. Neil took us on trips three times I think to visit different places. Neil makes learning fun by making jokes as well.”

Brygida has applied for a college course in administration which she “wouldn’t have been able to try for if I hadn’t gone to ESOL. My English has improved 70 per cent due to the class and 30 per cent due to TV, books etc. There’s only one thing wrong with the council’s ESOL classes, we just need more of them and it would be perfect!”

6.2 Gender

Pauline is a council employee who has flexible working arrangements in place.

“I am a gran with young grandchildren, and like many grandparents these days try to help out with child care. I also have caring responsibilities for one of my parents who needs regular visits to the hospital and who must be accompanied due to failing eyesight.

I was finding it very difficult to juggle the demands of a busy full time job and caring responsibilities. The flexible working arrangement I opted for was one of a condensed week, working full time over four days instead of five. It can be hard going working longer hours, but the benefits to my work-life balance are enormous, and suit me.”

6.3 Disability

The Strathmore Centre provides respite and outreach services, with a range of partner agencies, for children with physical and learning disabilities. Elaine is a parent whose sons use the service.

“The boys had just been diagnosed with AHD and they had always had problems as they were born three month premature one of them has cerebral palsy and is a bit deaf as well. But then my husband got ill with cancer and trying to keep everything going was getting quite difficult it was just all too much as I was working full-time as well, the GP called a meeting with quite a lot of workers including social workers and health workers.

The social worker at that time stepped in and she came up with a package and as the boys have gotten older it has been tailored to suit their needs and now they are going on in to outreach into the community to learn independent living skills and meet other kids their age and get interests.

The boys enjoy going there they meet kids their own age and they are doing activities that they enjoy doing and they are happy, so I am happy.”

6.4 Young People

The council's community learning and development service (CLD) has been working closely with young people to develop their knowledge of equalities, fairness and respect by setting up an equality group in 2012. One young person, Colleen Brown who is sixteen and from Arbroath spoke of her experience:

“I have been involved in many clubs run by my school and CLD such as the Angus equalities group, youth talkin health, pupil council etc. Being a member of these groups has made me a more confident individual and has given me a chance to have my voice heard. I've also made friends who have the same interests as me and have taken part in workshops and training courses which have helped prepare me for the future and the career in which I hope to do. These clubs have given me a place to go so that I'm not hanging around getting myself into trouble.”

Colleen feels her life chances have improved due to involvement in council run activities, and she is now one of the new Members of the Scottish Youth Parliament for Angus. Her ambition is to have a career in law and politics.

6.5 Race

As part of the council's duty to foster good relations and help the integration of migrant workers to Angus, a number of multicultural events have taken place over the years. These free events have included international music and dancing, arts and crafts, and food tasting. There have also been international football matches, and ceilidhs with local people, to raise awareness within Angus communities of the different cultures and nationalities which exist now in Angus. Izabela Mikos of the White Eagle, Forfar and Piotr Wasilewski a Polish chef working in Glamis, were involved in a multicultural event in Forfar. They spoke of their experience:

“As for Multicultural Day in Glamis was it for me, as the owner of Polish food shop an opportunity to showcase traditional Polish dishes and products available in my shop. The big surprise (a very positive and pleasant) for me and my friend - chef Peter Wasilewski was the fact that all products prepared by us (Polish traditional breads, cakes, pastries and other baked goods, soup and stew - prepared by Peter - and many other additives) enjoyed a incredible popularity. We are pleased that we have been particularly appreciated by the local Scottish community. We know that the Scots know our traditional Polish dishes and once again we had the opportunity to present this tradition. Certainly, reflected in an interest in the polish food from my store. Gained popularity especially breads, rolls and pastries. Peter and I are very pleased that we were able to take part in this project, it was very good and nice experience for us and we hope that in the future will also be an opportunity for us to showcase our skills.”

6.6 LGB&T

LGBT work has been taken forward in Angus with the Angus LBGT Development Group, and events taking place to mark History Month and so on. There have also been links established with the local LGBT community organisation.

In 2012, there were situations of young learners changing gender, and sexual orientation issues. The Education Department responded by making practical adjustments and putting support mechanisms in place. Satisfaction with arrangements has been expressed by the families affected.

6.7 Religion and Belief

The council has been able to adjust its working practices to accommodate an employee's religion. A care officer from a residential unit expressed a wish to attend church on Sundays, being a regular Church of Scotland worshiper. She would normally have to work Sundays on a rota basis, but requested time off during her shift to attend church and then return, working longer at the end of her shift to make up for the time off.

This was investigated by her manager and approved. She said *"I am very pleased to be able to go to church as usual, which is just nearby. Quite often I get asked to work longer shifts and I'm happy to do that, so working on wasn't an issue. I hope they [i.e. management] see it as a bit of give and take."*

6.8 Older People

Mary used to work for the council, but retired on health grounds in 2000. She knew about the Damacre Centre in Brechin from her time working in the council laundry. She had helped with the lunch club there but when she retired her poor eyesight meant she couldn't serve there but she could run it, as the person in charge was giving up. *"I felt the lunch club was too important for those coming along to lose it. There were 6 members when I took over and now there are 15."*

As a result of being involved in the lunch club, she joined Angus Gold which was set up by the council's community learning and development service, to look at ways in which the 50 plus age group could be encouraged to become more involved and included in society through gaining the necessary skills and confidence to do so, including particular emphasis on learning how to use computers.

Mary has found a new lease of life being involved with Angus Gold, and her confidence has soared. She has been involved in intergenerational work with Andover school through the 'This is not a Rehearsal Group' in Angus Gold. She has performed in sheltered housing, including panto, and spoken to an audience in the Reid Hall in Forfar, and starred in the Care and Repair DVD.

She became involved with the network of Angus Gold representatives throughout Angus, and has chaired the Brechin meetings. She has also been involved in Volunteer Gold, and ended up on the committee, and runs the craft group now as well. Mary commented: *"Through Angus Gold I can chair a meeting, have been secretary, and done drama. I'm more confident now. I'm happy doing volunteering work – we're in the middle of making streets of bunting for an event coming up in Brechin."*

I've joined those looking at town planning re the work on the new community purpose high school and been meeting politicians. It all started with just coming along. If I'd seen this about the school I wouldn't have seen it as affecting me. Now I've been giving my views re the path to the new campus being unlit and full of potholes, which is dangerous with my poor eyesight and a problem for those who have problems walking."

I also have asked the planners to make sure the buses will be regular and bus stops are nearby or some in the community won't be able to use the new facilities. A lot of my recovery is down to the Damacre Centre and Angus Gold."

EQUALITY OUTCOMES

SINGLE OUTCOME AGREEMENT PRIORITY – PROSPEROUS AND FAIR			
Local Outcome 1: We have a sustainable economy with good employment opportunities			
What is our equality outcome?	How will we measure progress?	What will we do over the next 3 years?	What key protected characteristic are we addressing?
Young people are supported to maximise their employment opportunities	The % of young people in positive destinations	Develop youth opportunities including 30 Modern Apprenticeships by 2014	Age Gender
	Number of people aged 18 to 24 claiming JSA	Take forward the recommendations of the Youth Employment in Angus Report 2012	Age Gender
Local Outcome 2: Angus is a good place to live in, work in and visit			
What is our equality outcome?	How will we measure progress?	What will we do over the next 3 years?	What key protected characteristic are we addressing?
Migrant workers are given equal respect and opportunities to live and work in Angus	Number of new NI Registrations for overseas nationals entering Angus	Provide advice and information to migrant workers through road shows delivered via local businesses and farms	Ethnicity
Gypsy travellers are given equal respect and opportunities to live and work in Angus	% of gypsy travellers satisfied with their quality of life	Establish a multi-agency group to address the needs of gypsy travellers	Ethnicity

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?	How will we measure progress?	What will we do over the next 3 years?	What key protected characteristic are we addressing?
All children will reach their expected developmental milestones	Number of children achieving milestones by the time they start school	Implement the recommendations of the Early Years Review	Age Gender Ethnicity
		Extend the Just Play initiative across Angus	Age Gender Ethnicity
Provide an inclusive learning environment for all children and young people	Attainment levels	Continue to support and challenge senior school managers to raise attainment and deliver the best possible outcomes for all pupils	All
	Average tariff scores	Continue to support schools to implement On Track with Learning effectively to plan, record assessment and build an informative pupil profile of progress within the new curriculum	All
	Number of exclusions from school	Monitor exclusions on a monthly basis with a particular focus on primary school children and looked-after young people	Age Gender Ethnicity
Young people have an understanding of equality issues	Number of bullying incidents	Implement the LGBT toolkit in all schools	Sexual Orientation
		Develop a transgender policy for schools	Gender Reassignment
The life chances of learners are increased	Number of ESOL learners	Increase community based learning opportunities	Ethnicity Age Gender
	Number of literacy and numeracy learners	Implement an all age literacy and numeracy strategy	Age Gender

SINGLE OUTCOME AGREEMENT PRIORITY – SAFE AND STRONG

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

What is our equality outcome?	How will we measure progress?	What will we do over the next 3 years?	What key protected characteristic are we addressing?
The risk of harm to people will be reduced	Number of incidents of domestic abuse	Support the development of MARAC	All
	Number of people affected by financial scams	Address financial harm of adults at risk through prevention, education and enforcement	Age Gender Disability
	Number of people subjected to hate crime	Establish an effective inter-agency group to address hate crime	All
	People feeling safe during the day	Deployment of community wardens to hotspot areas	All
	People feeling safe at night	Further Investment in CCTV	All

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?	How will we measure progress?	What will we do over the next 3 years?	What key protected characteristic are we addressing?
People with a disability maximise their potential	Number of people in employment	Provide more employment, training and volunteering opportunities for people with a disability	Disability Gender Age
	Number of people with self directed support	Develop and promote self directed support for all	Disability Gender Age
Carers will have a life outside of caring and their health and wellbeing will be improved	Number of carers who report their quality of life has improved	Further develop the short break voucher scheme	Age Gender
		Introduce health checks for all carers	Age Gender

SINGLE OUTCOME AGREEMENT PRIORITY – SUSTAINABLE

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

What is our equality outcome?	How will we measure progress?	What will we do over the next 3 years?	What key protected characteristic are we addressing?
People will find it easy to travel in Angus	Number of bus boarders at bus stops	Implement the accessible transport plan	Disability Age Gender
	Number of bus stops with raised kerbs		Disability Age Gender

WORKFORCE DEVELOPMENT

What is our equality outcome?	How will we measure progress?	What will we do over the next 3 years?	What key protected characteristic are we addressing?
The workforce will be reflective of the communities we serve and is valued and respected	Percentage of employees within minority groups	Review and revise recruitment processes to attract under represented groups Develop IT system to improve access to personal records for all employees	All
	Number of cases of harassment/bullying	Promote and enhance harassment/bullying contact network and support	All
	Percentage of employees who state that overall they enjoy their job	Expand and develop e-learning opportunities	All
	Percentage of employees whose request for flexible working arrangements are approved	Implement recommendations of agile/flexible working review group	All
	Number of employees leaving the Council	Monitor and report issues raised through exit interviews	All
Occupational segregation in the workforce will be minimised	The % of the highest paid 2% of earners among council employees that are women	Undertake an audit of posts and grades across the Council	Gender
	The % of the highest paid 5% of earners among council employees that are women		
	Proportion of primary teachers who are males		
	Proportion of social care officers who are males		

Employee Monitoring Data

The Council acknowledges that there are some gaps in the data available for employee monitoring, which are being addressed. By the end of 2013, employees will be able to update their personal characteristic information by accessing their own human resource record in the council's IT Personnel System, Resourcelink. This will include additional protected characteristic information not previously requested, such as religion and belief and sexual orientation.

As a result, it is hoped that we will have more complete and robust information which we can analyse and identify more accurately the areas requiring action.

1 Workforce Profile as at April 2013

Ethnicity	Gender		Total
	Female	Male	
Caribbean, Carib. Scot., or Carib. Brit.	2	0	2
Chinese, Chinese Scot. or Chinese Brit.	2	0	2
Indian, Indian Scottish or Indian Brit.	0	1	1
Irish	17	6	23
Mixed or Multiple Ethnic Groups	1	2	3
Other Asian	1	0	1
Scottish	2,960	978	3,938
Other British	312	131	443
Other Caribbean	0	2	2
Other White Ethnic Group	45	11	56
Prefer Not To Answer	734	277	1,011
Not Known	32	17	49
Total			5,531

2 Workforce Profile Declaring a Disability

Irish	
Females 1	
	1
Scottish	
Females 61	
Males 19	
	80
Other British	
Females 3	
Males 9	
	12
Other White Ethnic Group	
Females 1	
	1

Prefer Not To Answer	
Females 2	
Males 1	
	3
Total	97

3 Recruitment and Selection (1 January 2012 - 31 December 2012)

Ethnicity	Applications Returned				Interviewed				Successful			
	F	M	Prefer Not to Say	Not Known	F	M	Prefer Not to Say	Not Known	F	M	Prefer Not to Say	Not Known
African - (Inc. Scottish/ British)	5	4	0	0	2	0	0	0	1	0	0	0
Asian - Chinese (Inc. Scottish/ British)	9	11	0	0	2	0	0	0	0	0	0	0
Asian - Indian (Inc. Scottish/British)	15	16	0	0	8	1	0	0	0	0	0	0
Asian - Other (Inc. Scottish/British)	15	3	0	0	1	0	0	0	0	0	0	0
Asian - Pakistani (Inc. Scottish/British)	28	14	0	0	2	1	0	0	1	0	0	0
Caribbean (Inc. Scottish/British)	10	1	0	0	2	0	0	0	0	0	0	0
Black (Inc. Scottish/British)	3	5	0	0	0	0	0	0	0	0	0	0
Caribbean or Black (Other)	3	2	0	0	0	1	0	0	0	0	0	0
Other - Arab (Inc. Scottish/British)	3	10	0	0	0	2	0	0	0	0	0	0
Other, please specify	20	17	0	0	5	0	0	0	0	0	0	0
Prefer not to answer	25	29	16	0	9	7	2	0	0	2	1	0
Unknown	45	35	10	124	15	5	1	38	9	2	0	13
White - Eastern European (eg Polish)	107	50	0	0	16	7	0	0	5	4	0	0
White - Irish	48	43	0	0	16	13	0	0	5	2	0	0
White - Other British	679	44	1	0	18	10	1	0	1	0	0	0
White - Other white ethnic group	165	51	0	0	45	9	0	0	0	0	0	0
	594	39			16	86						
White - Scottish	6	67	4	2	95	0	0	2	0	0	0	0
African - Other	18	19	0	0	3	2	0	0	0	0	0	0
Any Mixed or Multiple	22	14	0	0	4	3	0	0	1	0	0	0
Asian - Bangladeshi (Inc. Scottish/British)	7	2	0	0	2	0	0	0	0	0	0	0

4 Recruitment and Selection – Declared Disability - All Applicants

Disability	
No	10,146
Prefer not to answer	73
Yes	490
(blank)	1,366
Total	12,075

5 Employees Applying for Promoted Posts (1 January 2012 - 31 December 2012)

	Applications Returned			Interviewed			Successful		
	Female	Male	Prefer Not to Say	Female	Male	Prefer Not to Say	Female	Male	Prefer Not to Say
Asian- Indian (Inc.Scottish/British)	0	3	0	0	0	0	0	0	0
Asian- Other (Inc.Scottish/British)	5	0	0	1	0	0	0	0	0
Asian- Pakistani (Inc.Scottish/British)	1	0	0	0	0	0	0	0	0
Other, please specify	1	0	0	1	0	0	0	0	0
Prefer not to answer	10	4	0	5	2	0	0	1	0
Not Declared	4	2	0	3	1	0	1	0	0
White- Eastern European (eg Polish)	6	4	0	2	3	0	2	2	0
White- Irish	1	0	0	1	0	0	1	0	0
White- Other British	62	32	1	20	19	1	10	7	0
White- Other white ethnic group	10	0	0	4	0	0	1	0	0
White- Scottish	514	212	0	247	97	0	73	26	0
African - Other	0	2	0	0	0	0	0	0	0
Any Mixed or Multiple	0	1	0	0	0	0	0	0	0

**6 Employees Applying for Promoted Posts –Declared Disability
(separate email)**

Angus Council Staff - Disability/Promoted Post - 01/01/12 - 31/12/12						
		Promoted Post	Disability	No Disability	Not Declared	Prefer not to Answer
Application Returned	Female	No	124	2057	242	15
Application Returned	Female	Yes	10	461	56	4
Application Returned	Female	Prefer not to Say	1	88	16	0
Application Returned	Female	Unknown	0	0	0	0
Application Returned	Male	No	72	1108	161	9
Application Returned	Male	Yes	6	223	22	0
Application Returned	Male	Prefer not to Say	7	31	11	6
Application Returned	Male	Unknown	0	0	0	0
Application Returned	Unknown	No	0	1	0	0
Application Returned	Unknown	Yes	0	0	0	0
Application Returned	Unknown	Prefer not to Say	0	0	0	0
Application Returned	Unknown	Unknown	0	0	0	0
Application Returned	Prefer not to Say	No	0	2	0	0
Application Returned	Prefer not to Say	Yes	0	1	0	0
Application Returned	Prefer not to Say	Prefer not to Say	0	0	1	4
Application Returned	Prefer not to Say	Unknown	0	0	0	0
Interviewed	Female	No	46	603	121	5
Interviewed	Female	Yes	4	252	23	4
Interviewed	Female	Prefer not to Say	1	34	9	0
Interviewed	Female	Unknown	0	0	0	0
Interviewed	Male	No	14	268	39	3
Interviewed	Male	Yes	2	100	10	0
Interviewed	Male	Prefer not to Say	0	5	4	0
Interviewed	Male	Unknown	0	0	0	0
Interviewed	Unknown	No	0	1	0	0
Interviewed	Unknown	Yes	0	0	0	0
Interviewed	Unknown	Prefer not to Say	0	0	0	0
Interviewed	Unknown	Unknown	0	0	0	0
Interviewed	Prefer not to Say	No	0	1	0	0
Interviewed	Prefer not to Say	Yes	0	1	0	0
Interviewed	Prefer not to Say	Prefer not to Say	0	0	0	1
Interviewed	Prefer not to Say	Unknown	0	0	0	0
Successful	Female	No	5	205	42	1
Successful	Female	Yes	1	77	10	0
Successful	Female	Prefer not to Say	0	9	0	0
Successful	Female	Unknown	0	0	0	0
Successful	Male	No	4	72	12	1
Successful	Male	Yes	0	33	3	0

Angus Council Staff - Disability/Promoted Post - 01/01/12 - 31/12/12

		Promoted Post	Disability	No Disability	Not Declared	Prefer not to Answer
Successful	Male	Prefer not to Say	0	2	0	0
Successful	Male	Unknown	0	0	0	0
Successful	Unknown	No	0	0	0	0
Successful	Unknown	Yes	0	0	0	0
Successful	Unknown	Prefer not to Say	0	0	0	0
Successful	Unknown	Unknown	0	0	0	0
Successful	Prefer not to Say	No	0	0	0	0
Successful	Prefer not to Say	Yes	0	0	0	0
Successful	Prefer not to Say	Prefer not to Say	0	0	0	1
Successful	Prefer not to Say	Unknown	0	0	0	0

7 Disciplinaries and Grievances (2010 - 2011)

Disciplinaries		Grievances	
Gender			
Male	20	Male	5
Female	11	Female	1
	0	Various	1
Total	31	Total	7
Ethnicity			
White Scottish	18	White Scottish	0
Not Known	11	Not Known	7
White English	2	White English	0
Total	31	Total	7
Disability			
Yes	1	Yes	0
No	19	No	0
Not Known	11	Not Known	7
Total	31	Total	07

8 Leavers (2012-2013)

Ethnicity	Gender		Total
	Female	Male	
Any other White Background	3	1	4
English	8	2	10
Other British	11	3	14
Scottish	155	62	217
Other White Ethnic Group	1	0	1
Not Known	51	19	70
Prefer Not To Answer	17	5	22
Total			338

9 Leavers Declaring a Disability:

Sex	Ethnic Origin
	A - English
M	1
	A - Scottish
M	1
	Total 2

10 Training (1 April 2011 to 31 March 2012)

Internal Courses

Total No of internal training days **3787**

Ethnicity	Number
White Scottish	1,334
White English	90
White other British	29
Any other white background	23
White Irish	7
White Welsh	7
Any other ethnic background	1
Indian	1
Any other African	0
Any other Asian	0
Mixed	1
Not disclosed	190
Caribbean	0
Any other Caribbean	2
Total	1,685

Employees Declaring a Disability – Internal Courses

Disability	Number
Males (no declared disability)	376
Males (declared disability)	9
Females (no declared disability)	1,279
Females (declared disability)	21
Total	1,685

External Courses

Requests for External Courses	Ethnicity	Number
Approved	White Scottish	47
	White English	3
	White Welsh	1
	White Irish	1
	Any other Caribbean	1
	Not known	8
	Refused	White Scottish
Not known		1
Total		64

Employees Declaring a Disability – External Courses

Approved 61 (1 declared disability)	Male 24	Female 37
Refused 3 (no declared disability)	Male 0	Female 3 (were on temporary contracts)

Working Together For Angus

Delivering on Equality Outcomes

Case Studies

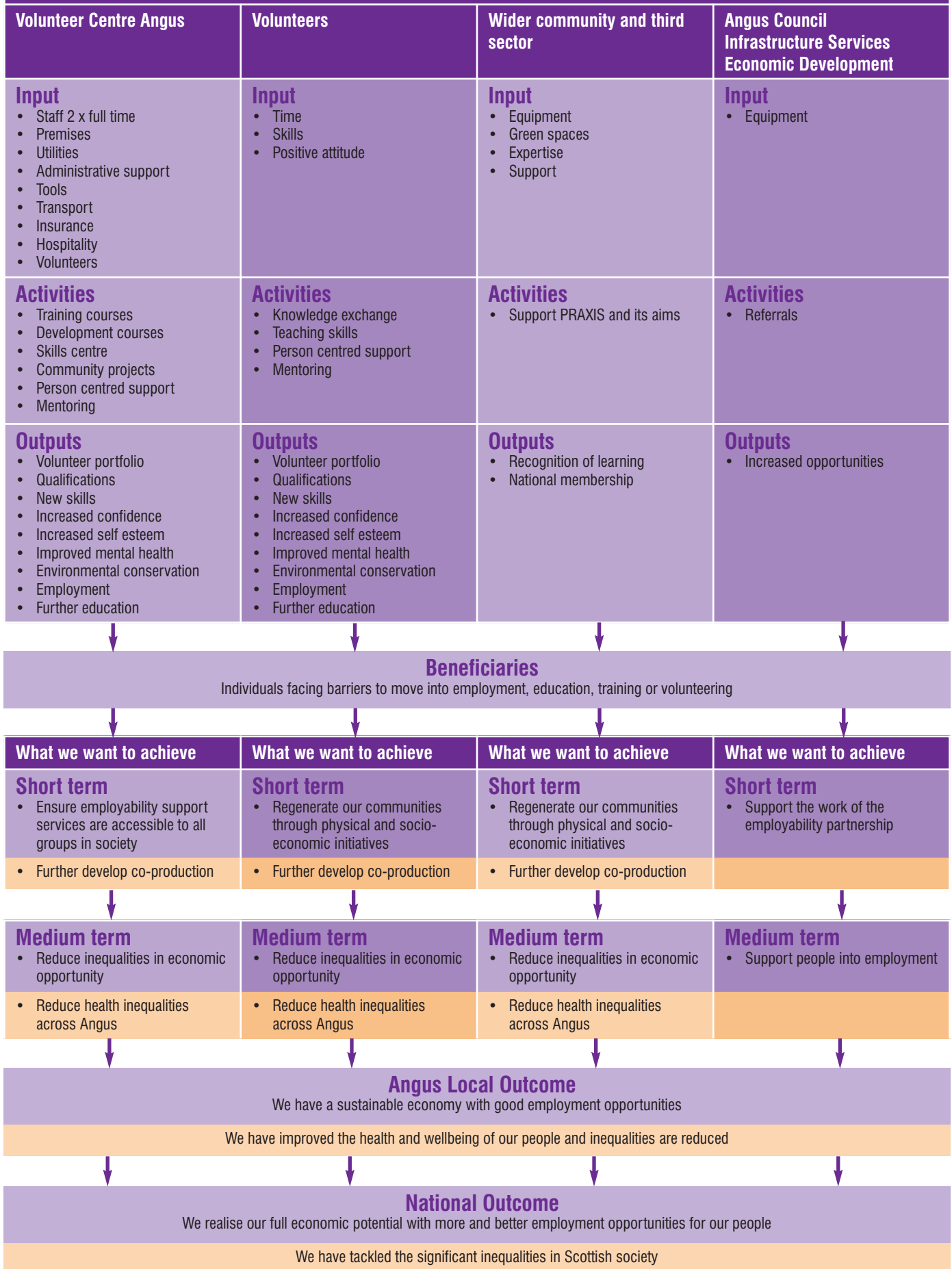
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ANGUS

Working Together for Angus

Communities That Are Prosperous And Fair: Praxis

Angus Community Planning Partners



Working Together for Angus

Communities That Are Prosperous And Fair

Ryan's Story*

Ryan first found out about the Voluntary Action Angus (VAA) 8 years ago. His life had started unravelling when he was in secondary school due to his mum and dad separating. Despite this he left with standard grades and got into college however he dropped out due to misusing drugs. Ryan started to suffer from depression but this was undiagnosed at this time. Through the VAA and other volunteer experiences Ryan began to turn his life back around. Ryan continued his volunteering through the Volunteer Centre in Arbroath, gaining skills that enabled him to apply for a place at University. The volunteer centre took him on as a mentor in their PRAXIS centre where Ryan supports young people to gain life skills, confidence and employability skills to equip them for the future. For Ryan volunteering has meant that he could continue to develop himself as a person and his skills in a way that fitted with his life experiences at the time. He could not have done this through more traditional forms of learning. The experience and support he had in a volunteering environment has meant that he is now a student at Glasgow University studying his chosen career.



**All names have been changed*

What difference has it made?

*"I have really ENJOYED being at the volunteer centre.
I think I have gained **confidence**."*

*"Have more **confidence** coming here
and **LIKE** meeting new people"*

*"Since I started at Praxis it has helped me a lot with my **confidence**
and **SELF ESTEEM** as well as mixing and working with other people in a group"*

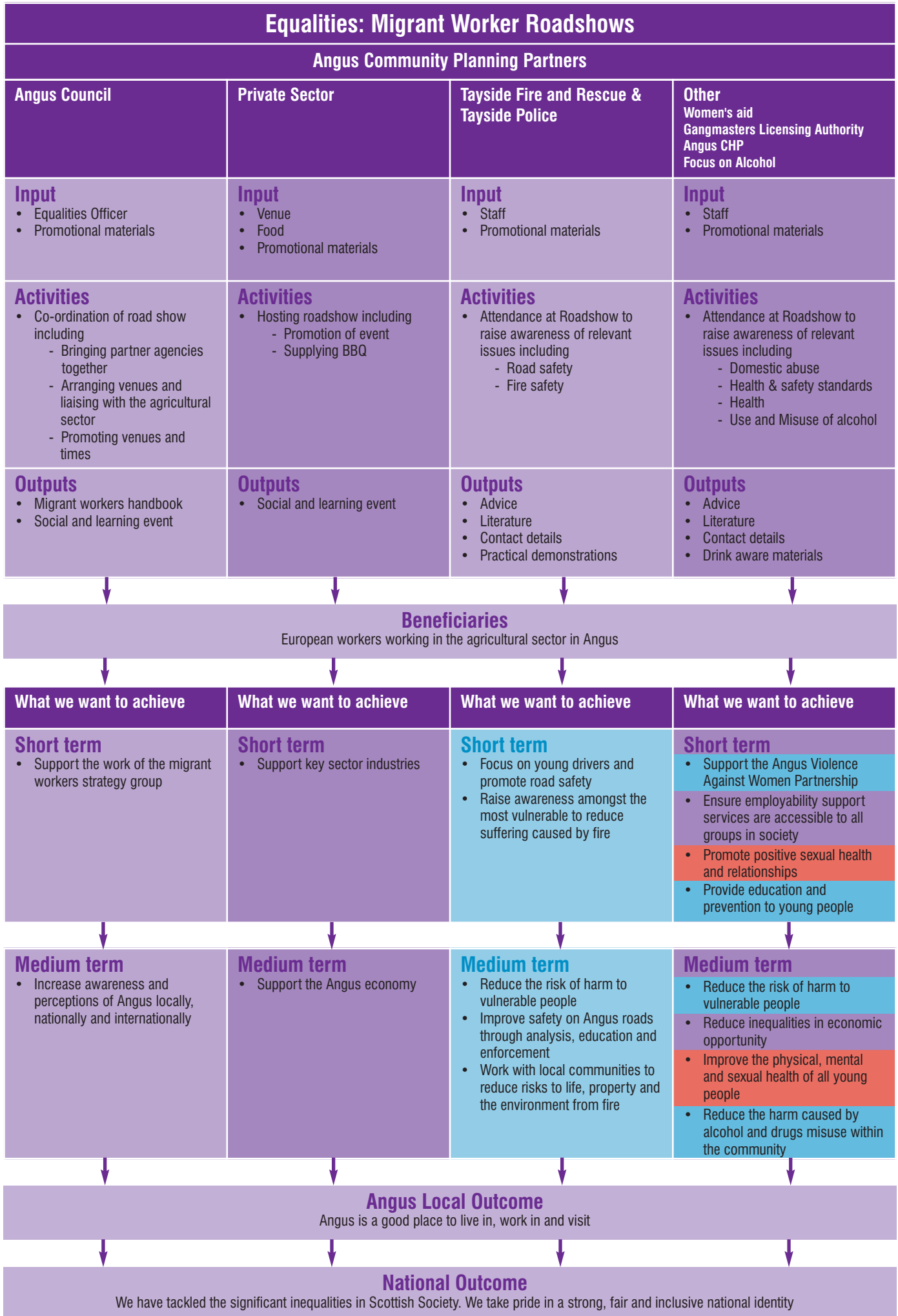
*"I have found going to the volunteer centre as it is **great fun** and
confidence is good. In being there I get to **LEARN** new things like
wood work and **GREAT HELP** by staff and other volunteers"*

*"It took me from a life of drugs and gang life to **University**
and a different outlook on **LIFE**"*

*"Its **great** to see the **CHANGES** in people"*

*"**Redeveloped** my **SKILLS** that I had done before"*

Working Together for Angus



Working Together for Angus

Equalities

Andrei's Story*

Andrei is 26 and is from Sârca in Romania. He has spent 5 seasons working in Angus with each season lasting 6 months long. He initially came to Angus and the farm in particular as it was recommended by one of his friends. There was a lot of competition to come to Angus. He works as a picker and a supervisor but he has been trained in many farm jobs and is grateful to the farm manager for these training opportunities. The key motive for Andrei's stay and work in Angus is money, as he put it 'everyone's here for the money'. Apart from that he finds life in Angus quite good, with fun and parties organized at the farm quite regularly. At the same time however, he prefers life at home, he goes home every winter and returns to Angus for the start of the farming season. At home Andrei dedicates his time to building a family house that he funds from his work in Angus. Andrei wishes to be able to work in Angus for as many seasons as possible but he would eventually like to retire home. Andrei has attended the roadshows every year. Certainly initially, he found that they provide crucial information on safety in general, fire safety, road regulations, etc, he still attends though and considers them to be helpful and a good initiative. He is pleased with the information provided at the roadshows, and especially pleased that the leaflets are translated into their own languages, which makes the information more accessible.

*All names have been changed



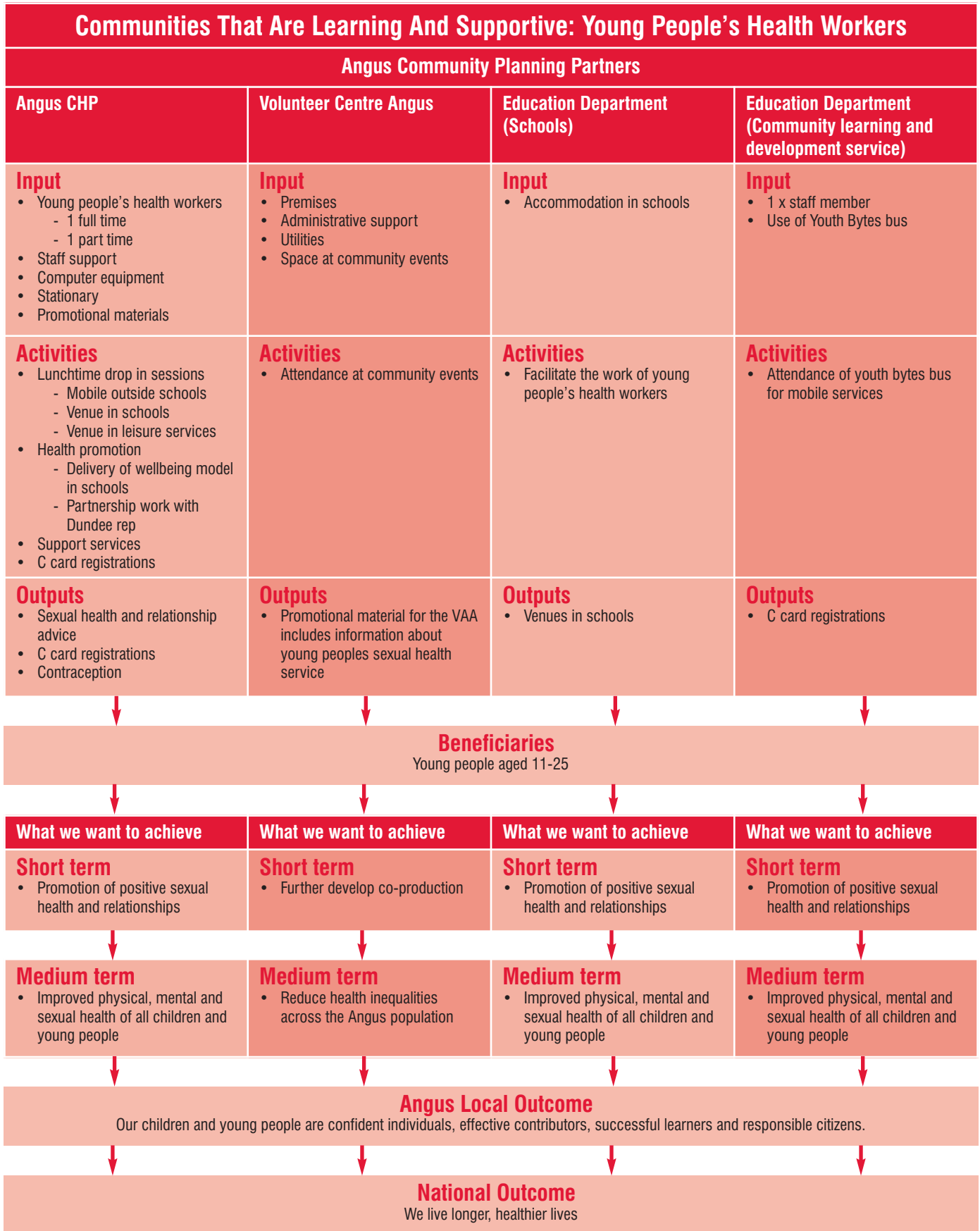
“It is very difficult to REACH this part of the community to give them all aspects of road safety advice so my involvement in these ROADSHOWS makes that POSSIBLE”

road safety officer

“Migrant workers are NEEDED for the local economy, and the roadshows are a good way of reaching large numbers of migrants, some of whom we know stay on and go to COLLEGE or other work, or come back year after year. We want to find out about any difficulties they have experienced, such as racism, in order that we can work with local communities and help build POSITIVE relationships”

Equalities officer

Working Together for Angus



Working Together for Angus

Communities That Are Learning And Supportive

John's Story*

John initially met me at drop-in and was firstly very withdrawn and subdued in his manner. I was aware that he did have mental well-being issues which were troubling him and wished to talk to someone in confidence. I suggested we meet on a 1:1 basis rather than at the busy drop-in environment in school and he agreed to this plan. I explained confidentiality rules and what my Young People's Health Worker role could perhaps offer him. In time, he relaxed and began to talk more openly about his concerns. These were linked with feeling lonely, insecure and low in mood, which had been so bad that he had had suicidal thoughts. Gradually, we developed a trusting relationship and I made him aware of other agencies that he could also access, with my support. He said the reassuring fact that he knew I was there for him on a regular and reliable basis, giving him quality 1:1 attention to simply listen to him, was making a huge difference to his mood. At our meetings together, we discussed his low mood and self-esteem, using available resources combined with talking through his confidence problems. Gradually, he appeared more positive in mood and more interested in activities available to him, within his community. Volunteering was discussed and he met with staff at the VAA to discuss volunteering opportunities. We jointly agreed that our meetings were no longer needed but if he wished to access support again in the future, he now knew where to get hold of me. He was so appreciative of me "being there for him" and thanked me personally - but I told him, I was only doing my job.



**All names have been changed*

“I’ve LEARNT loads like its not safe not using condoms”

*“If the bus wasn’t there I wouldn’t go anywhere –
I couldn’t go to my doctors ‘cos my auntie works there”*

*“We believe it’s important to have a convenient setting
where young people can SEEK ADVICE and help with health issues.
We have taken services to young people, because we believe that’s the most
effective way of engaging and SUPPORTING them.”*

Freda Stewart
Health Improvement Partnership Manager

“It’s just nice to have someone to TALK to”

*“Yeah I’m more careful, I would have had unprotected sex
before but I don’t do that ANYMORE”*

Working Together for Angus

Communities That Are Safe And Strong: Fire Academy

Angus Community Planning Partners

Tayside Fire and Rescue	Angus Council Education Department Community Learning and Development Service	Tayside Police	Tayside Council on Alcohol
Input <ul style="list-style-type: none"> • Staff 6 x full time • Use of training facilities at firestations • Specialist equipment • Use of Fire engine • Utilities • Specialised clothing • Sweatshirts and other kit • Hospitality • Mentors 	Input <ul style="list-style-type: none"> • Staff 1 x full time • Administration • Co-ordination of referrals • Transport • Filming • Evaluation 	Input <ul style="list-style-type: none"> • Staff 1 x full time 	Input <ul style="list-style-type: none"> • Staff 1 x full time
Activities <ul style="list-style-type: none"> • Team building session • 3 full day residential course • Evening activities • Presentation event 	Activities <ul style="list-style-type: none"> • Support of fire academy staff • Support of fire academy activities • Filming 	Activities <ul style="list-style-type: none"> • Support of fire academy staff • Support of fire academy activities • Expertise 	Activities <ul style="list-style-type: none"> • Support of fire academy staff • Support of fire academy activities • Expertise
Outputs <ul style="list-style-type: none"> • Certificates • DVD • Poloshirt and beanies to keep • Communication skills • Team skills • Increased confidence • Increased self esteem • Increased social networks • Increased awareness of consequences of anti-social behaviour 	Outputs <ul style="list-style-type: none"> • Certificates • DVD • Evaluation reports 	Outputs <ul style="list-style-type: none"> • Recognition of learning • Relationship building with young people in communities • Increased awareness of consequences of anti-social behaviour 	Outputs <ul style="list-style-type: none"> • Recognition of learning • Relationship building with young people in communities • Increased awareness of consequences of misuse of alcohol



Working Together for Angus

Communities That Are Safe And Strong

Callum's Story*

Callum was referred to the Fire Academy project by his teacher. Callum was finding it increasingly difficult to socialise with his peers at school, was becoming more withdrawn and his attendance was beginning to decline. On meeting Callum, Fire Academy staff noticed his reticence and lack of confidence first hand. Over the course of the project however Callum began coming out his shell, staff found that he responded to the positive learning environment and began to make friends, his confidence increased and he became a member of the group that staff that could rely on to support and motivate others. At the end of the project Callum was asked to return to the project the next year to mentor other young people, which he has done. Since being a part of the project Callum has successfully applied for and sustained a Saturday job, he has a clear view of the need to work towards a career and is working hard towards his highers, his school attendance has improved from 82% to 98%.

**All names have been changed*



[Click here to find the difference the Fire Academy makes.](#)

What did you learn?

“How to RESCUE two people”

“I’ve learnt trust like an like from folk from different places”

“I’ve LEARNT that like if someone gets injured or anything then it can be quite serious or more serious than I thought”

“I learnt how to fight fires”

“Basically just MEETING new people from Brechin and Montrose”

“Just that you can be shown HOW to put fires out and that and a fireman’s like a REAL HARD JOB”

Working Together for Angus

Communities that are Caring and Healthy: Happy Healthy Communities Project

Angus Community Planning Partners

Angus Council	Third Sector	Angus Council	Tayside Fire and Safety & Tayside Police
Input <ul style="list-style-type: none"> • Healthy Start cafes • Cooking together project • Community allotment • Staff x 3 (6.5 days) • Funding • Accommodation • Equipment 	Input <ul style="list-style-type: none"> • Volunteers • Community groups • Social enterprises 	Input <ul style="list-style-type: none"> • Venues • Crèche facilities 	Input <ul style="list-style-type: none"> • Staff equipment
Activities <ul style="list-style-type: none"> • Childsmile • Breastfeeding • Smoking Cessation • Baby basic life support • Family food 	Activities <ul style="list-style-type: none"> • Baby massage • Citizens Advice Bureau • Tiny talk baby signing class • Baby sensory • Baby yoga • Nappy laundry 	Activities <ul style="list-style-type: none"> • Just Play • Early years • Book bug sessions • Exercise session 	Activities <ul style="list-style-type: none"> • Fire Safety • Car safety
Outcomes <ul style="list-style-type: none"> • Increased learning about nutritional value of food • New skills in family meals and weaning • More young mums breastfeed for longer • Improved confidence and self esteem for participants 	Outcomes <ul style="list-style-type: none"> • Improved bonding with babies • Increased knowledge of rights and responsibilities • Increased communication and behavioural skills • Improved infant development • Increased knowledge of sustainable nappy choices 	Outcomes <ul style="list-style-type: none"> • learning of play skills and their importance in the very early years of a child's development • Increased opportunities for children to participate in sport, leisure and cultural activities 	Outcomes <ul style="list-style-type: none"> • Increased knowledge of fire prevention • Increased knowledge of car safety



Beneficiaries

Women of child bearing age, pregnant women and children under 5 in disadvantaged areas



What we want to achieve	What we want to achieve	What we want to achieve	What we want to achieve
Short term <ul style="list-style-type: none"> • Roll out of Happy healthy Communities • Implement the recommendations of the Health Equity Strategy 	Short term <ul style="list-style-type: none"> • Further develop co-production 	Short term <ul style="list-style-type: none"> • Implement the recommendations of the early years review • Develop the 'just play' initiatives 	Short term <ul style="list-style-type: none"> • Raise awareness amongst the most vulnerable to reduce suffering caused by fire • Promote information sharing to support getting it right



Medium term <ul style="list-style-type: none"> • Reduce health inequalities across the Angus population 	Medium term <ul style="list-style-type: none"> • Reduce health inequalities across the Angus population 	Medium term <ul style="list-style-type: none"> • Implementation of the early years framework 	Medium term <ul style="list-style-type: none"> • Work with local communities to reduce risks to life, property and the environment from fire • Reduce the risk of harm to vulnerable people
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Angus Local Outcome

We have improved the health and wellbeing of our people and inequalities are reduced
 Our children and young people are confident individuals, effective contributors, successful learners and responsible citizens
 Our Communities are safe secure and vibrant

Our children and young people are confident individuals, effective contributors, successful learners and responsible citizens

Our Communities are safe secure and vibrant



National Outcome

People live longer healthier lives

Working Together for Angus

Communities that are Caring and Healthy

Using the Rickter scale in the Happy healthy communities project

The Rickter Scale® is a unique motivational, multi-sensory assessment and action planning process, designed specifically to measure soft indicators and distance travelled. The process is very empowering for the individual, encouraging them to see the 'bigger picture' and realise how different aspects of their life impact on each other. Through further dialogue with the interviewer, the individual can explore possibilities, make informed choices, take responsibility for their own goals and set a realistic action plan. Ultimately the Rickter Scale® demonstrates the genuine movement individuals make from a chaotic lifestyle to stability.



[Click here to see what difference the Happy Healthy Communities Project has made.](#)

Soft Indicator	Score pre-intervention*		Score post-intervention*
How motivated do you feel about achieving things in your life	6.3	↑	7.25
How confident do you feel in yourself	4.4	↑	7.45
How confident do you feel about taking part in groups and other activities	3.85	↑	8.7
How confident are you in speaking to people you do not know	2.8	↑	7.4
How well do you feel you socialise with others	3.6	↑	8
How well do you organise things in your life	6.2	↑	8.1
How would you describe your stress levels at this time in your life?	7.5	↓	3
How important is it for you to learn about healthy eating for you and your family	7.5	↑	8
How skilled do you feel you are in preparing healthy family foods	5.5	↑	8.2
How would you describe your state of health	4.3	↑	6.8

*Average mean score of 10 participants