From mountain to sea

Aberdeenshire's Equalities
Mainstreaming and Outcomes Progress
Report 2019

Contents

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1 Foreword

This report highlights the progress made by Aberdeenshire Council, Aberdeenshire Education Authority and the three Aberdeenshire Licensing Boards (in this document for ease of reference, these three entities are known as 'Aberdeenshire') in embedding equality practices across different levels of the organisation.

In Aberdeenshire we have a strong commitment to equality for all, and we are continuing our journey, building on our previous work to support a fairer, inclusive Aberdeenshire where equality of opportunity is an important consideration in everything that we do.

This report is designed to provide an overview of progress since the 2017 report in relation to:

- Mainstreaming equalities into the structures of Aberdeenshire Council, Aberdeenshire Education Authority and the three Aberdeenshire Licensing Boards ('Aberdeenshire')
- Progress in relation to our current Equality Outcomes (2017 – 2019)

This report provides evidence of what we have achieved over the last two years as well as highlighting the actions to be taken over the next two years of the current equality outcomes life cycle.

2 Mainstreaming Equalities.

2.1 Our journey so far…

The equality outcomes 2017-2019 continue to demonstrate that we are taking equalities into account in the way that we go about our business when acting as:

- An employer;
- A policy maker;
- A service provider;
- A buyer of goods and services;
- A decision maker;
- An education authority; and
- Licensing boards.

During summer 2017 an extensive engagement exercise was undertaken across Aberdeenshire and as a result of this community engagement activity and the evidence-based approach (Strategic Assessment) used by the council, the council's priorities were set with the belief that they provide Aberdeenshire Council with the best chance of meeting its ambitions over the next five years.

Through the delivery of our Priorities and resulting work plans, we will ensure that Aberdeenshire continues to be seen, both within and out-with our area as a welcoming place which enables everyone in our communities to build and live fulfilled lives.

In addition to corporate activity taking place, parallel work was being done by the Education and Children's Services and partners in developing the Children's Services Plan, the results of which formulate our overall approach.

The Children's Services three-year plan provides information on how local services plan and deliver support to children, young people and families across Aberdeenshire; to make sure they get the right support, at the right time, by the right people.

A joint assessment of need was carried out to help identify local strategic priorities. This assessment was based on a range of organisational performance data, information from services, and listening to what children, young people, parents/carers, and practitioners told us was important to them.

The five priorities agreed for the 2017-2020 Plan are:

- Early Years
- Children & Young People's Mental Health & Wellbeing
- Children with a Disability
- Substance Misuse
- Corporate Parenting
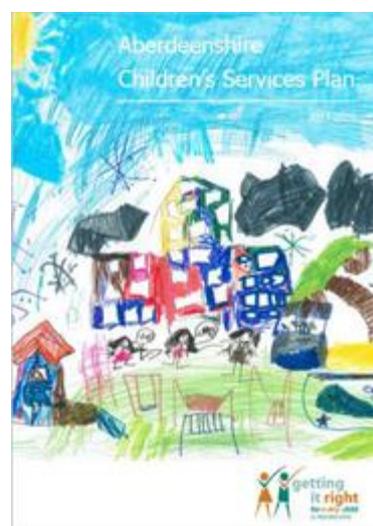
Each priority is addressed by a multi-agency action plan. These include specific aims which detail how we are working in partnership to tackle this issue, and what action we are taking to make an impact on the lives of those children, young people, and families affected.

2.2 The Legal Context

2.2.1 The Public Sector Duty

Section 149 of the Equality Act (2010) came into force in April 2011 which introduced a new Public Sector Equality Duty. It requires public sector organisations such as Aberdeenshire Council, Aberdeenshire Education Authority and the three Aberdeenshire Licensing Boards to have due regard, or to consciously consider, the need to:

1. Eliminate discrimination, harassment and victimisation
2. Advance equality of opportunity between those who have protected characteristics and those who don't; and
3. Foster good relations between those who have protected characteristics and those who don't.

Everyone is protected by the Act. Every person has one or more of the protected characteristics, so the Act protects all of us against unfair treatment. The protected characteristics are:

Protected Characteristics		
Age The Equality Act 2010 protects people of all ages. Aberdeenshire Council has divided this into two groups- age (younger) and age (older). Please note that there is no fixed boundary between age (younger) and age (older) as this will depend on the context.	Religion or Belief In the Equality Act 2010, religion includes any religion. It also includes a lack of religion. Belief means any religious or philosophical belief or a lack of such belief.	Sexual Orientation The Equality Act 2010 protects lesbian, gay, bisexual and Heterosexual people.
Disability 'Disability' includes people with physical, learning and sensory disabilities, people with a long-term illness, and people	Sex Both males and females are protected under The Equality Act 2010.	Gender Reassignment A person has the protected characteristic of gender reassignment if the person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the

with mental health problems		purpose of reassigning the person's sex by changing physiological or other attributes of sex.
Race Under the Equality Act 2010 'race' includes colour, nationality and ethnic or national origins. It also includes Gypsy Travellers.	Pregnancy and Maternity The law covers pregnant women or those who have given birth within the last 26 weeks, and those who are breast feeding.	Marriage and Civil Partnership Marriage is defined as a 'union between a man and a woman' or a same sex couple. Same-sex couples can also have their relationships legally recognised as 'civil-partnerships'. Civil partners must be treated the same as married couples on a wide range of legal matters.

2.2.2   The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012

The Scottish Government introduced a set of specific equality duties to support the better performance of the general duty by public bodies. These duties include requirements to:

- Publish a report on the progress of mainstreaming the equality duty every two years
- Publish equality outcomes and report on progress;
- Assess and review policies and practices
- Gather and use employee information;
- Publish gender pay gap information
- Publish an equal pay statement; and
- Consider award criteria and conditions in relation to public procurement.

At its meeting on April 27th, 2017 Aberdeenshire Council approved Aberdeenshire's Equalities Mainstreaming and Equality Outcomes Report 2017-2021. The report was also approved by the Licensing Boards and the Education and Children's Services Committee on 23 March 2017 and 30 April 2017 respectively.

This report highlights the progress that has taken place since April 2017. We are committed to meeting the Public Sector Equality Duty and Specific Duties. We will ensure that we will:

- Take effective action on equality
- Make the right decisions first time around
- Develop better policies and practices based on evidence
- Be more transparent, accessible and accountable
- Deliver improved outcomes for all in the community; and
- Ensure our equality outcomes have a positive impact.

2.2.3 Fairer Scotland Duty

Part 1 of the Equality Act (2010), The Fairer Scotland Duty, came into force in Scotland from April 2018. It places a legal responsibility on particular public bodies (including Local Authorities) in Scotland to actively consider (pay due regards to) how they can reduce inequalities of outcome caused by socio-economic disadvantage when making strategic decisions.

To fulfil our obligations under the duty we must be able to demonstrate that we meet the following key requirements:

- 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 have done this.

2.2.4 Community Empowerment (Scotland) Act 2015

The Community Empowerment Act 2015 aims to strengthen communities across Scotland by strengthening their voices in decisions about public services and making it easier for them to own land and manage buildings.

The different sections of the Act, there are 11 in total, have been coming into force since 2015.

Part 3 of The Community Empowerment (Scotland) Act 2015 introduced a new right by which community groups can request to be involved in, and have influence over, decisions and services that affect communities. This involvement is described as an Outcome Improvement Process (OIP) and is initiated by a Participation Request (PR).

2.2.5 Equalities Governance Framework

The Equalities Governance Framework in Aberdeenshire is designed to support, embed and promote the equalities agenda throughout Aberdeenshire. There are several elements to the structure as follows;

- Equality and Human Rights Strategy Board; The EHRSB is made up of senior employees who have been nominated to represent their relevant service. Membership reflects the broad range of services provided by the council and

the need for a council-wide approach to equalities. The Board meets twice a year and is chaired by the Director of Education and Children's Services.

- Service Champions; Approximately 60 service champions have been nominated across the council, Education Authority and licensing boards. Their role is to support the mainstreaming of equalities by assisting staff when completing the Equality Impact Assessments.
- Elected Member Equality Champions: There are 11 elected member equality champions who act as a point of contact for any equality related queries which elected members may have. Three of these elected member equality champions support the Aberdeenshire Licensing Boards. The role of the elected member champion is to encourage discussion on equalities when attending meetings, committees and conferences.
- Policy & Performance Team; Within the policy and performance team, the Strategic Policy Leader (Community Engagement and Equalities) leads a small team which progress the actions of the EHRSB. The team supports the corporate approach to equalities, complements the work of services and monitors reports on progress.

2.2.6 Equality Impact Assessments

Aberdeenshire uses the Equality Impact Assessment (EIA) process to ensure that we evidence how we are giving due regard to the three elements of the Public Sector Equality Duty. This process takes account of all nine Protected Characteristics and includes all three parts of the Public Sector Equality Duty. A revised version of the EIA has recently been developed which will evidence how the Aberdeenshire has shown due regard in terms of the duties under Fairer Scotland legislation. The revised guidance supports the EIA process providing additional information when considering the Fairer Scotland Duty. Training for staff and elected members will be taking place in late summer 2019.

2.2.7 Prejudice and Discrimination Reporting

With the introduction of General Data Protection Regulation (GDPR) the council's approach to Prejudice and Discrimination Reporting was reviewed in Summer 2018. The Prejudice and Discrimination Report can be used to report behaviour such as, but not restricted to:

- offensive language

- threatening behaviour

- physical violence

- abusive text messages, emails or comments on social media

- spreading rumours, being ignored or excluded

- having belongings stolen or damaged, based on having one or more of the Protected characteristics

As a result of the review it was agreed that prejudice and discrimination incidents would be recorded by one of the three existing processes:

1. Schools: prejudice and discrimination Incidents are recorded within the Bullying and Harassment module of SEEMIS;
2. Service users/customers: prejudice and discrimination incidents are recorded through the council's Feedback Team;
3. Employees: HR&OD record details of prejudice and discrimination incidents between staff members.

An update report on prejudice and discrimination incidents is provided to the EHRSB twice a year for consideration and action as appropriate.

Aberdeenshire Council is now recognised as a third-party reporting centre for Hate Crime. Police Scotland are aware that some people may not feel comfortable reporting the matter directly to the police and as a result they work in partnership with other organisations which can perform the role of a third-party reporting centre.

There are two third party reporting centres within the Aberdeenshire:

- Aikey Brae Traveller Site, Maud, Peterhead (Gypsy/Traveller Matters)
- Aberdeenshire Council, Gordon House, Inverurie.

2.3   Budget Setting

Equality Impact Assessments are an integral part of the council's budget setting process. The revised EIA will be used as part of the budget setting process for 2020/2021 ensuring that we have considered the duties as required under the Fairer Scotland Duty.

2.4   Equalities and Diversity Calendar

The EHRSB agree an annual Equalities and Diversity calendar. This highlights a series of key dates throughout the year such as Holocaust Memorial Day, LGBT (Lesbian, Gay, Bisexual and Transgender) History Month and Interfaith Week for example.

These dates are highlighted to services through the Equalities Bulletin encouraging the sharing of activities or stories that can help shape an intranet article ("Arcadia") or event being planned.

In January, as part of Holocaust Memorial Day young people from our secondary schools came and took part in the council's event sharing their experiences of an organised trip to Auschwitz. In May this year as part of our raising a flag to mark IDAHOBIT (International Day against Homophobia, Biphobia, Interphobia and Transphobia) young people from our secondary schools led the event talking about their own experiences with sexual orientation and gender identity.

2.5   Interpretation and Translation

A new supplier has been in place since summer 2018 to provide interpretation services and access to translated information. Services are encouraged to use both face-to-face interpreters, telephone interpretation in council offices, and translation of

key documents where appropriate, to ensure communities' have effective access to Services.

On many of our publications, a statement explaining how members of the public can request the information within a document in another format is included on the front page. This statement includes the top four most requested languages in Aberdeenshire.

2.6 Training and Development

As we continue to support our equality work, we need to ensure that employees and elected members are aware of our equality duties and how they affect service delivery and employee management.

a) Equalities training was an integral part of the councillor induction day held after the local elections in 2017. 47 elected members attended this session. An Aldo diversity module is available for elected members with 60% having completed the module. A further invite to undertake the ALDO training was issued to elected members earlier this year. The course remains open for elected members to complete or refresh.

b) E-learning is still the main focus of raising awareness across staff and elected members and a diversity module is available on Aldo.

c) The EIA Aldo module will be updated autumn 2019 to reflect the incorporation of the Fairer Scotland Duty to the EIA process

d) Training sessions on the revised EIA (Incorporating the Fairer Scotland Duty) will be held late summer 2019 for staff and elected members.

2.7 Participation and Representation

Aberdeenshire is committed to mainstreaming equality considerations into partnership activities and plans. We recognise that encouraging equal opportunities is an important objective of the community planning process, given its purpose is to lead to a more equitable, just, and inclusive society. The Community Planning Partnership agreed three Local Outcome Improvement Plan (LOIP) priorities in March 2017 which are:

1. Reducing Child Poverty
2. Changing Aberdeenshire's Relationship with Alcohol
3. Connected and Cohesive Communities (Locality Plans)

The action plans for the three LOIP's were in place by October 2017 covering the ten-year period until 2027. In addition, the locality plans focus on communities with the highest level of inequalities in Aberdeenshire specifically Fraserburgh, Peterhead and Banff & Macduff. These plans focus on localities, where people experience disadvantage and differential outcomes in comparison to other parts of Aberdeenshire. Community Planning Partners continue to share their in-depth knowledge and understanding of the issues facing local communities as well as build relationships and networks for the benefit of those living there.

2.8 Scottish Council's Equality Network

This is a Network of Equality Officers from Scottish Local Authorities working closely with the Convention of Scottish Local Authorities (COSLA), the Scottish Government and the Equality and Human Rights Commission (EHRC). A member of the Engagement and Equalities team represents Aberdeenshire and additionally will sit on a SCEN subgroup looking at Equalities and Participatory Budgeting.

2.9 Other Groups

Members of the Engagement and Equalities Team sit on a variety of groups within the council to support services with building equalities into the services that they deliver. Currently there are representatives on the following groups:

- Physical Disability & Sensory Impairment Strategic Outcomes Group
- Aberdeenshire Seehear group
- Aberdeenshire Council's Gypsy/Traveller Officer Working Group
- Integrate Grampian (as required)
- Project teams within services as required.

3 Aberdeenshire as an employer

We aim to have a diverse workforce which reflects the communities we serve. We seek to achieve this by ensuring the operation of fair and consistent employment practices that take into account the diversity of groups and individuals in our community. By doing this, we aim to be an employer of choice, and to be recognised as an employer that provides fair employment opportunities for all.

Further information in relation to our workforce profile for Aberdeenshire Council:

Appendix 1: Aberdeenshire Council's Workforce Profile
Appendix 2: Aberdeenshire Council Education Authority's Workforce Profile

3.1 Gender Pay Gap

The gender pay gap (the difference in the average hourly rate of all men and women across the workforce excluding overtime) is illustrated in the table below.

The information in the following table shows the average hourly rate for all employees, teachers only (excluding Supply) and non-teaching employees (excluding Relief) respectively. The figure at the side of each column representing females is the percentage pay gap for each category. The charts show the three financial years 2016/17, 2017/18 and 2018/19. Please note that progress, or otherwise, is best judged when looking at the two groups of Teaching and Non-teaching employees separately in isolation.

For all employees the pay gap between men and women fell from 7.34% in 2016/17 to 6.78% in 2018/19. During the period the gender pay gap has ended down slightly for Teaching from 3.65% in 2016/17 to 3.56% in 2018/19. For Non-teaching employees the gender pay gap has decreased from 13.61% in 2016/17 to 12.63% in 2018/19.

	Average Hourly Rates								
	All Employees			Teaching			Non-teaching		
	M	F	Gap (%)	M	F	Gap (%)	M	F	Gap (%)
2016/17	£14.88	£13.79	7.34	£22.97	£22.13	3.65	£12.87	£11.12	13.61
2017/18	£15.18	£14.12	6.95	£23.55	£22.50	4.44	£13.11	£11.37	13.31
2018/19	£15.49	£14.44	6.78	£23.39	£22.56	3.56	£13.52	£11.81	12.63

3.2 Human Resource & Organisational Development

Human Resources policies continue to be prioritised for review on a rolling three-year programme, subject to change if a policy requires to be revised in relation to an amendment in terms and conditions either at local or national level, or to take account of new or amended employment legislation.

Policies which have been reviewed include

2017	2018	2019
Disciplinary	Anti-Bullying & Harassment	Agency Worker Procedure
Disclosure of Information (Whistleblowing)	Career Breaks	Carers Information
	Equalities	
	Grievance	
	Occupational Health	
	Secondment	

The following policies are currently under review:

Attendance Management, Special Leave, Disability Leave, Flexible Working, Maternity, Paternity, Retirement, Redundancy and Work Performance.

3.3 Apprenticeships

HR&OD continue to develop Modern Apprenticeships across Aberdeenshire Council. The Modern Apprenticeships incorporate a work-based qualification (SCQF 6 or 7/SVQ level 2 or 3) earned while gaining valuable work experience in your chosen career path.

Each year one of Aberdeenshire's Apprentices is awarded the Apprentice of the Year Award. It is awarded based on outstanding occupational progress, ability in their role, positive approach to employment and their personal qualities. Our 2019 Winner is Connor Buchan, Modern Apprentice Learning Disabilities at Ellon Day Centre, Connor provides support to Adults with Learning Disabilities. Connor has become a valued member of the team in Ellon, starting at the Day Centre on a work placement then going on to secure the role of Modern Apprentice. He has displayed maturity and commitment to his learning and his service users, and has now gone on to become a permanent Support Assistant

Aberdeenshire Council has also partnered with Skills Development Scotland to offer hundreds of additional foundation apprenticeships in 2019. Furthermore, in July 2019 the council promoted opportunities for local businesses which specialise in Computer Science to form a partnership to support local fifth- and sixth-year pupil's foundation apprenticeships in their final years at secondary school.

The foundation apprenticeship programme is also open to a wide variety of work areas.

3.4 One Aberdeenshire Principles

The creation of 'One Aberdeenshire' in 2017 has fundamentally changed our approach to engaging with employees. One Aberdeenshire underpins our beliefs, culture, behaviours, strengths, and aspirations within the organisation; It is about identifying where we do things well and supporting colleagues across the organisation to achieve similar success. One Aberdeenshire is about working together as one organisation; through working with our partners to achieve a common goal that better meets the needs of our customers.

The Principles are the cultural aspirations of colleagues which underpin how we will achieve the council's vision to be the best council, from mountain to sea. The Principles will be put into action by shaping our systems, processes and structures around these ambitions by 2020.

1. Everyone brings their 'best self' to work every day.

- We try to do our best every day, going above and beyond when necessary.
- We treat each other the way we want to be treated.
- We recognise that leadership and team-working is for everybody.

2. We are clear about what is expected of us and ask for clarity if unsure.

- We work in our communities, for our communities.
- We communicate clearly and honestly with each other

- Where our work falls below the standards expected we accept the support offered to improve.

3. We take informed decisions as close to the action as possible.

- We use information and skills to make the right things happen
- Our freedom to make sensible decisions is supported
- We are involved in making sure we have as few 'rules' as possible and our ways of working are as simple as they can be.

4 Procurement

The Procurement Reform (Scotland) Act 2014 refers to "reducing inequality in the area" in the context of addressing "wellbeing." Where it is proportionate and relevant to do so, this allows councils to potentially further their objective in terms of the nine protected characteristics.

Furthermore, the mission statement in the joint procurement strategy commits to delivery of "ethical and sustainable value for money solutions that support the operational needs of wider strategic aims of the councils and the communities they serve to further local and national priorities to the fullest extent possible."

It is recognised that beyond the mandatory (£4m) and regulated thresholds (£50k for goods and services/ £2m for works) the council has routinely sought "leverage opportunities (including social, economic and environmental value) aligned to the needs and priorities of our communities.

A bidder's employment practices and its approach to its workforce can have a direct impact on the quality of service it delivers and, sometimes, of the goods it supplies and works performed. Fair pay, including payment of the Real Living Wage, is one of the ways a bidder can demonstrate that it takes a positive approach to its workforce.

Real Living Wage is promoted in every contract where it is proportionate and relevant to do so. However, payment of Real Living Wage/Living Wage Employer Accreditation is not permissible as a mandatory condition of participation in public procurement or in isolation, a factor in award criteria.

5 Policy Development and Review Framework

In 2018 the Policy Development and Review Framework was updated following advice on privacy impact assessments reflecting the introduction of the General Data Protection Regulations from May 2018. This ensures that all the Council's priorities and agreed principles are taken in to account as part of that process.

Part 4B of the Scheme of Governance:

- Confirms the principles that guide policy development and review
- Incorporates a standardised procedure ensuring that policies are developed, approved, monitored and reviewed consistently; and
- Provides a comprehensive, single point of reference for information relating to policy development and review.

All policies are aligned to a policy committee and the functions delegated to that committee.

6 The work of our Education Authority

Education and Children's Services (ECS) provides education across the predominantly rural area of Aberdeenshire. There are 17 academies, 150 primary schools, 4 special schools, and 90 nurseries. In addition, there are 38 enhanced provision sites. Partner providers offer early years' educational and childcare in 77 settings.

In 2018 there were 35,631 pupils in Aberdeenshire primary and secondary schools, an increase from the 2016 figure of 35,265. The number of children registered in local authority and partnership pre-school education in 2016 was 4922. 20% of the population of Aberdeenshire is aged under 16. This compares to 18% nationally. Education and Children's Services provides a wide range of services which make a positive difference to our vulnerable learners, Service users, families and communities. As a result of a range of self-evaluation activities and external scrutiny from bodies such as Education Scotland and the Care Inspectorate, work takes place continuously to improve performance across a range of measures, including attainment and achievement.

Our key strengths include:

- Improved outcomes for learners with a diverse range of needs, including high levels of attainment in Scottish Qualification Assessment examinations
- Sustained good progress with implementation of Curriculum for Excellence
- Increased levels of positive leaver destinations
- Reduced exclusion rates

6.1 Celebrating diversity

6.1.1 Rights Respecting Schools

UNICEF works with schools in the UK to create safe and inspiring places to learn, where children are respected, their talents are nurtured, and they can thrive. The Rights Respecting Schools Award embeds these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible, active citizens.

Since 2016 there are 12 new schools registered to take part in Rights Respecting Schools in Aberdeenshire. 29 schools have achieved bronze, 15 have achieved silver and 12 have achieved gold or were re-accredited at Gold.

6.1.2 Aberdeenshire Young Gypsy/Travellers

The Working with Young People Team have been provided term-time weekly informal educational provision on the North Esk site in Aberdeenshire for the last two years.

Young people play an active role in their learning, deciding on relevant projects and being involved in the planning process to work towards their goals. The young people at North Esk have engaged in a variety of activities focusing on working together, decision making, problem solving, and ordering / sequencing. Activities have provided opportunities for young people to practice literacy and numeracy through a range of informal learning experiences.

6.1.3 Gypsy/Traveller Resource Pack

Leaflets have been created for Gypsy/Travellers and school communities as well as resource packs to support pupils at home & school. Resource boxes are being created and schools will be able to access these to support Gypsy/Traveller pupils with their learning. Resources around Gypsy/Traveller month have been shared with schools.

Digital support and e-learning is the current focus for development and ways are being explored to enable Gypsy/Traveller pupils to access materials.

A teacher from the local primary school and secondary school have been attending the North Esk site once a week this term to enhance links and support young people to access the school. This has been received very well by residents.

6.1.4 LGBT Support

Staff across both education and community learning and development continue to provide support to LGBT groups within and out with schools. At Turriff Academy the school's LGBT Ambassadors presented to staff within the school at a staff meeting. The LGBT Ambassadors also marked Purple Friday, through a series of school-based events.

Over the past six years at Meldrum Academy the Work With Young People team have supported an LGBT group and so far nearly 30+ members have joined and all have been involved in many activities, from presentations within the school to assemblies, PSE classes, attending a stall at parents evenings, surveys around the school trying to find out what young people know about LGBT, fundraising for their own hoodies to wear in the school and attending youth events promoting LGBT. Most of the members have completed a Dynamic Youth Award and have gone on to start further awards at college or university. The group is youth led and supported by CLD with regards to booking rooms, giving support and advice and helping the group promote themselves around the school. The members have supported many young people in the school with regards to their sexuality and how they feel about themselves and others.

Members of Meldrum LGBT raised the flag for the end of LGBT month (February) and promoted Purple Friday at the YOYP legacy event at Meldrum Academy and they helped at a stall asking young people to sign the flag in support of LGBT Month.

The Peterhead Working with Young People Team have linked in with pupils who are keen to promote LGBTQI awareness in the school and supported a lunch time group which was open to all and promoted this using social media, school notices and posters in the academy. The pupils also took time to go to PSE classes to talk about LGBTQI, they carried out a ballot to find out what Peterhead Academy pupils

thoughts on LGBTQI were, they purchased and sold LGBTQI merchandise and held a conversation café, which was well attended and pupils were able to express their thoughts freely. Many pupils spoke openly and indicated they would be keen to be part of a LGBTQI group and continue to promote awareness.

The teaching staff have and continue to support pupils and the promotion of LGBTQI within the academy.

6.1.5 IDAHOBIT 'An International day that shines a light on homophobia, bi-phobic and transphobic hate crimes'

The 2019 event was led by chief executive Jim Savege and focused on presentations from pupils of Mearns Academy and Banchory Academy. The five pupils showed their interpretation of this year's theme, 'Justice and Protection for All', through artwork, poetry and presentations describing their own personal journeys. As part of the session, a young person from Mearns Academy read a powerful and thought-provoking poem she had written. Following the presentations, the rainbow flag was raised by the Chief Executive and one of the attending pupils.

6.1.6 LGBT Training

Multiagency training was hosted by Aberdeenshire Council to support education colleagues and partners to be more confident, knowledgeable and ready to support LGBT young people. The training was attended by over 40 professionals from education, health and social work. The training was well rated and feedback included:

- My opinions have entirely changed thanks to this CPD – very positive experience which I will use to its fullest to support any pupils with LGBT issues.
- Feel more confident and informed in all areas.
- I am more understanding of LGBT youngsters and the terminology to use

6.1.7 Syrian New Scots

The local Working with Young People team in Inverurie began getting to know our Syrian New Scots young people by revamping a disused room in Inverurie Academy. A local business donated some paint to decorate the room to become a prayer room. We created a drawing of a mosque and wrote out some Islamic prayers to go on the wall.

Since then we have come a long way together; we have tried to give the young people an insight into life in rural Aberdeenshire, give them a much-needed space to be themselves and improve their English.

We have enjoyed Doric conversations and trips to local historic monuments, and taken part in difficult conversations about what it was like for the Syrians to leave their country and about the war. We have tried a variety of new foods and have learned new team building games.

Taking the Syrian New Scot Young People group out into Inverurie to see the Friends of Anchor Sculpture for cancer care

6.1.8 Supporting young people with disabilities

Dales Park School worked with Spina Bifida Hydrocephalus Scotland to help raise awareness and develop a plan which will allow other schools to help children affected by spina bifida or hydrocephalus. Their involvement has been recognised when they received an award from the Scottish Power Foundation. The school picked up the "Education awareness" award for developing a film alongside Spina Bifida Hydrocephalus Scotland to promote the charity work. It will be shown across Scotland over the next year. Furthermore, as part of the award the charity will also receive £5,000 towards its future work.

High Hopes Youth Platform is a new forum in Aberdeenshire for young people who have additional support needs/disabilities supported by CLD Working with Young People Teams. They have secured funding for hoodies and an event to promote the group and recruit more members. Two members of the group have attended the recent Aberdeenshire Youth Forum.

## 6.2 Youth Engagement

6.2.1 Youth Voice in Aberdeenshire

Youth participation in Aberdeenshire is all about putting children and young people in the centre of policy and practice and – to that end – **Youth Voice** is one of the key areas of Community Learning and Development's Work With Young People service

in Aberdeenshire, it is undertaken by creating and supporting ways in which young people can get involved in decision making at individual, community, local authority and national level.

Aberdeenshire's Youth Participation Structure includes many different groups including Young Carers, Pupil Participation Forums, Aberdeenshire Youth Council, Community Youth Platforms (set up in 17 learning communities in the three different areas North, South and Central), Special Interest Groups (LGBT, Syrian New Scots, Scottish Travellers) and the region's seven Members of the Scottish Youth Parliament MYSPs.

An Aberdeenshire Council Youth Shadow Management Team (now known as Aberdeenshire Youth Council - AYC) has been established where young people meet with the Council's Strategic Leadership Team, including the Chief Executive and all Directors, three to four times a year as a sounding board to inform and influence decisions.

Aberdeenshire Youth Participation Structure

Aberdeenshire MSYPS

Aberdeenshire Youth Council (AYC)

Aberdeenshire Youth Forum (AYF)

Pupil Participation Forum (PPF)

Community Youth Platforms (CYPs)
North: Banff, Huntly, Mintlaw, Peterhead, Turriff
Central: Alford, Ellon, Westhill, Kemnay, Inverurie, Meldrum
South: Aboyne, Bancory, Mearns, Stonehaven & Portlethen

Specific Interest Groups (SIGs)
YPOC/LGBT/ New Scots/Syrian
Scottish Travellers/Youth Bank/YOYPI8
Ambassadors/SCCYP Young Advisors/Police
Scotland Youth Volunteers/Wheeler Groups

Uniformed Group Representation
Police Scotland Youth Volunteers
Girl Guides
Scouts
Sea Cadets

Vol. Orgs. Representation
Modo

There is also a Young Persons Organising and Campaigning Group made up of young people aged 14 and over who are, or have been, looked after away from home. The group gives young people the opportunity to share their views and experiences of being looked after so that the services can learn from them.

The Council has adopted an Aberdeenshire Charter For Children and Young People, developed by young people, which includes clauses that young people be included in any decisions made about their lives, that their voices are heard and that they be respected and that their worries are taken seriously.

6.2.2   Year of Young People 2018

Throughout the Year of Young People #yoyp2018, young people co-designed nine events with the CLD WWYP team. Young people selected the themes of these events and several events focused around equality matters such as LGBT awareness and mental health and wellbeing.

The LGBTQ+ event in Alford on the 26th February aimed to challenge stereotypes and raise awareness of LGBT issues. This event was led by the young people of the Alford LGBTQ+ group and involved young people and #YOYP2018 ambassadors from other schools in Aberdeenshire.

Aberdeenshire MSYPs supporting the Alford LGBTQ+ Event

Young people took on lead roles in planning, preparation, applying for funding and on the night activities such as covering reception, undertaking activities with attendees and also two young people sat on the Q&A panel with a representative from LGBT relevant organisations, including 4 pillars, SAMH, NHS Grampian and SYP.

In September last year, the largest #yoyp2018 event of the year took place at Haddo House. The Mash-Up Festival was open to people of all ages and the event attracted approximately 1500 young people from all over Aberdeenshire. The event included performances from youth artists ranging from highland dancers to jugglers to soloists such as 12-year-old harpist, support from the council's street sports team with use of the climbing wall, bike tracks and body zorbs. Community Development, youth work teams and the Scottish Youth Parliament all talked to young people and families throughout the event on a range of topics.

In February 2019 a Celebration and Exhibition of the Year Of Young People 2018 took place at Meldrum Academy. This was attended by young people, families, staff, councillors and local MSP's. #18legacy is now our focus where youth participation in Aberdeenshire is about young people's rights and opportunities to have a say in decision making and getting involved in platforms to make a difference

6.2.3 *Pupil Participation Forum*

Aberdeenshire's Pupil Participation Forum (PPF) currently have over 60 pupil representatives from all 17 secondary school in Aberdeenshire. Some of the highlights of their work include:

Health and Wellbeing Young Leaders

This programme ran in 2017-18 led by an Education Support Officer has been revamped to be taken on and run by the Pupil Participation Forum from August 2019. New and more streamlined criteria have been designed and the launch and showcase events will be run by the Pupil Participation Forum members. It is anticipated that Health and Wellbeing Young Leaders will become an annual event run by the PPF.

Wellbeing resource

During session 2017-2018 a wellbeing survey was created by the PPF in consultation with the GIRFEC Wellbeing strategy group. The data from the responses is intended to be used to support the creation of a wellbeing resource made by young people for young people. The survey was open to all S3-6 pupils.

There were over 1000 surveys completed and the data was analysed with the PPF with the support of education staff to identify themes. The themes identified are as follows: time management, resilience, self-esteem/self-confidence, social media, coping with stress. These are areas that young people can advise other young people on from experience.

The young people of the PPF have also looked at how they can match their themes to the "Five Ways to Wellbeing" which is being used to support wellbeing training of adults in Aberdeenshire.

In session 2019/20 the PPF will explore how some aspects of the wellbeing resource may be done in stop animation and how we can involve a wider range of young people in their production.

6.3 Developing our Curriculum to support Equality and Inclusivity

Equalities is threaded through the curriculum in Aberdeenshire. An excellent example of this is Mearns Academy where Religious and Moral Education has the theme of Human Rights and S4 Religious and Moral Education has the theme of Equalities. The topics included in S3 and S4 are disability, Islamophobia, Gypsy Travellers. Young people at Mearns also take part in an equalities fair in S3 as part of their SQA qualification. All pupils in the school undertake this learning through their core RME (Religious and Moral Education) time.

Young Leaders of Learning is a pilot project with Education Scotland. During school session 2019/2020 two secondary schools (Banff and The Gordon Schools) and seven Primary schools (Chapel of Garioch, Fraserburgh North, Echt, Hillside, Logie Durno, Portlethen and Lumsden) will participate in a pilot project being run in conjunction with Education Scotland called Young Leaders of Learning.

Its focus is ensuring children and young people are actively involved in on-going self-evaluation activities leading to improvement by:

- Taking part in reciprocal visits to other schools to identify what is working well, areas for improvement and effective practice.
- Promoting ways that children and young people can be involved in school improvement activities in their own school.

The programme has been designed to involve children and young people in school improvement activity and to enable children to become confident to share practice and become more familiar with the language and processes of school improvement. Training will begin with the two secondary schools in September 2019.

Aberdeenshire is committed to the presumption of mainstream, which is supported through inclusive practices that are universally available for all. This commitment is underpinned by single and multi-agency development of guidelines, practice innovations, and professional learning opportunities related to the following key areas:

Dyslexia Friendly Schools: Aberdeenshire practitioners are encouraged and supported to use the "Addressing Dyslexia Toolkit", which is a free comprehensive online resource for all who are involved in the identification and support of learners aged 3-18 years who are showing signs of literacy difficulties.

The following documents have also been created to support dyslexia friendly practices across Aberdeenshire. The documents are in line with Aberdeenshire's staged procedures and build upon good practice and the concept of inclusive practice:

- Guidelines to Support Literacy
- Whole School Dyslexia Reflective Tool
- Dyslexia in the Classroom Reflective Tool
- Materials to support collaborative assessment

Autism Friendly Schools: Aberdeenshire Council has worked with partners to take forward a number of areas which support the ongoing development of practices that are appropriate for children and young people with autism. Examples of the work undertaken to-date includes:

- Promoting the use of the Autism Toolbox in Aberdeenshire Schools. This resource was developed by the Scottish Government in partnership with the national charity, Scottish Autism with support from Autism Network Scotland.
- Online and face-to-face autism awareness raising sessions for staff
- Professional learning opportunities on practical support strategies, such as Visual Timetables and Social Stories
- Setting up professional mentoring opportunities to share good practice and experience
- Supporting teaching staff to undertake a Postgraduate Certificate in Autism
- The development of bespoke professional learning opportunities focusing on a particular aspect of Autism. For example, a suite of online training modules on "Understanding sensory behaviours".

Aberdeenshire Education Authority recognises that the use of digital technology has the ability to transform the way services are organised and delivered and has a fundamental role to play in improving accessibility. A pilot project is currently underway to provide real time, online teaching to pupils who are currently unable or unwilling to attend school; pupils with chronic absence as a result of health issues (home or hospital); school refusers; young carers and pupils with particular additional support needs). The initial focus for 2019-20 is on a core of English & Maths at levels National 4 & 5. Each class will be timetabled for 4 periods per week.

Aberdeenshire schools continue to successfully participate in the Anne Frank Award. The aim of the award is to challenge prejudice by drawing on the power of Anne Frank's life and diary. Participation in the award allows learners to use that power to encourage people to embrace positive attitudes, personal responsibility and respect for others. In 2019 there were 10 schools recognised for their submissions.

6.4 Period Poverty

Free sanitary products are available for young people across all schools in Aberdeenshire to ensure that there is equality, rights and dignity for those who menstruate and to ensure that an individual's ability to fully participate in education is not impacted by a lack of access to products. We are working with number of schools and young people to identify the effectiveness of different approaches to providing access to sanitary products and evaluating how these impact people by gathering evidence from young people themselves. In addition, we have been working with NHS Grampian to set up a pilot to work with pharmacies to enable young people to access sanitary products at their local pharmacy in addition to school.

We are now also working on a project designed to bring about wider public access to free sanitary products and to address any stigma associated with accessing free products.

7 The Work of our Licensing Boards

The Licensing Boards are constituted in terms of the Licensing (Scotland) Act 2005. The boards are entrusted with the administration of liquor licensing, gambling licensing and certain other statutory duties.

Aberdeenshire Council has three divisional Licensing Boards:

- •	North Board: 8 members
- •	Central Board: 8 members
- •	South Board: 8 members

7.1   Statutory Provisions and Licensing Objectives

Apart from complying with our public sector equality duties, there are objectives laid down in statute specifically related to our work, around which we must organise all our licensing functions.

The statutory provisions are found in The Licensing (Scotland) Act 2005; and The Gambling Act 2005.

The number of licences currently in force, as at 31st March 2019, are as follows:

The Licensing (Scotland) Act 2005

- 648 premises licences;
- 2,355 personal licences;
- 1,270 occasional licences and (granted this year 63 (as at 15.02.17); and
- 21 occasional extensions.

The Gambling Act 2005

- 33 premises licences;
- 196 notices of automatic entitlement for gaming machines;
- 54 gaming, club gaming and club gaming permits; and
- 278 registrations for small society lotteries.

The Boards also consider applications for variation and transfer of the above licences on a regular basis, as well as dealing with applications for review of licences and investigating complaints in relation to licensed premises and licence holders.

7.2 Equality Policy and Staff training.

The Licensing Boards Equality Policy was updated in November 2018. The policy holds equalities at the heart of the Boards' work and ensures openness and transparency of the Licensing Boards' position in this regard. A revised version of the policy will be developed during Summer 2019.

All Members and staff have attended, and will continue to attend, seminars and briefings on Equalities run by Aberdeenshire Council. In June 2017 each licensing board appointed an elected member equality champion to support the equality work of the board.

Equality Outcome 1:

SAFER AND BETTER DECISION MAKING WILL BE ACHIEVED AS A RESULT OF BEING BETTER INFORMED OF EQUALITY & DIVERSITY MATTERS

OUR AIMS:

- Elected Members demonstrate their understanding of the needs of those with protected characteristics
- Senior officers demonstrate their understanding of the needs of those with protected characteristics
- Increased awareness of the key equality resources (Equality page, translation and Interpreting services, Equality Calendar, Equality Bulletin)
- Employees and members of the public have increased awareness of Prejudice & Discrimination reporting and know how to access interpretation and translation services when accessing council services.

ACHIEVEMENTS SO FAR:

- Equality training formed part of the Corporate Induction day held after local elections in 2017. 67% of elected members attended this training.
- There are 11 elected member equality champions who have undertaken further training to support their colleagues with and to promote equality issues. Three of these elected member equality champions support the Aberdeenshire Licensing Boards. The elected member equality champions meet twice a year and support the promotion of the diversity calendar and its events such as raising a flag to mark LGBT History Month
- The council developed 11 priorities (including work to reduce poverty and inequalities within our communities) based on feedback from an extensive community engagement exercise and evidence from sources such as the council's Strategic Assessment.
- Equality Impact Assessments (EIAs) have been updated to meet the requirements of Fairer Scotland Duty to evidence the due regard the council will pay in its decision-making process. Training on the revised EIA will be underway during Summer 2019
- The Equalities and Human Rights Strategy Board agree an annual Diversity Calendar which is formed with key dates that the council will mark and raise awareness around.
- In April 2019 the council's internal Equality Bulletin was launched. This focusses on key equality updates both locally and nationally, awareness raising of equalities issues and key dates.
- Prejudice and Discrimination reporting process was reviewed in 2018 when GDPR came into effect. This streamlined existing processes.
- In July 2018 Global Language Services was awarded the contract for Interpretation and Translation. There was an internal communication campaign at the commencement of the contract th regular reminders through services and internal communication channels.
- The council developed and published its British Sign Language Plan in 2018. Services have key actions to take forward over the life of the plan to improve accessibility to council services for BSL users.
- The priorities for the three Local Outcome Improvement Plans were agree in 2017.
  They are:
  - Changing Aberdeenshire's relationship with Alcohol
  - Reducing child Poverty
  - Connected and Cohesive priorities

Equality Outcome 1:

SAFER AND BETTER DECISION MAKING WILL BE ACHIEVED AS A RESULT OF BEING BETTER INFORMED OF EQUALITY & DIVERSITY MATTERS

The action plans for the three LOIP's were in place by October 2017 covering the ten-year period until 2027. In addition, the locality plans focus on communities with the highest level of inequalities in Aberdeenshire specifically Fraserburgh, Peterhead and Banff & Macduff. These plans focus on localities, where people experience disadvantage and differential outcomes in comparison to other parts of Aberdeenshire

- The Children's Service Plan was approved in 2017. There are five priorities identified which are:
  - Early Years
  - Children & Young People's Mental Health & Wellbeing
  - Children with a Disability
  - Substance Misuse
  - Corporate Parenting

Each priority is addressed by a multi-agency action plan. These include specific aims which detail how we are working in partnership to tackle this issue, and what action we are taking to make an impact on the lives of those children, young people, and families affected.

- The licensing boards reviewed their Liquor Policy in 2017 with equalities as part of the consideration. The revised policy was approved in June 2017

Equality Outcome 2:

TO PROMOTE A BETTER UNDERSTANDING OF THE NEEDS OF PEOPLE OF DIFFERENT RACE AND DEVELOP STRATEGIES WHICH SUPPORT THEM.

OUR AIMS:

- Gypsy/Travellers will be accepted and welcomed by communities and experience reduced levels of prejudice and discrimination
- Communities will have an improved level of understanding of the needs of Gypsy/Travellers leading to more cohesive communities
- Increased number of Gypsy/Traveller sites in Aberdeenshire.
- Employees and member of the public have increased awareness of Prejudice & Discrimination reporting
- Improved awareness and access to interpretation and translation services in Aberdeenshire.
- Migrant workers are not discriminated against in the work place
- Migrant workers are confident in reporting prejudice and discrimination incidents
- Migrant workers living in Aberdeenshire are not being prejudiced against by their landlords and are able to secure accommodation that meets their needs
- All migrant workers and newcomers into the area can access information to help ensure equal access to services.
- Migrant workers are integrated in the community.

ACHIEVEMENTS SO FAR:

- Within the council there is a Gypsy/Traveller Sub Committee which as part of its remit monitors the Gypsy/Travellers Group Action Plan. Services progress on actions are fed back through committee meetings. Actions which have been achieved include:
  - Reflect the site and support needs of Gypsy Travellers in the Housing Need and Demand Assessment
  - A review of the Gypsy/Traveller Site Provision strategy is underway
  - Further developing learning provision for children and young people from the travelling culture
- The Prejudice and Discrimination reporting was reviewed in 2018 to ensure compliance with GDPR.
- Prejudice and Discrimination Reporting – All schools in Aberdeenshire will be using the SEEMIS module Bully and Harassment from Summer 2019.
- Two sites Aikey Brae (for gypsy/travellers) and Gordon House are third party reporting centres for Prejudice and Discrimination Incidents. Two staff members have attended the Third Party Reporting Centre with Police Scotland
- Aikey Brae Traveller site opened in May 2018 and provides 10 pitches available all year.
- Officers are continuing to explore ways to promote the good work being undertaken in this area, to promote a positive message and to continue to raise awareness of the Gypsy/Traveller culture and develop cohesive communities.
- As a result of support from the resettlement team New Scots are now engaging directly with council services without any intervention/support from the Resettlement Team.
- In July 2018 Global Language Services was awarded the contract for Interpretation and Translation. There was an internal communication campaign at the commencement of the contract with regular reminders through services and internal communication channels. This service supports council staff holding conversations with customers/service users for whom English is not their first language.
- The English as an additional language team (EAL) with Education and Children's Services is developing guidance to support school and bilingual learners on making best use of the current interpretation and translation services. This will be available in late 2019.

Equality Outcome 2:

TO PROMOTE A BETTER UNDERSTANDING OF THE NEEDS OF PEOPLE OF DIFFERENT RACE AND DEVELOP STRATEGIES WHICH SUPPORT THEM.

- The EAL team will continue to support school staff on how to support bilingual learners, including information on celebrating diversity, different cultures and potential barriers that may arise from experiencing education in a different culture previously.
- Education continue to review written material produced by the service to ensure that key information for parents is available in the most common languages. This applies to information about school meals, payments and other key information supporting children during their education journey.
- Local teachers from primary and secondary have been visiting children/young people at the gypsy/traveller sites to provide support and resources with their learning.
- In 2017 guidance was launched to support schools to settle in bilingual children and young people. This includes tips on involving and communicating with parents, and useful learning & teaching strategies to support social inclusion, learning, communication, and the acquisition of English. Next steps include further development of the concept of bilingual friendly schools as a universal offer in Aberdeenshire schools.

When the aims of this outcome were set in 2017 there was an Ethnic Minority Outreach Worker in post within Housing. The post no longer exists, however any identified equality housing issues with migrants working in Aberdeenshire are monitored – to date there have not been issues highlighted.

Equality Outcome 3:

DEVELOP A BETTER UNDERSTANDING OF THE NEEDS OF PEOPLE WITH A DISABILITY AND DEVELOP AND PROMOTE STRATEGIES WHICH ENSURE ACCESS TO COUNCIL SERVICES AND WHICH SUPPORT THEM IN EDUCATION AND EMPLOYMENT

OUR AIMS:

- Disabled and older people can access services and believe their particular needs are met
- Communities and businesses understand the needs of older people and people with disabilities.
- People with disabilities, particularly learning disabilities, have improved employment prospects

ACHIEVEMENTS SO FAR:

- The development, approval and publishing of Aberdeenshire Council's British Sign Language Plan 2018-2024 in September 2018. The plan aims to improve access to council services for BSL users. The plan is further supported by an implementation plan designed to support services working towards their services. This plan was approved by Business Services Committee in 2019.

- There are three Access panels in Aberdeenshire, which are independent voluntary organisations. The role of the Panel is to promote access to buildings, facilities and services. The council continues to provide a staff resource to support the operation of the panels.

- The Physical Disability & Sensory Impairment Strategic Outcomes Group reviewed their terms of reference in 2018 to ensure the work they undertake continues to have an impact. They lead the direction for planning, development and delivery of services for people with physically disabilities and/or sensory impairments in Aberdeenshire. The group carried out a survey for people with a physical disability. The survey asked about experiences of living with a physical disability. The results are currently being collated and will be reported on accompanied by an action plan for the work of the group.

- Supporting children with a disability is a strategic priority in the council's Children's Services Plan which was approved in 2017. Actions are being delivered through the Community Planning Partnership and progress is reported through the annual report taken to Education and Children's Services Committee.

- To support inclusion and reduce exclusions, including children and young people with disabilities, a working group for Promoting Inclusion and Reducing Exclusions in Aberdeenshire schools has produced a revised draft School Discipline and Use of Exclusion policy that is in the process of going through our committee structures for approval. A practitioner-led group to produce exemplified guidelines to support this policy has also been set up, as well training including a future career long professional learning event for HTs and DHTs, and an ALDO course.

- In 2018 nine courses were delivered supporting mental health at work and the council continues to have volunteer mental health first aiders available to support employees.

- Web Content Accessibility Guidelines (known as WCAG 2.1) are an internationally recognised set of recommendations for improving web accessibility. They explain how to make digital services, websites and apps accessible to everyone, including users with impairments to their:

  - vision - like severely sight impaired (blind), sight impaired (partially sighted) or colour blind people

  - hearing - like people who are deaf or hard of hearing

  - mobility - like those who find it difficult to use a mouse or keyboard

  - thinking and understanding or access to written information - like people with dyslexia, autism or learning difficulties

Equality Outcome 3:

DEVELOP A BETTER UNDERSTANDING OF THE NEEDS OF PEOPLE WITH A DISABILITY AND DEVELOP AND PROMOTE STRATEGIES WHICH ENSURE ACCESS TO COUNCIL SERVICES AND WHICH SUPPORT THEM IN EDUCATION AND EMPLOYMENT

The Council is continuing to work towards this standard with website design and content.

- A minimum of 15% of affordable new build homes are developed each year for Particular Needs (PN) Clients. An Improvement exercise is underway which will improve the evidence base for the housing requirements of Particular Needs Clients and allow improved planning for investment and funding.

- Wrap Around Care- since April 2019, services have been commissioned across all areas to provide the "right support at the right time in the right place" to children and young people with disabilities to meet their 24/7 support needs. The age range within the Wrap around Care groups is 5-18 years, with sessions for primary and academy aged young people taking place on a regular basis.

- Walking Netball and a Walking group in the Shire - started in 2018, we have a growing number of participants at various venues from Monday to Friday in Ellon, Fraserburgh, Turriff, Newtonhill and Inverurie. This year a walking group has been formed has had 8/9 participants each week.

- Since 2017, the Council has worked in partnership with Health and Social Care Partnership to offer an additional day of transport to the new hub.

- A2B dial-a-bus services - in addition to the standard service, the Inverurie A2B dial-a-bus service was enhanced by the operation of a second vehicle on Mondays aimed at taking people to/from health appointments.

- A review of our pre-school 'stay and play 'clubs identified that there was a shortage of sensory or suitable equipment in place. A funding bid titled the 'disability sport nurture project' was placed with Tesco in August 2018. The application was approved in February 2019, with voting being open in the Tesco Ellon store in May and June 2019.

- Boccia Festivals 2018/2019 - the aim of the festival was to increase the participation of schools at the event (Boccia is a disability sport similar to bowls and petanque)as historically only three Aberdeenshire teams, all from Special schools, attended. This year, the activity has met its aim with a total of 13 different schools participating and 12 boccia kits have been sent to schools within Aberdeenshire. One of the secondary schools has actively set up and maintained an extra-curricular club after having attended the festival.

- Dyslexia Friendly Schools: Aberdeenshire practitioners are encouraged and supported to use the "Addressing Dyslexia Toolkit", which is a free comprehensive online resource for all who are involved in the identification and support of learners aged 3-18 years who are showing signs of literacy difficulties.

- Autism Friendly Schools: Aberdeenshire Council has worked with partners to take forward a number of areas which support the ongoing development of practices that are appropriate for children and young people with autism.

- Aberdeenshire Education Authority recognises that the use of digital technology has the ability to transform the way services are organised and delivered and has a fundamental role to play in improving accessibility. A pilot project is currently underway to provide real time, online teaching to pupils who are currently unable or unwilling to attend school pupils with chronic absence as a result of health issues (home or hospital); school refusers; young carers and pupils with particular additional support needs). The initial focus for 2019-20 is on a core of English & Maths at levels National 4 & 5. Each class will be timetabled for 4 periods per week.

- The Commercial & Procurement Shared Services (C&PSS) team has strengthened closer partnerships with local third sector interface organisations, Senscot/P4P, local social enterprises and Equalities Teams to raise awareness of and build capacity within the 3rd sector in terms of the supported business regime. C&PSS has communicated the direct links between supported businesses; equalities mainstreaming, the public sector equality duty and linkages with the disability employment gap.

Equality Outcome 3:

DEVELOP A BETTER UNDERSTANDING OF THE NEEDS OF PEOPLE WITH A DISABILITY AND DEVELOP AND PROMOTE STRATEGIES WHICH ENSURE ACCESS TO COUNCIL SERVICES AND WHICH SUPPORT THEM IN EDUCATION AND EMPLOYMENT

- A comprehensive suite of community benefits has been developed for general goods/services and works contracts and health and social care contracts. Equalities is a standalone theme but can positively impact on other benefit types e.g. potential to focus on underrepresented groups in community or educational requirements inclusive participation of older or disabled persons, placements for disabled persons etc in training, school engagement or employability engagement activities. Specific measures can be taken to promote employment opportunities for disabled persons (including involving supported businesses in the supply chain). To ensure maximum flexibility, requirements can be met by a Main Contractor, a subsidiary of the Main Contractor, an approved subcontractor or supply chain partner. Sources of national/local support are included in Community Benefits Project Plans.

  Example Provision re Placements: Provision of work experience placements of up to 8 weeks for up to 30 hours per week. targeted at persons aged 18 to 24 (or other groups approved by the Department of Works and Pensions (DWP)) with little or no work experience and people aged 25 or over who do not have a recent work history. Supported internships for 16- 25 year old students with learning difficulties and/or disabilities who have a Learning Difficulty Assessment (LDA) or an education, health and care (EHC) plan) would be an acceptable means of meeting the requirements as per Go Construct Guidance. Care leavers would meet the necessary criteria for this type of placement and the Council can provide a shortlist of interested candidates in the context of care leavers.

- Licensing Matters Event – this event for licence holders took place in November 2018 following the introduction of a new legal requirement for disability and facilities access statements to be submitted with all applications for new premises.

- New Licensing Policy Statement - it includes a requirement for all licence holders to have a vulnerability policy statement in place which encompasses protected characteristics. This has been a partnership approach with the Boards, Police Scotland, Public Health and the Licensing Standards Officers and we continue to work closely with the licensed trade on understanding and compliance.

Equality Outcome 4:

DEVELOP A BETTER UNDERSTANDING OF THE NEEDS OF LGBT PEOPLE AS EMPLOYEES AND CUSTOMERS, DEVELOP AND CASCADE STRATEGIES WHICH MINIMISE BULLYING AND HARASSMENT IN SCHOOLS AND THE COMMUNITY. ACHIEVE MEASURABLY REDUCED LEVELS OF PREJUDICE AND DISCRIMINATION AGAINST THE LGBT COMMUNITY.

OUR AIMS:

- The LGBT community, and those going through gender reassignment are more accepted in their communities, where their needs are understood
- Reduced levels of prejudice and discrimination towards the LGBT community within the Aberdeenshire area.
- Pupils and employees understand the needs of the LGBT community in schools.
- Reduced incidences of bullying and harassment in schools linked to the LGBT community.
- Increased confidence in providing equality monitoring data.

ACHIEVEMENTS SO FAR:

- IDAHOBIT Day (The International Day Against Homophobia, Bi-phobia and Transphobia) is traditionally marked with a flag raising ceremony. This year it focused on presentations from secondary school pupils with their interpretation of this year's theme, 'Justice and Protection for All'. The event was attended by Councillors and Staff. Jim Savege, the Aberdeenshire Council Chief Executive, tweet post event: Powerful & inspiring leadership from some of our amazing young people to mark #IDAHOBIT day today. Proud that @Aberdeenshire showed its continued commitment to inclusion, equity & respect
- Diversity calendar is agreed by the Equality, Human Rights Strategy Board each year and mark dates included LGBT History month and IDAHOBIT day.
- Rapid Rehousing Transition Plans (RRTP) - we are putting in place a new framework that regulates the transition to a rapid rehousing approach. Our Options and Homelessness teams are working in partnership to ensure that they monitor the impact of the Rapid Rehousing Transition Plans (RRTP) on the LGBT homelessness group.
- The Equality and Diversity Monitoring form used as part of the recruitment process is being reviewed. The revised form will include a link to the 'Workforce Equalities Monitoring' information page which will provide information around the reasons we ask individuals to complete Equality and Diversity monitoring forms.
- LGBTQ support and awareness training - training on supporting LGBTQ young people has been delivered in education and multiagency settings. The training was rated excellent by 100% of the participants and the majority indicated it had 'increased their understanding of the needs of LGBTQ young people and how to support them'.
- LGBT alliance - since 2017, seven secondary schools had established an LGBT support group. These groups are pupil-led and their remit is to discuss LGBT issues in school, such as stereotyping. The group's aim is to advance inclusion of LGBT pupils and the wider LGBT community by championing activities that reduce stigma and promote equality. In 2019, representatives from two schools took part in the celebration of the IDAHOBIT Day in Woodhill House, Aberdeen, and there are further plans to continue to include LGBT support groups in any future activities.
- We aim to have at least 90% of the elected Members to have completed the Equality and Diversity Training on ALDO.
- Our annual Licensing survey included specific sections to enable individuals to raise equalities concerns and suggest improvements. There were no equality issues raised as the result of this survey.

Equality Outcome 5:

ABERDEENSHIRE COUNCIL'S RECRUITMENT IS IMPLEMENTED WITH FAIRNESS AND TRANSPARENCY AND FULLY SUPPORTS PEOPLE WITH PROTECTED CHARACTERISTICS.

OUR AIMS:

- Aberdeenshire Council is recognised as an employer of choice both internally and externally through effective implementation of recruitment and selection processes which are seen to be fair and transparent.
- The Council is recognised for recruiting from diverse communities resulting in a diverse workforce.
- There is greater diversity of males/females across non-traditional roles.
- The Gender Pay Gap for non-teaching employees is reduced

ACHIEVEMENTS SO FAR:

- Policies in Practice (PiP) including recruitment training sessions commenced in November 2018, and 85 individuals involved with recruitment process have already attended.
- There has been a small increase in the number of applicants and appointments of individuals who disclose that they have a disability (0.2% increase at both application and appointment). HR&OD continue to provide support and guidance in relation to reasonable adjustments that can be made to the recruitment process and during employment.
- An online guidance course titled 'Recruiting and Retaining People with Sensory Impairment or Deafness' is currently being developed and expected to be available from August 2019
- The recruitment team will build upon images that portray gender balance across roles when promoting vacancies. For example, stock images of both male and female carers will be used to promote vacancies in this field.

Equality Outcome 6:

**THERE WILL BE A MORE INCLUSIVE CULTURE WHEREBY
ALL EMPLOYEES UNDERSTAND AND RESPECT DIFFERENCE**

OUR AIMS:

- Increased level of understanding of the needs of individuals with Protected Characteristics across all employees.
- Frontline services demonstrate an understanding of the needs of individuals with protected characteristics.
- Individuals and communities feel their views and rights are heard and respected and they feel empowered.
- Individuals feel supported and included in celebrating diversity and equality within their communities.
- Fewer reports of issues around poor verbal behaviour of some staff to some groups with protected characteristics

ACHIEVEMENTS SO FAR:

- Diversity & Equality calendar focuses on a range of key equality dates. This year's calendar includes the World Day against Child Labour, the Refugee Week and Older People's Day for example. Awareness of these dates is raised through a mix of events or news articles on Arcadia.
- A monthly Equality Bulletin was launched in April 2018 which highlights local and national equality news. There are sections focusing on the protected characteristics as well as events happening locally.
- Equality Champions and Elected Members Champions - there are around sixty Equalities Service Champions and 11 Elected Members Champions across the Council and Licensing Boards. Their role is to support services with equalities advice and advise on completing Equality Impact Assessments.
- Our Staff have access to Equalities and Respecting Diversity training on Aldo. Aldo training on completing a revised Equality Impact assessment will be updated in Autumn 2019/
- Aberdeenshire's Children and Young People's Charter was co-produced with young people and endorsed by Aberdeenshire Council and the Community Planning Partnership Board. This has been used as a way to communicate about new Rights-reporting duties on public bodies with a range of information on the GIRFEC Website. Progress on this is reported in the Children's Services Plan annual report.

Appendix 1: Aberdeenshire Council's Workforce Profile

As at December 2018, Aberdeenshire Council employed 15,868 people which took up a total of 20,597 posts within the council. The workforce data presented here is the total number of posts within the council. This report is based on incumbencies or post held by each employee. Some employees may have multiple incumbencies – for example, a Supervisory Cleaner may hold posts for Relief Cleaner and Children's Escort. Throughout the report incumbencies are referred to as 'employee data' or 'employees'.

The information in this Appendix refers to all employees of the council over the years 2016, 2017 and 2018. The exceptions to this are leavers and training data, training data has not been recorded for 2016 due to changes in how course attendance is recorded in line with the upgrading of the Human Resources Information System. For leavers data the categorisation of leaving reasons has changed and all leavers are held on iTrent for 2017 and 2018. Therefore the 2017 and 2018 data has been included here instead for these metrics.

The sections leavers and general employee data are generated from our Human Resource Information system. General employee data is a snapshot taken at the end of each calendar year, leavers includes all leavers within each year with a voluntary reason for leaving. The data relating to development has been extracted from ALDO, Aberdeenshire Learning & Development Online and the recruitment data is obtained from the Talentlink database, the Scottish public authority recruitment tool.

In some parts of our report there are high responses in the 'unknown' category. There are two reasons for this – the first is where the employee has declined to answer the question, the second is where the employee has filled in the 'no declaration' section of the form. Steps have been taken to encourage employees to provide as much information as possible to help us gain a better understanding of our workforce profile. For example, since 2016 the completion of the equalities monitoring form when applying for a job became mandatory. Applicants can still declare on the form that they do not wish to enter any information; however, they must go into the form to do this rather than simply bypassing the form altogether.

Workforce profile information has been used by some sections of the council to plan for the future in terms of addressing age profiles which would leave a Service 'at risk' due to a predominantly significant proportion of employees in the higher age ranges. Similarly, some Services have used the workforce profile information in new and innovative ways to address the means of retaining employees and skills when duties and tasks need to be provided. It is critical that such work continues and helps the council address changes and gaps in relation to the Protected Characteristics.

Combined Workforce Profile

Age

All Employees

The largest percentage of employees fall into the age range 40-49 and 50-59. The number of employees in the 40-49 category has increased by 2.8% since 2016. The number of employees in the 60-64 category has increased by 10.28% and this appears to be a continuing trend.

All Employees By Age (2016, 2017 & 2018)

Age	2018	2017	2016
65+	966	930	895
60-64	1956	1900	1755
50-59	5575	5702	5581
40-49	5394	5467	5242
30-39	3706	3735	3403
20-29	2417	2347	2466
Under 20	583	490	452
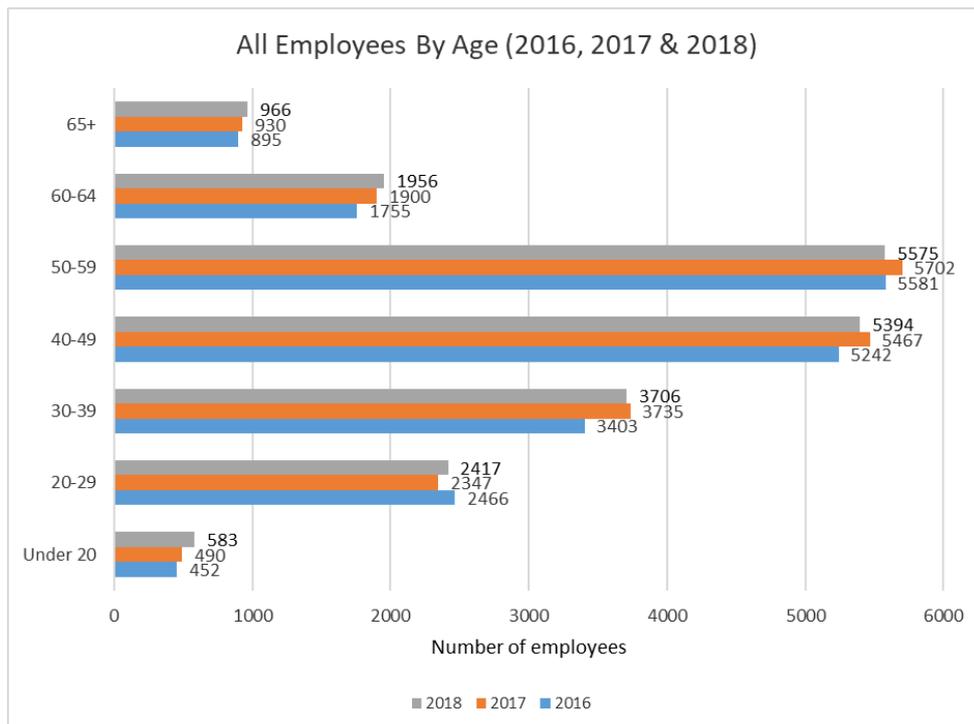
Recruitment

The number of job applicants has decreased by 24% across all categories over the course of the period 2016 to 2018, with the biggest decrease seen in the 20-29 and 40-49 age groups. It is noted that the decrease in the number of applications across the period may be due to the oil and gas upturn.

Applicants By Age (2016, 2017 & 2018)

Age	2018	2017	2016
Unknown	1146	1040	1701
65+	157	131	85
60-64	1196	1415	1148
50-59	4474	5538	5892
40-49	6695	7782	8987
30-39	7970	8188	9826
20-29	7706	9026	11003
Under 20	1514	2121	1925

Number of employees

2018 2017 2016
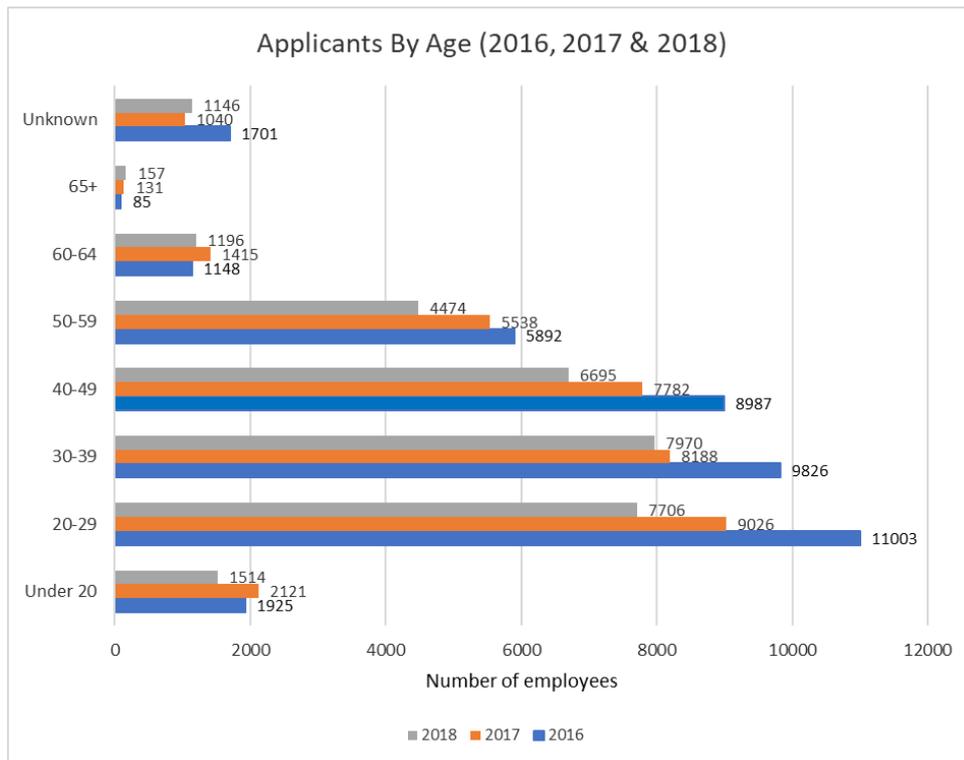
Retention

The number of leavers has decreased in most age bands between 2017 and 2018. The exception is under 20's, which increased from 1.79% in 2017 to 2.35% in 2018.

Leavers By Age (2017 & 2018)

Age	2018	2017
65+	79	83
60-64	134	139
50-59	515	561
40-49	624	669
30-39	565	622
20-29	455	498
Under 20	57	47

Number of employees

2018 2017
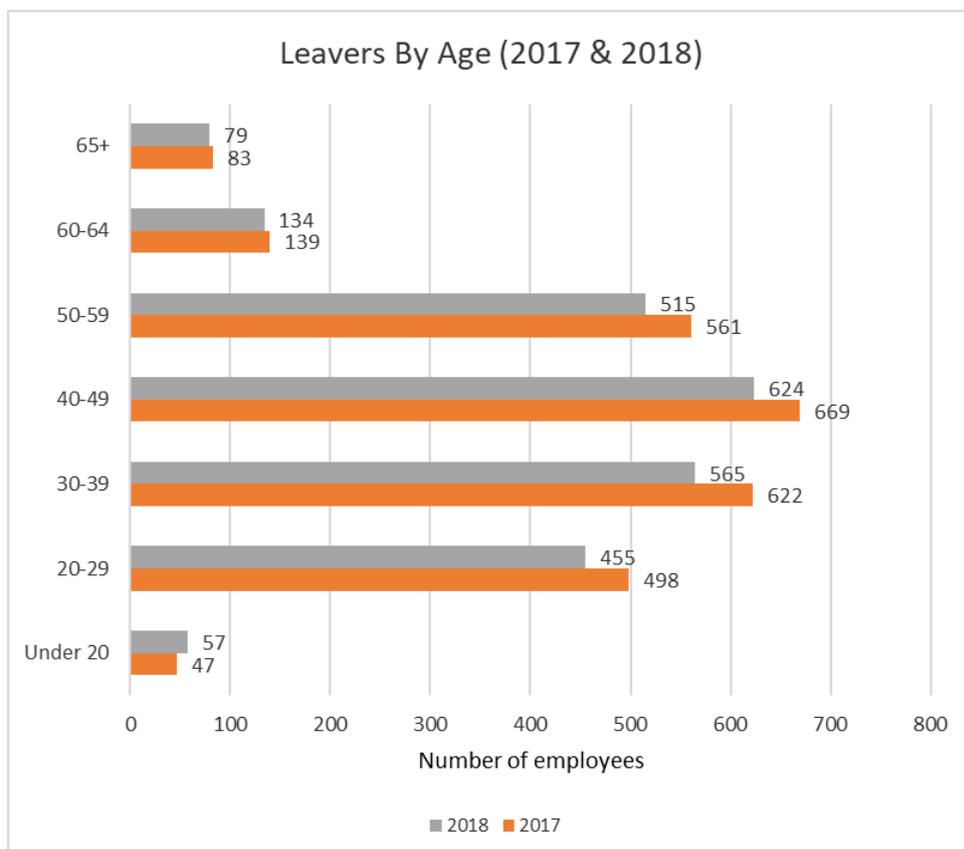
Development

There has been a 35% increase in the number of courses undertaken between 2017 and 2018.   There has been a 62% increase in the number of courses undertaken by under 20's. The increase in the number of courses taken may have been affected by the requirement for all employees to complete GDPR courses.

All Training Data By Age (2017 & 2018)

Age	2018	2017
Unknown	745	431
65+	769	456
60-64	2603	1838
50-59	8796	6169
40-49	8548	5584
30-39	5822	3928
20-29	4441	2623
Under 20	1192	451

Number of employees

■ 2018   ■ 2017
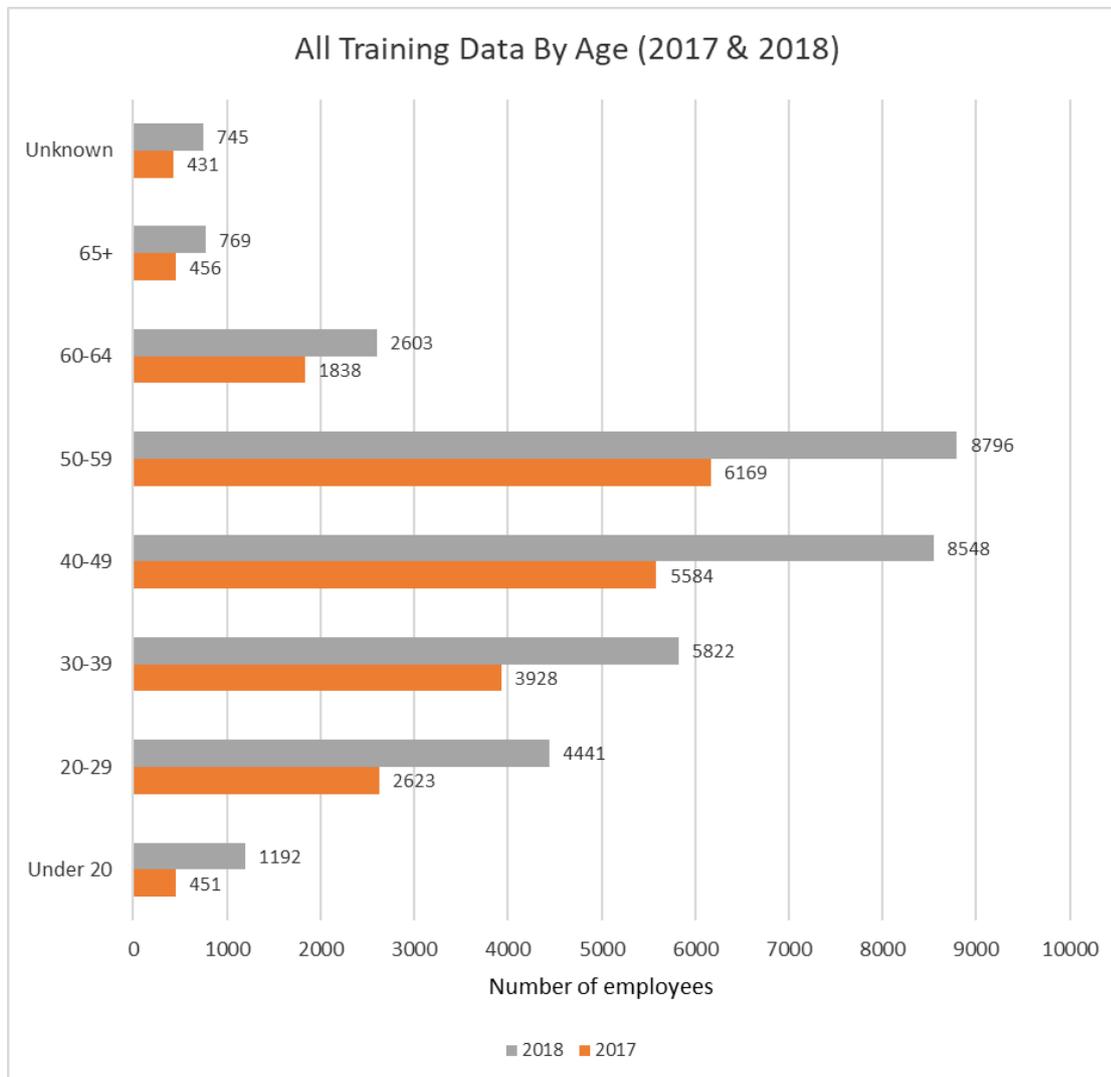
Gender

All Employees

The proportion of male (21%) and female (79%) employees has remained the same in both 2017 and 2018. This is broadly consistent with the previous mainstreaming report with a proportion of male (22%) and female (78%) in 2016.

All Employees By Gender (2016, 2017 & 2018)

A bar chart titled "All Employees By Gender (2016, 2017 & 2018)" with Y-axis "Number of employees" ranging 0 to 18000. Male: 2016 = 4394, 2017 = 4340, 2018 = 4364. Female: 2016 = 15400, 2017 = 16231, 2018 = 16233. Legend: 2016, 2017, 2018.
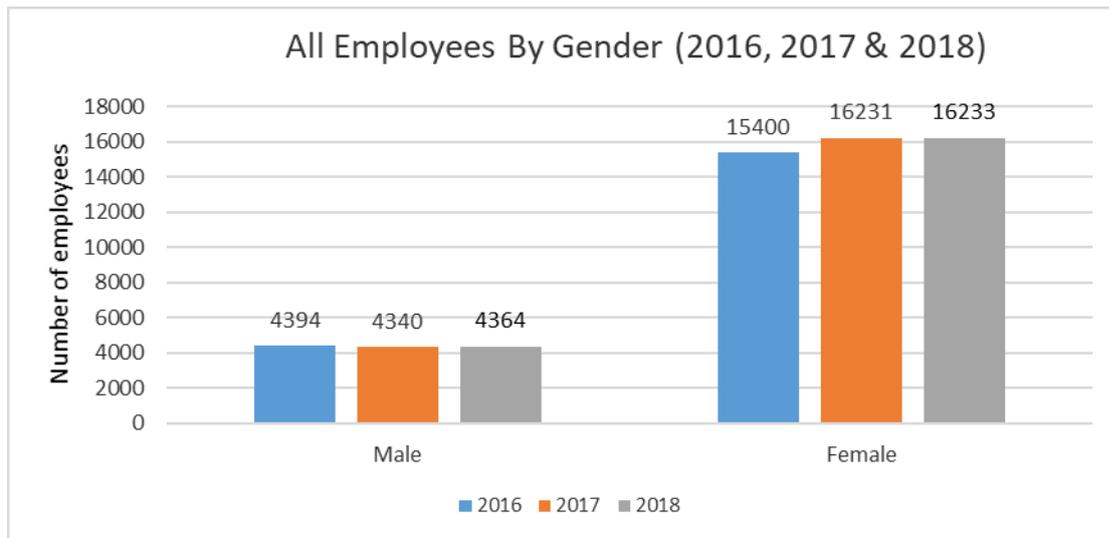
Recruitment

There has been a decrease in applicants across both sexes, with a reduction in the number of 'unknowns' in this category which may be attributable to the changes in capturing recruitment monitoring information. The number of male applicants has proportionally decreased more than female applicants, this could be due to the upturn in oil and gas which is a more male dominated sector.

Applicants By Gender (2016, 2017 & 2018)

A bar chart titled "Applicants By Gender (2016, 2017 & 2018)" with Y-axis "Number of employees" ranging 0 to 30000. Male: 2016 = 12074, 2017 = 11026, 2018 = 8209. Female: 2016 = 26704, 2017 = 23308, 2018 = 21632. Unknown: 2016 = 1464, 2017 = 907, 2018 = 1017. Legend: 2016, 2017, 2018.
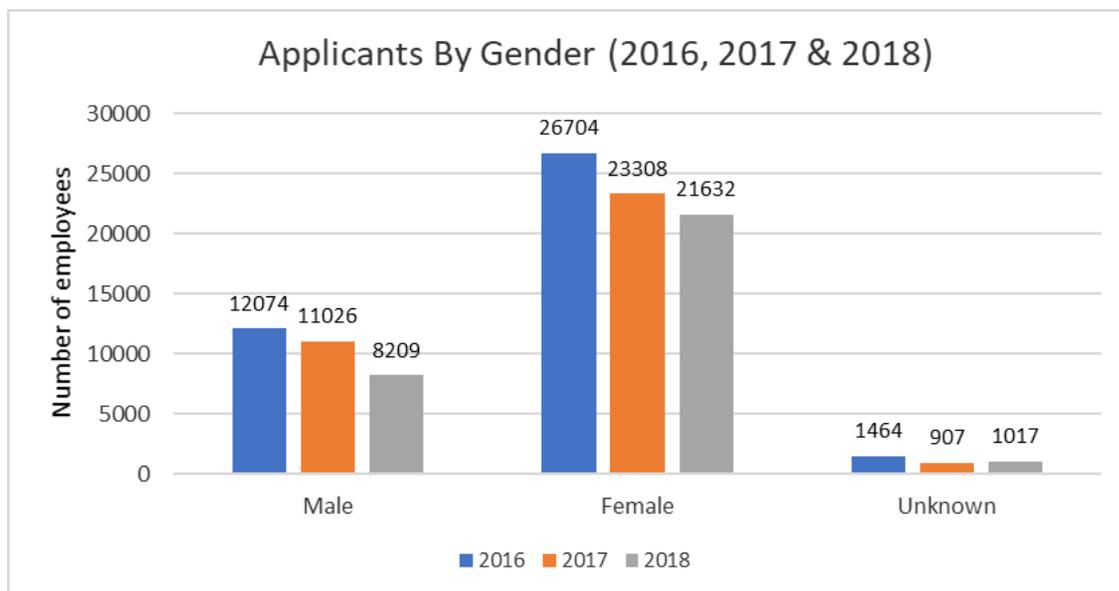
Retention

The number of leavers overall has decreased from 2017 to 2018. The percentage leavers by gender is only marginally different when comparing the two years.

Leavers By Gender (2017 & 2018)

Male: 2017 = 568, 2018 = 529
Female: 2017 = 2051, 2018 = 1900

(Y-axis: Number of employees, 0 to 2500)
Legend: 2017, 2018
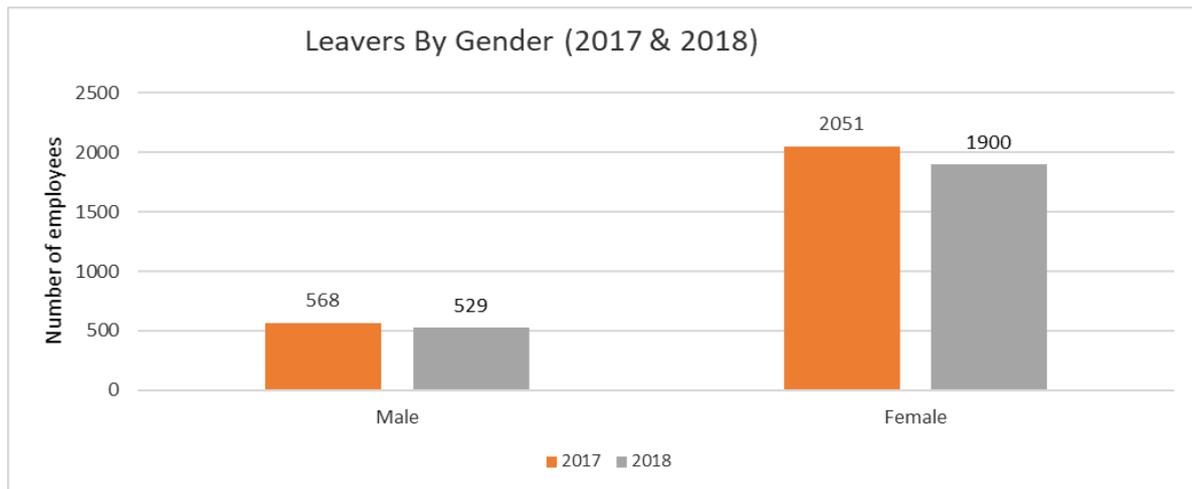
Development

There has been a 34% increase in numbers attending training between 2017 and 2018. There has been a 35% increase in the number of courses undertaken by males and a 34% increase in courses undertaken by females.

All Training Data By Gender (2017 & 2018)

Male: 2017 = 3899, 2018 = 6027
Female: 2017 = 17150, 2018 = 26144
Unknown: 2017 = 431, 2018 = 745

(Y-axis: Number of employees, 0 to 30000)
Legend: 2017, 2018
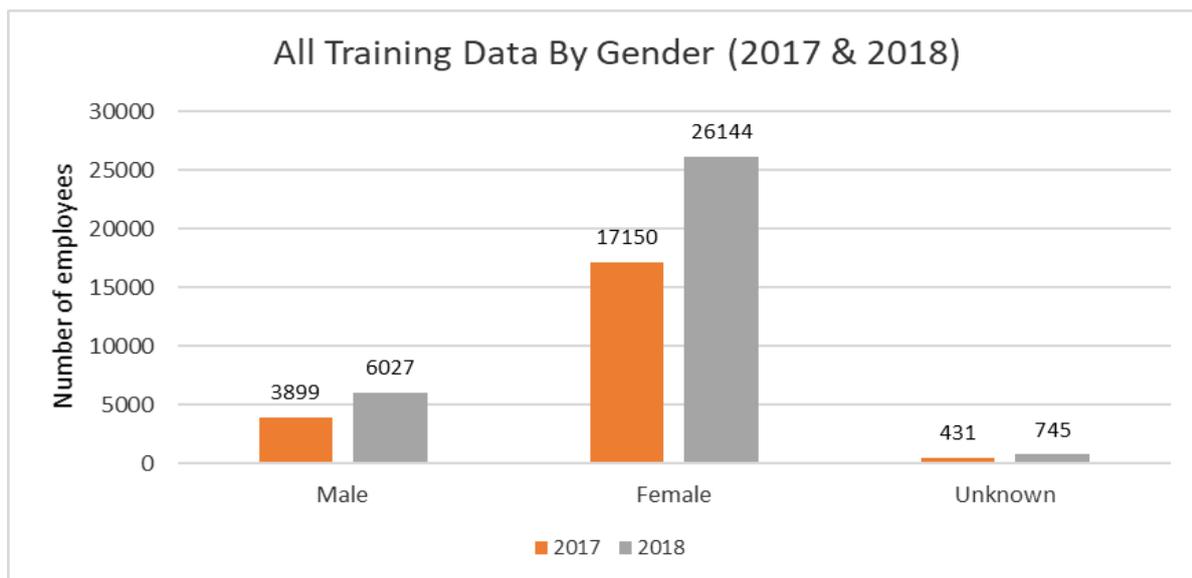
Disability

All Employees

The number of employees with a disability has decreased in 2018 when compared to 2017 however there was an increase between 2016 and 2017.

All Employees By Disability (2016, 2017 & 2018)
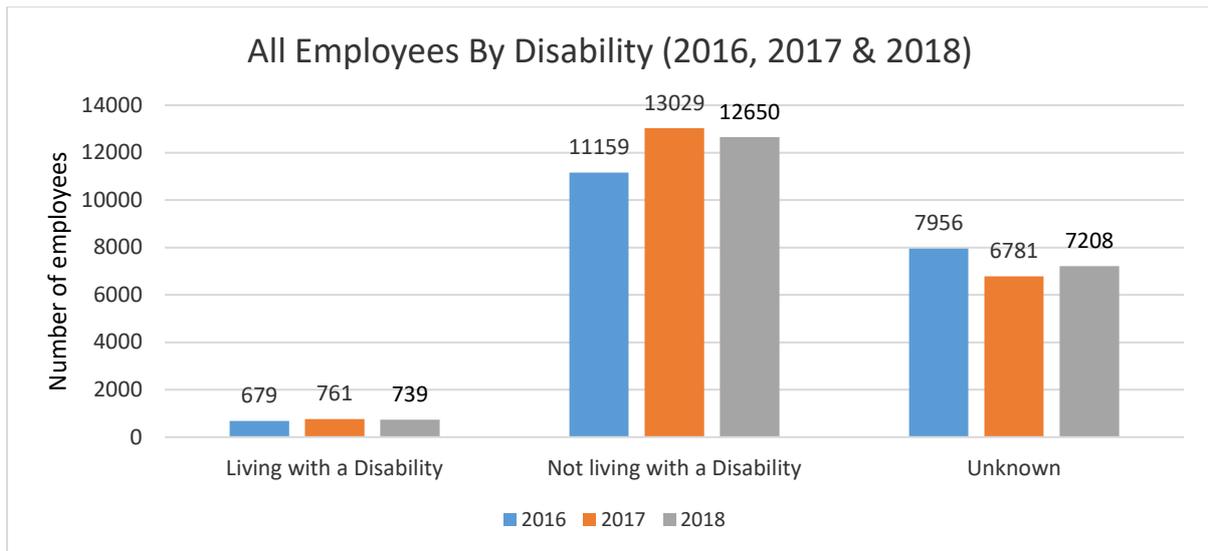
Recruitment

The number of applicants identifying as having a disability remains consistently low but has decreased from 1.8% in 2016 to 4.3% in 2018. Work continues to encourage applicants with disabilities to consider the council as a place of employment and improve accessibility. For example, the short-listing process has been adapted to make it easier to identify applicants who wished to be considered for interview through the Guaranteed Job Interview Scheme.

Applicants By Disability (2016, 2017 & 2018)
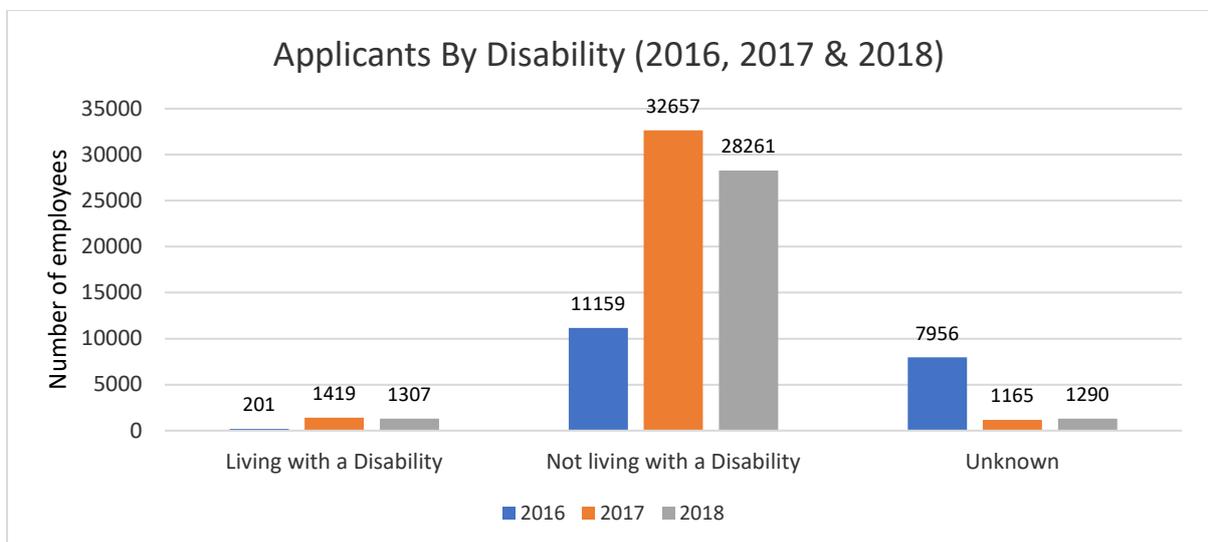
Retention

There has been a fall in the number of leavers in all categories from 2017 and 2018, however percentage recorded as disabled remains static.

Leavers By Disability (2017 & 2018)
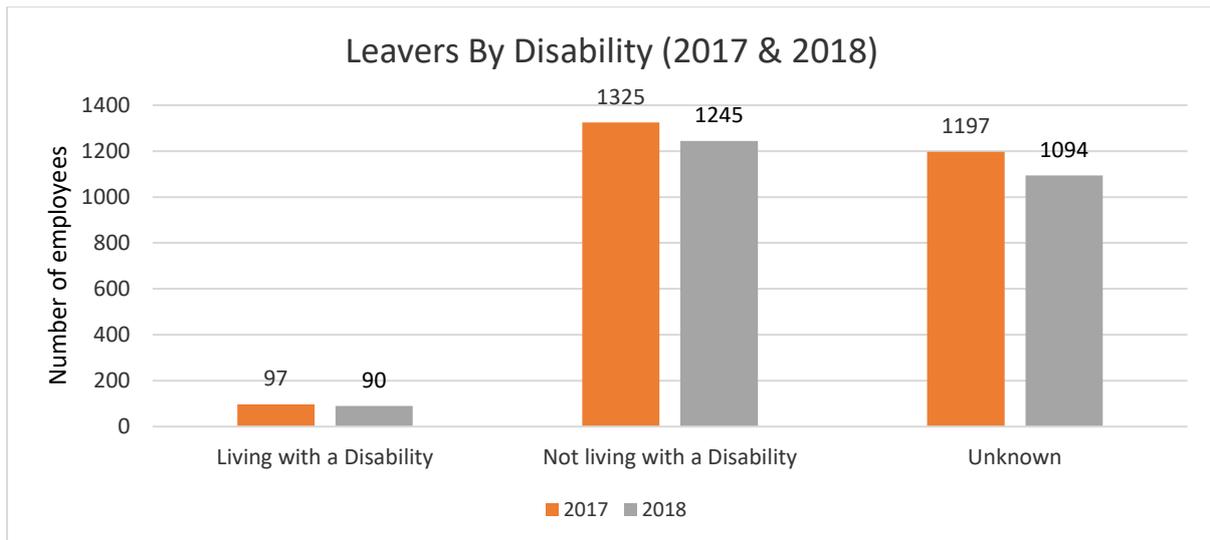
Development

As reported across all other characteristics, there has been an increase in training courses undertaken across most groups. Between 2017 and 2018 there has been a slight increase in attendance for those with a disability.

All Training Data By Disability (2017 & 2018)
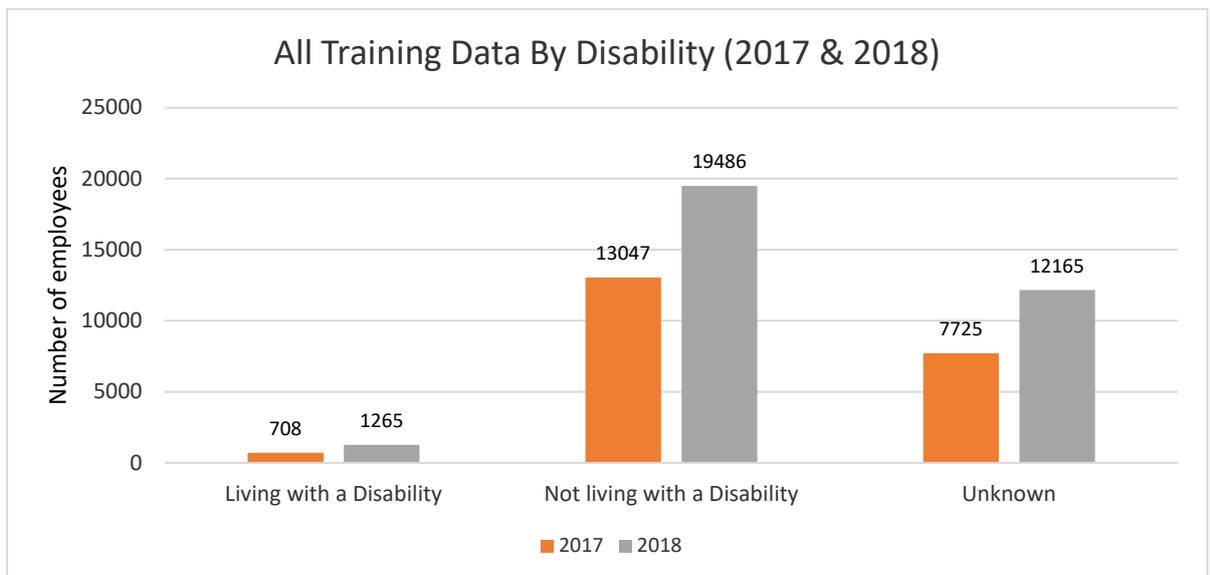
Race

All Employees

The largest proportion of employees identify as White Scottish, 49.60% in 2016 increasing to 52.85% in 2018. This will, in part, be due to the decrease in the number of employees who are classed as Unknown/No Return which has decreased to 29.51% in 2018 compared with 33.45% in 2016. The percentage of employees identifying themselves as White British has decreased slightly from 9.32% in 2016 to 9.22% in 2018.

	All Employees	2016	2017	2018
Race	Asian Bangladeshi	3	3	3
	Asian Chinese	7	8	7
	Asian Indian	27	35	35
	Asian Other (inc. Scottish)	40	45	50
	Asian Pakistani	3	6	5
	Black African	23	34	33
	Black Caribbean	3	3	3
	Black Other	9	9	5
	Gypsy/Traveller	1	1	1
	Mixed Other	31	38	41
	Polish	89	115	122
	Unknown/No Return	6621	5809	6079
	White British	1845	1971	1900
	White English	872	931	914
	White Irish	55	70	75
	White Northern Irish	60	64	58
	White Other	221	314	309
	White Scottish	9817	11046	10886
	White Welsh	67	69	71
	Total	19794	20571	20597

Recruitment

The information is broadly in line with the general population and reflects a decrease in applicants between 2016 and 2018. Between 2016 and 2017 there was a change in categorisation with "African Other" and "Polish" included under alternative categories.

	All Applicants	2016	2017	2018
Race	Asian Chinese	65	49	66
	Asian Indian	378	343	240
	Asian Other inc Scottish	157	174	195
	Asian Bangladeshi	48	81	23
	Asian Pakistani	130	88	78

Black African	506	583	344
Caribbean	58	47	37
African Other	183	0	0
Mixed	209	173	155
Gypsy/Traveller	6	5	2
Other Ethnic Background	60	62	83
Polish	1307	0	0
White British	4718	4148	3641
White Scottish	28737	25556	22491
White Irish	306	238	213
White Other	1525	2440	1400
Unknown	1849	1254	1890

Retention

The data shows a fall in the numbers of individuals reporting as White Scottish leaving the organisation. However, the percentage of leavers reported as White Scottish has are 41% in 2017 and 43% in 2018.

All Leavers		2017	2018
Race	Asian Bangladeshi	0	1
	Asian Chinese	0	0
	Asian Indian	4	6
	Asian Other (inc. Scottish)	2	5
	Asian Pakistani	1	0
	Black African	4	7
	Black Caribbean	0	0
	Black Other	0	4
	Gypsy/Traveller	0	0
	Mixed Other	11	8
	Polish	11	14
	Unknown/No Return	1065	977
	White British	268	213
	White English	111	89
	White Irish	9	9
	White Northern Irish	7	10
	White Other	37	37
	White Scottish	1077	1045
	White Welsh	12	4
	Total	2619	2429

Development

The increased number of employees attending training courses is reflected in the increased numbers in most categories.

All Training		2017	2018
Race	Asian Bangladeshi	1	7
	Asian Chinese	9	6
	Asian Indian	31	40
	Asian Other inc Scottish	94	150
	Asian Pakistani	3	6
	Black African	48	58
	Black Other	7	10
	Caribbean	0	2
	Gypsy/Traveller	0	2
	Mixed	60	87
	Other Ethnic Background	20	19
	Polish	100	173
	White British	1781	2715
	White English	1004	1403
	White Irish	103	159
	White Northern Irish	66	100
	White Scottish	11062	17008
	White Welsh	59	106
	White Other	277	420
	Unknown	6755	10445

Religion or Belief

All Employees

The largest category of religion or belief across all years was Unknown, at 47.28% in 2016 decreasing to 41.44% in 2018. The second highest category continues to be Church of Scotland with 23.85% in 2016 and 24% in 2018.

The number of employees with No Religion or Belief has remained broadly consistent between 2016 and 2018. The number of employees identifying themselves as Muslim has increased slightly from 0.23% in 2016 to 0.25% in 2018.

All Employees		2016	2017	2018
Religion or Belief	Buddhist	28	33	34
	Catholic	572	684	674

		4721	5167	4944
	Church of Scotland	4721	5167	4944
	Hindu	9	15	12
	Jewish	4	4	3
	Muslim	46	51	51
	No Religion or Belief	3306	4294	4444
	Other Religion or Belief	187	195	180
	Other Christian	769	932	931
	Protestant	789	835	785
	Sikh	4	4	4
	Unknown	9359	8357	8535
	Total	19794	20571	20597

Recruitment

The proportion of applicants across the years has fallen in most categories reflecting the overall drop in the number of applicants. The largest numbers of applicants continue to identify as having no religion or belief.

All Applicants		2016	2017	2018
	Agnostic	97	84	39
	Atheist	45	30	16
	Buddhist	116	88	44
	Catholic	2381	2084	1878
	Church of Scotland	7794	6668	5370
	Hindu	265	248	149
	Jewish	16	9	13
	Muslim	272	315	228
Religion or Belief	No Religion or Belief	19860	17760	16180
	Other Religion or Belief	454	280	319
	Protestant	6	0	4
	Sikh	11	21	9
	Humanist	457	438	299
	Pagan	30	55	30
	Other Christian	4479	3817	3135
	Unknown	3959	3344	3145

Retention

The data for 2017 and 2018 is broadly consistent and reflective of the overall numbers of employees with regards to religion or belief.

All Leavers		2017	2018
Religion or Belief	Buddhist	1	2
	Catholic	59	61
	Church of Scotland	382	292
	Hindu	0	0
	Jewish	1	0
	Muslim	5	2
	No Religion or Belief	381	294
	Other Religion or Belief	23	16
	Other Christian	83	78
	Protestant	73	47
	Sikh	0	0
	Unknown	1611	1637
	Total	2619	2429

Development

In terms of development, training data was reflective of the overall numbers of employees with regards to religion or belief, reflecting an increase in course attendance among almost all groups.

All Training		2017	2018
Religion or Belief	Buddhist	20	57
	Catholic	692	1138
	Church of Scotland	4706	7127
	Hindu	14	24
	Jewish	22	10
	Muslim	66	92
	No Religion or Belief	4818	7770
	Other Religion or Belief	232	271
	Protestant	792	1223
	Sikh	8	7
	Other Christian	852	1390
	Unknown	9258	13807

Sexual Orientation

All Employees

The percentage of employees identifying as either Lesbian, Gay or Bisexual (LGB) has increased slightly from 0.91% in 2016 to 1.10% in 2018.

All Employees By Sexual Orientation (2016, 2017 & 2018)
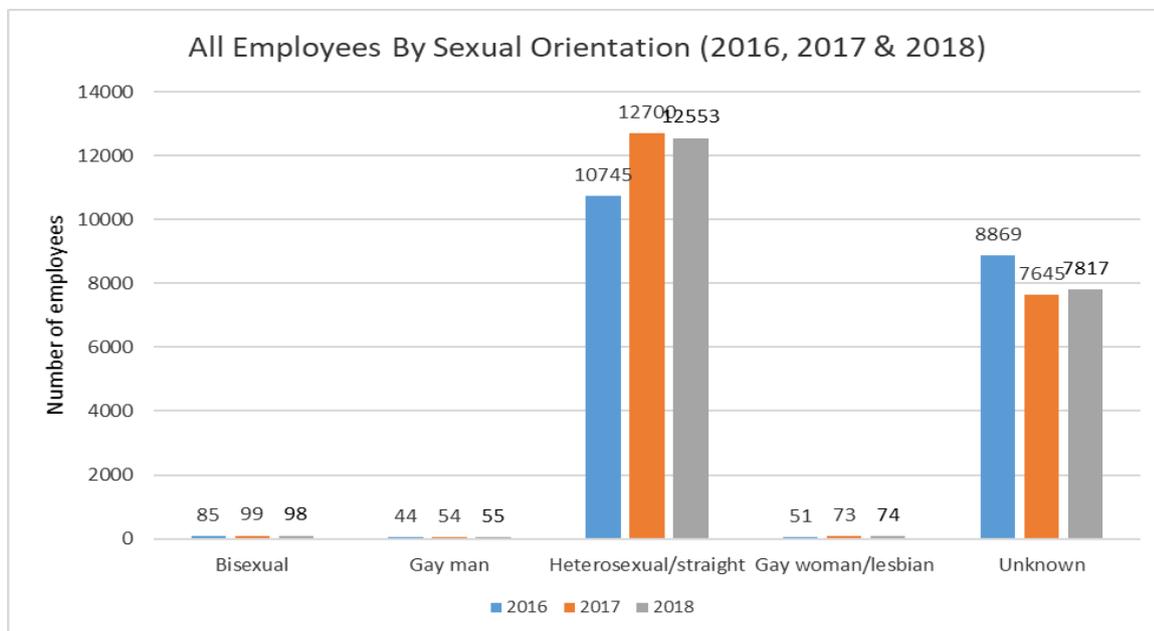
Recruitment

The majority of applications came from people identifying as Heterosexual, with decreases seen across all categories.

Applicants By Sexual Orientation (2016, 2017 & 2018)
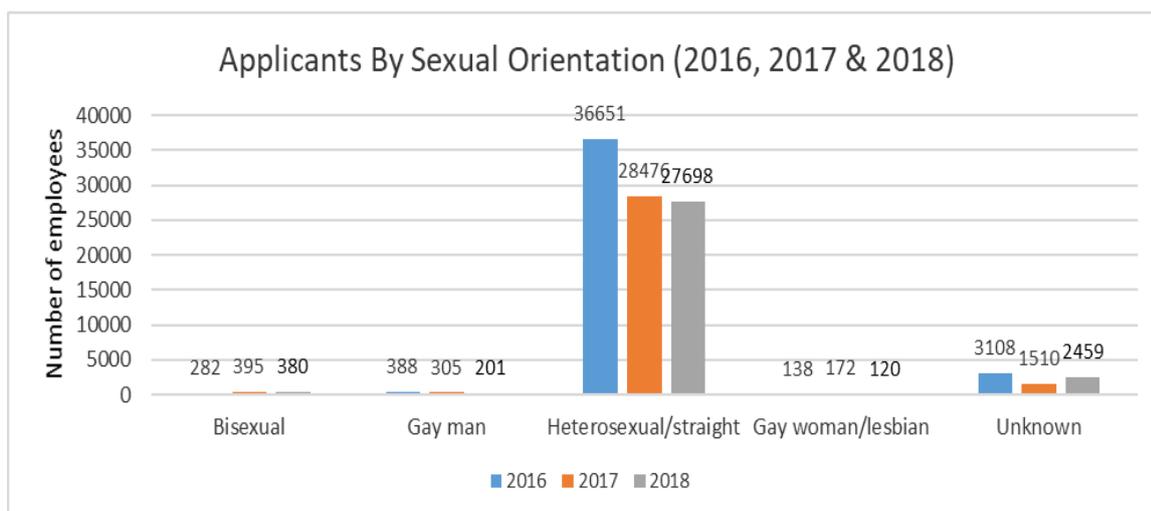
Retention

The number reporting as Heterosexual is consistently the largest category, with the overall number of employees leaving reducing between 2016 and 2018.

All Leavers By Sexual Orientation (2017 & 2018)

Category	2017	2018
Bisexual	12	12
Gay man	8	8
Heterosexual/straight	1381	1320
Gay woman/lesbian	7	8
Unknown	1211	1081
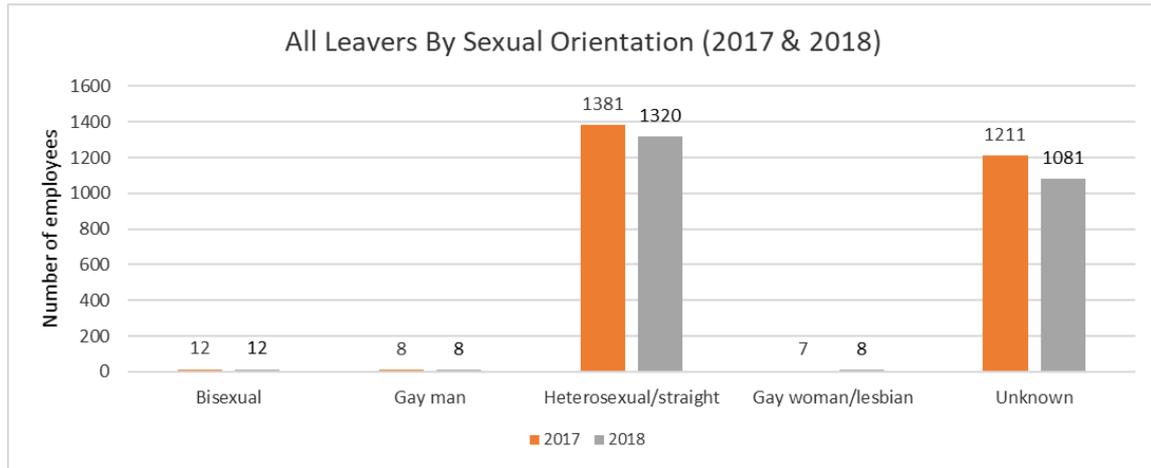
Development

The increase in training courses attended is reflected in an increase across all categories.

All Training Data By Sexual Orientation (2017 & 2018)

Category	2017	2018
Bisexual	112	166
Gay man	54	128
Heterosexual	12847	19919
Gay woman/lesbian	87	103
Unknown	8380	12600
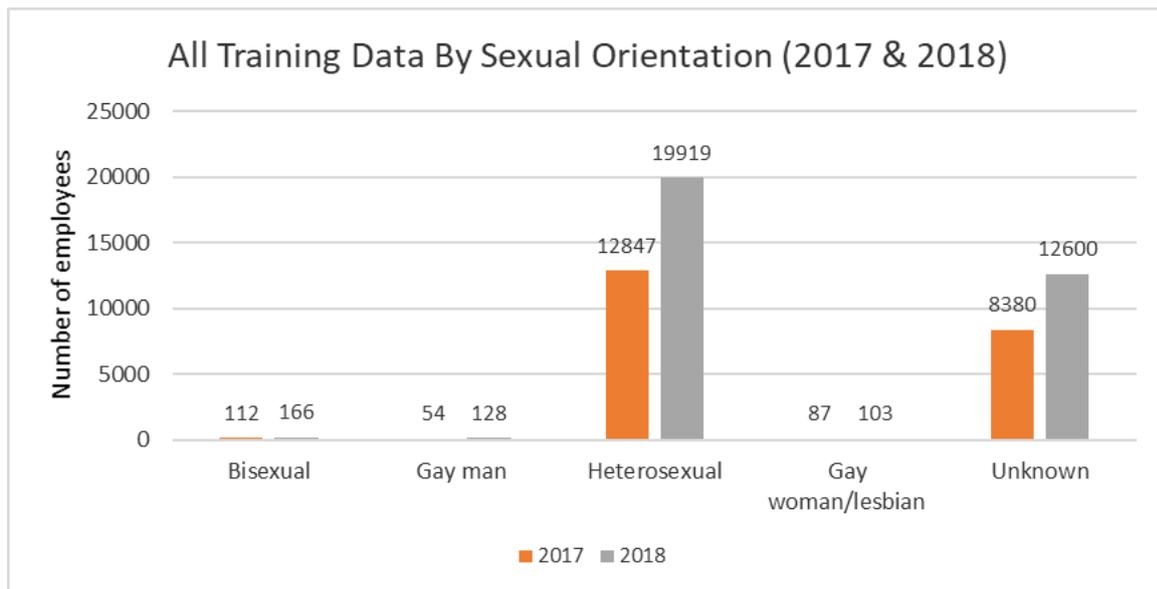
Gender Identity

Recruitment

As with all characteristics there has been a decrease in the number of applicants who identify as Not Transgender across the reporting period. The number of applicants identifying as Transgender increased from 0.15% in 2016 to 0.20% in 2018.

Applicants by Gender Identity (2016, 2017 & 2018)

Number of employees

	Transgender	Not Transgender	Not disclosed
2016	61	38797	1702
2017	81	34064	1096
2018	61	29655	1142

■ 2016 ■ 2017 ■ 2018
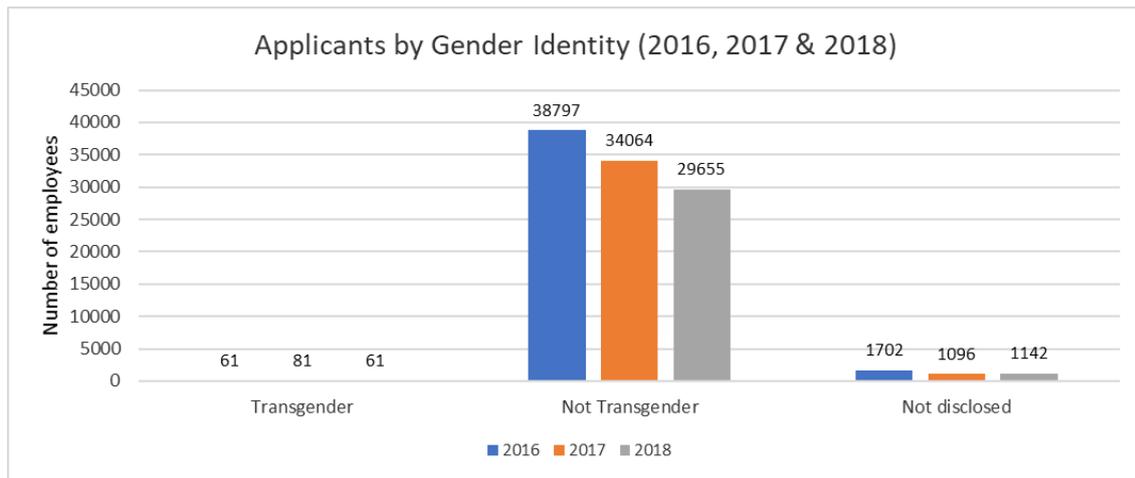
Retention and Development

There is not currently any method of recording gender identity information for all employees, leavers and those who have attended training courses.

Appendix 2: Aberdeenshire Council Education Authority's Workforce Profile

The following information is split between teaching and non-teaching employees. "Teaching Employees" relates to employees with teaching roles. "Non-teaching employees" relates to all other staff, which includes non-teaching employees who work within the education authority.

There were 4,747 teaching employees but significantly more non-teaching employees in the Education Authority's profile in 2018, this is consistent with previous mainstreaming reports.

In this section of the report there is no data relating to recruitment (numbers of applicants) for the education authority. Please see the workforce profile for overall information on recruitment.

As with the combined employee data, information is based on incumbencies or 'jobs' as it is possible for an employee to hold more than one job with the authority.

Age

The highest number of teaching employees by 2018 was in the 30-39 age category and there was also an increase in the 40-49 age category. The number of employees under 40 has increased from 38% in 2016 to 40.5% in 2018.
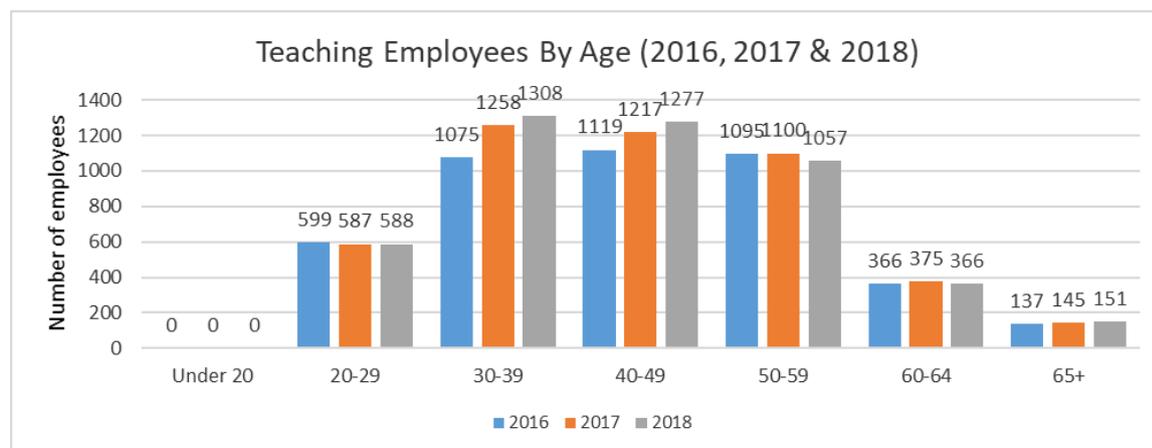
The largest age category for non-teaching employees in both 2016 and 2018 was 50-59.

Non Teaching Employees By Age (2016, 2017 & 2018)
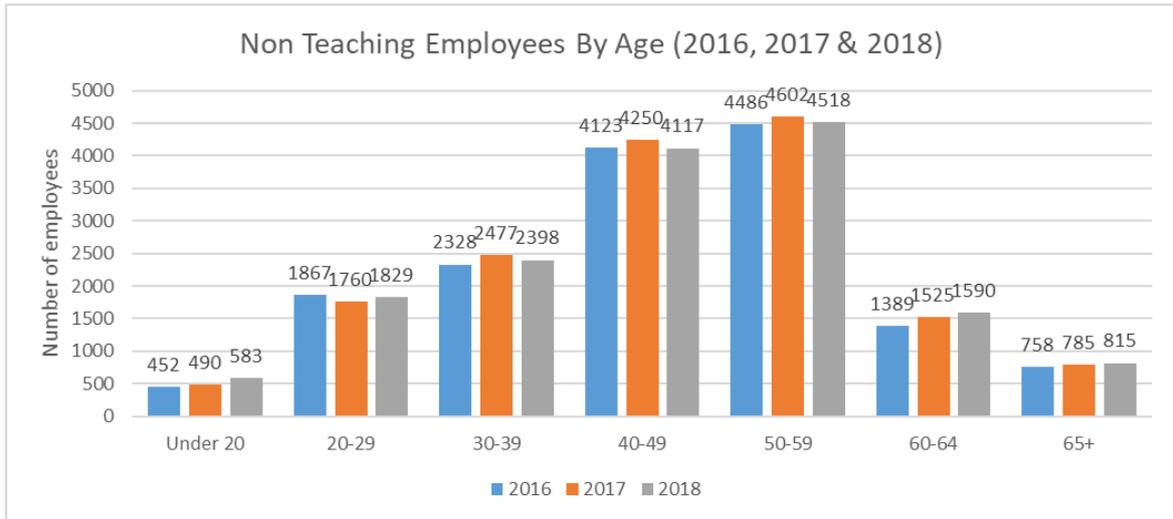
Retention

There was an increase in the number of teaching leavers over 50, the percentage of leavers in 2017 was 23.8% and in 2018 was 30.2%.

Teaching Leavers by Age (2017 & 2018)

Non - Teaching Leavers by Age (2017 & 2018)
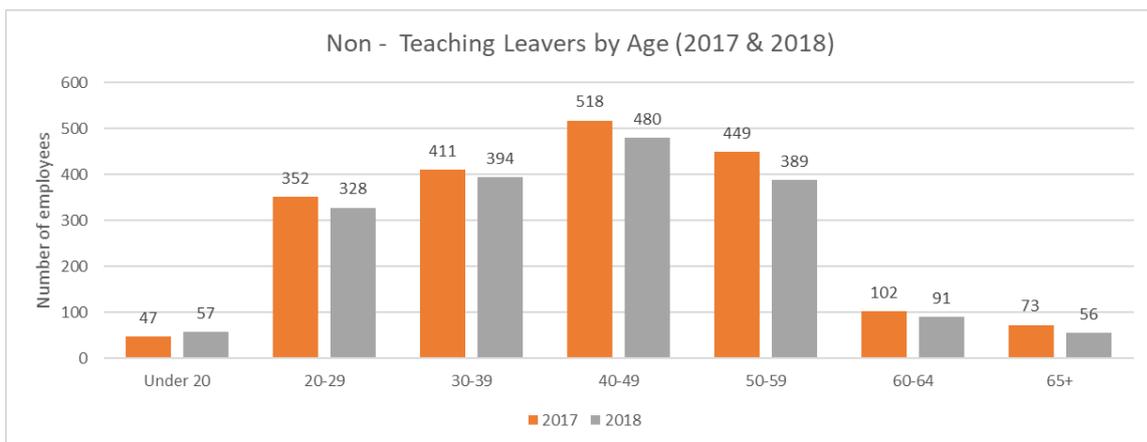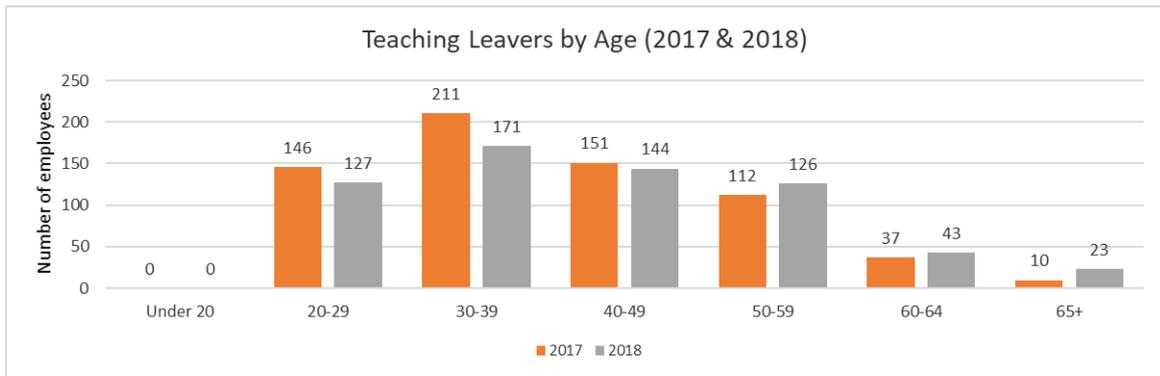
Development

Between 2017 and 2018 there was an increase in the number of courses taken in both teaching and non-teaching across the age ranges.

Teaching Training Data By Age - (2017 & 2018)

Age	2017	2018
Under 20	0	0
20-29	743	1218
30-39	884	1659
40-49	952	1767
50-59	802	1418
60-64	210	426
65+	70	169
Unknown	274	434

Number of employees

■ 2017 ■ 2018

Non - Teaching Training Data By Age - (2017 & 2018)

Age	2017	2018
Under 20	451	1192
20-29	1880	3223
30-39	3044	4163
40-49	4632	6781
50-59	5367	7378
60-64	1628	2177
65+	386	600
Unknown	157	311

Number of employees

■ 2017 ■ 2018

Gender

The majority of teachers are female (85%) and this is broadly consistent across 2016 to 2018. The number of male employees in the education authority workforce increased slightly between 2017 and 2018.

Teaching Employees By Gender (2016, 2017 & 2018)
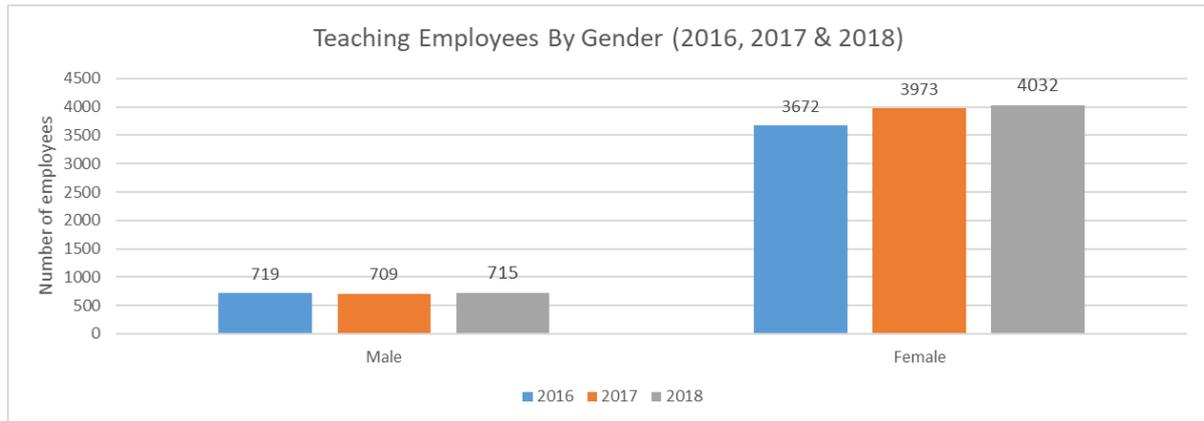
Between 2016 and 2018 the number of female employees has increased slightly, and they remain the majority of non-teaching employees. The number of male employees has decreased very slightly from 23.86% in 2016 to 23.02% in 2018.

Non - Teaching Employees By Gender (2016, 2017 & 2018)
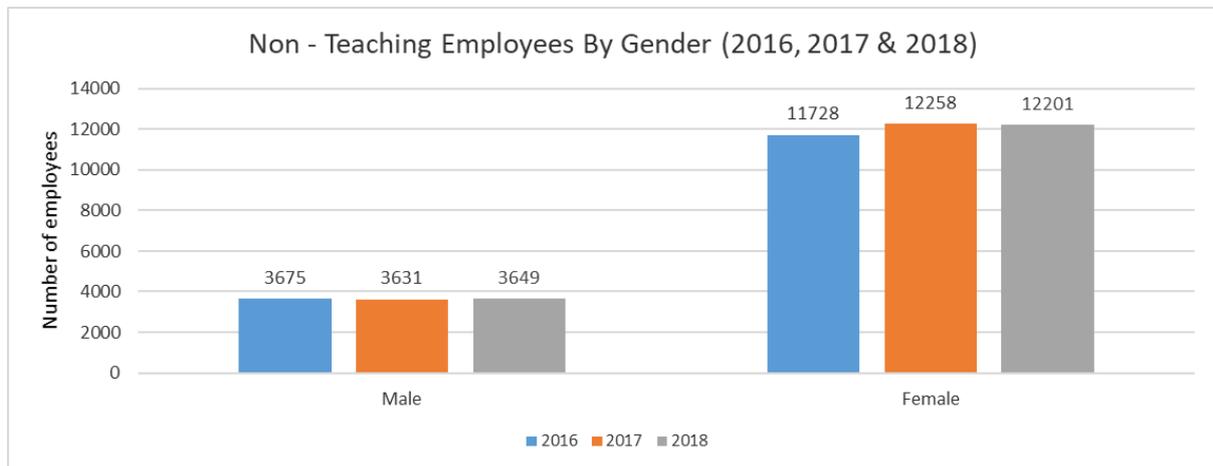
There has been a slight increase in the number of employees in top teaching positions, reflected in both the male and female figures. The proportion of male and female top positions was in line with the overall proportion of male and female teaching staff.

Teaching Employees Top Positions Held By Gender (2016, 2017 & 2018)

Male: 2016: 76, 2017: 81, 2018: 79

Female: 2016: 246, 2017: 247, 2018: 263

(Number of employees)

■ 2016 ■ 2017 ■ 2018
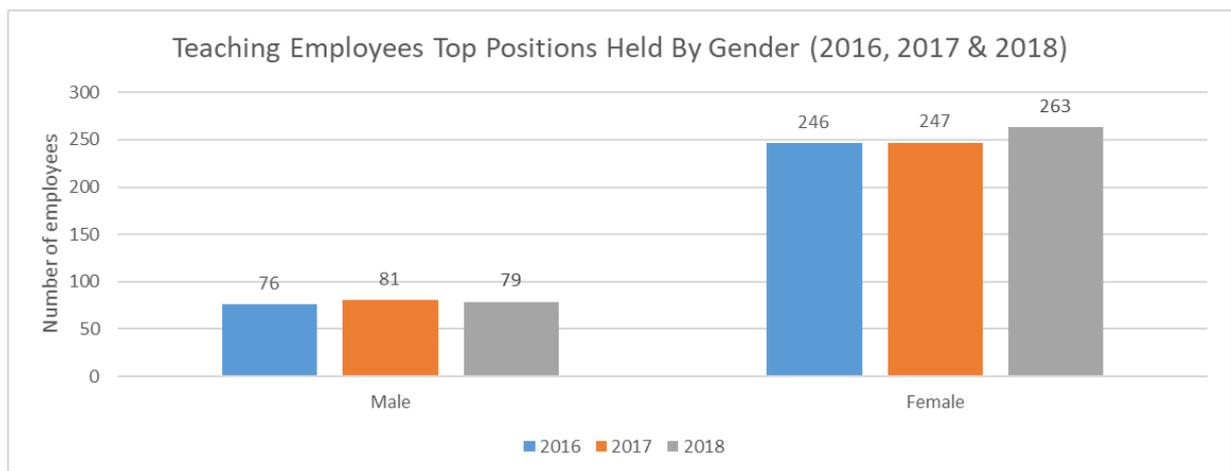
As with teaching employees in top positions there has been a slight increase in the number of employees in top non-teaching positions. The percentage of females employees has increased from 41.84% in 2016 to 47.22% in 2018.

Non - Teaching Employees Top Positions Held By Gender (2016, 2017 & 2018)

Male: 2016: 57, 2017: 60, 2018: 57

Female: 2016: 41, 2017: 52, 2018: 51

(Number of employees)

■ 2016 ■ 2017 ■ 2018
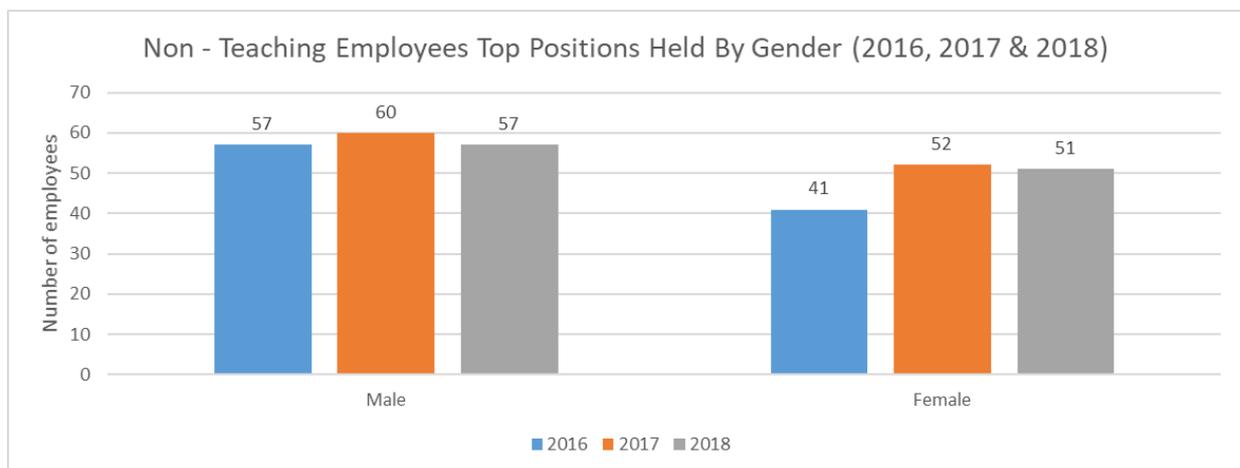
Retention

With regards to teaching and non-teaching leavers, the majority of employees leaving the authority were female. Information across the reporting period for both teaching and non-teaching leavers was broadly consistent with the previous mainstreaming report.

Teaching Leavers by Gender (2017 & 2018)

Number of employees

Male: 2017 = 142, 2018 = 117
Female: 2017 = 525, 2018 = 517

■ 2017 ■ 2018

Non - Teaching Leavers by Gender (2017 & 2018)

Number of employees

Male: 2017 = 426, 2018 = 412
Female: 2017 = 1526, 2018 = 1383

■ 2017 ■ 2018
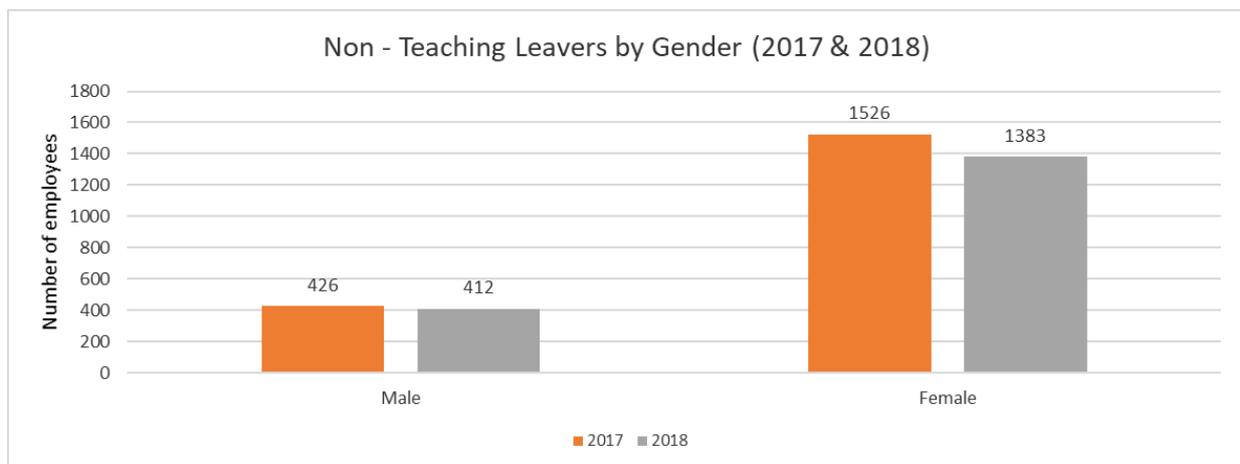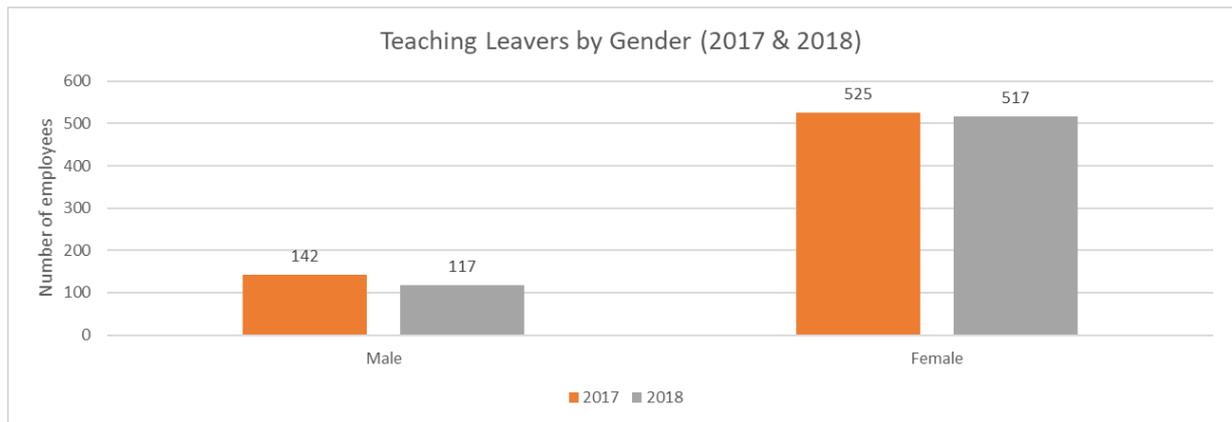
Development

There has been an increase in both male and female teachers taking courses with the number of males increasing by 40% and the number of females by 46% between 2017 and 2018.

Teaching Training Data By Gender (2017 & 2018)

Number of employees

Male: 2017 = 714, 2018 = 1199
Female: 2017 = 2947, 2018 = 5458
Unknown: 2017 = 274, 2018 = 434

■ 2017 ■ 2018
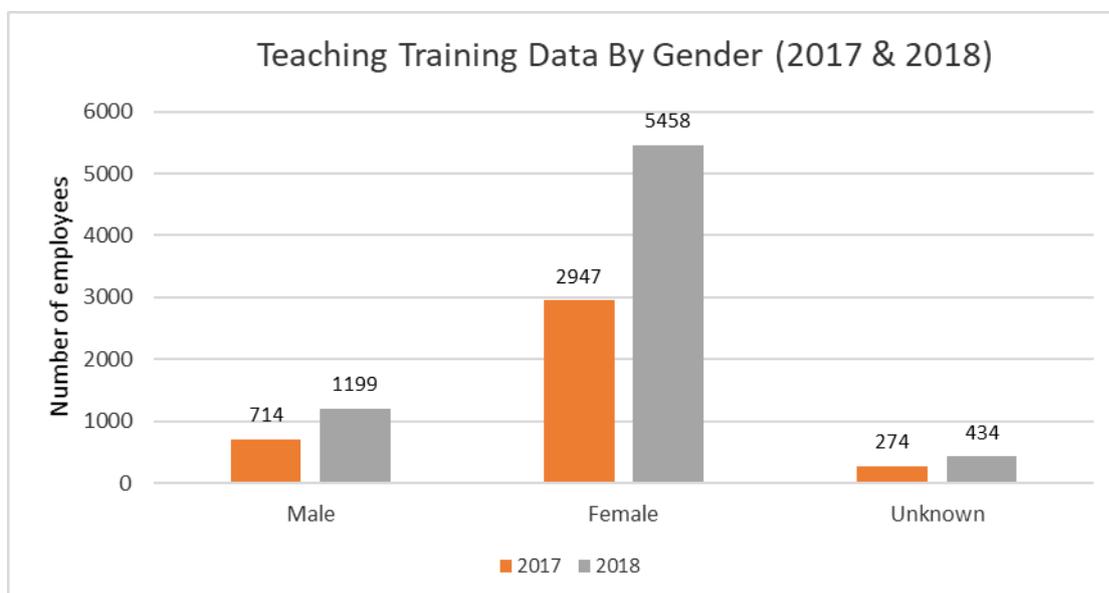
The number of non–teaching employees taking courses has increased by 34% for males and the 31% for females.
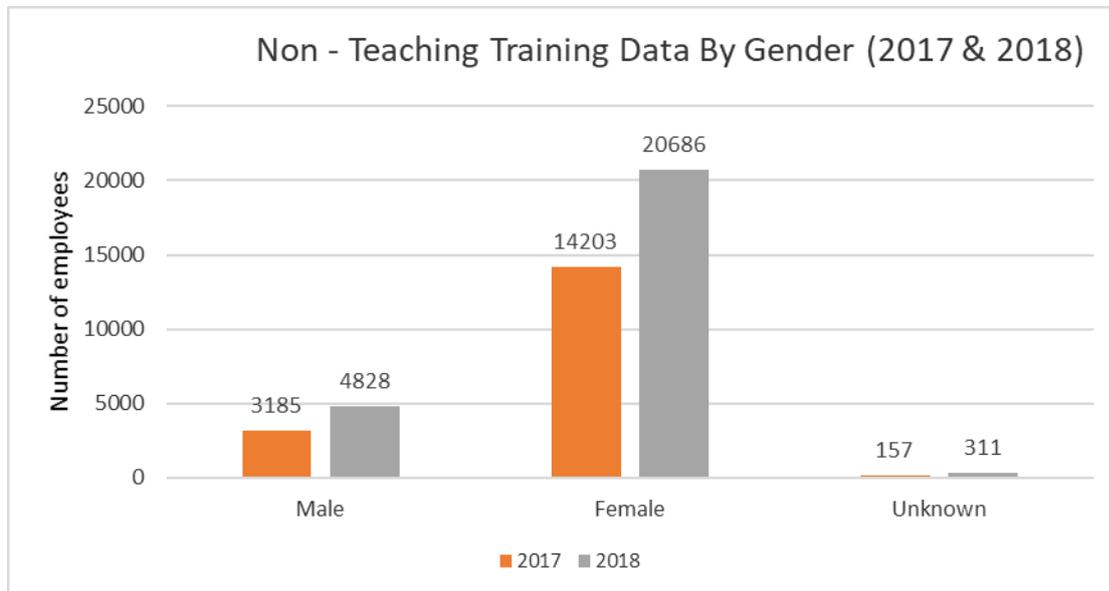
Race

As with previous mainstreaming reports the majority of employees identify themselves as White Scottish in both 2017 and 2018.

All Teaching Employees		2016	2017	2018
Race	Asian Bangladeshi	0		
	Asian Chinese	3	4	4
	Asian Indian	5	8	9
	Asian Other (inc. Scottish)	1	1	1
	Asian Pakistani	1	1	1
	Black African	4	5	6
	Black Caribbean	0		
	Black Other	1	1	1
	Gypsy/Traveller	1	1	1
	Mixed Other	5	9	15
	Polish	4	4	6
	Unknown/No Return	1771	1692	1792
	White British	449	518	507
	White English	166	167	162
	White Irish	14	17	22
	White Northern Irish	29	29	28
	White Other	72	113	112
	White Scottish	1849	2094	2060
	White Welsh	16	15	15

All Non-Teaching Employees		2016	2017	2018
Race	Asian Bangladeshi	3	3	3
	Asian Chinese	4	4	3
	Asian Indian	22	27	26
	Asian Other (inc.Scottish)	39	44	49
	Asian Pakistani	2	5	4
	Black African	19	29	27
	Black Caribbean	3	3	3
	Black Other	8	8	4
	Gypsy/Traveller	0	0	0
	Mixed Other	26	29	26
	Polish	85	111	116
	Unknown/No Return	4850	4133	4303
	White British	1396	1453	1393
	White English	706	764	752
	White Irish	41	53	53
	White Northern Irish	31	35	30
	White Other	149	182	176
	White Scottish	7968	8952	8826
	White Welsh	51	54	56

Retention

With regards to leavers the data is broadly consistent with overall figures, with most reporting either as White Scottish or Unknown.

Teaching Leavers		2017	2018
Race	Asian Bangladeshi	0	0
	Asian Chinese	0	0
	Asian Indian	0	1
	Asian Other (inc. Scottish)	0	0
	Asian Pakistani	1	0
	Black African	0	1
	Black Caribbean	0	0
	Black Other	0	0
	Gypsy/Traveller	0	0
	Mixed Other	3	3
	Polish	0	0
	Unknown/No Return	305	292
	White British	78	66
	White English	23	18
	White Irish	3	2
	White Northern Irish	2	3
	White Other	13	12
	White Scottish	233	235
	White Welsh	6	1
	Total	667	634

Non - Teaching Leavers		2017	2018
Race	Asian Bangladeshi	0	1
	Asian Chinese	0	0
	Asian Indian	4	5
	Asian Other (inc. Scottish)	2	5
	Asian Pakistani	0	0
	Black African	4	6
	Black Caribbean	0	0
	Black Other	0	4
	Gypsy/Traveller	0	0
	Mixed Other	8	5
	Polish	11	14
	Unknown/No Return	760	685
	White British	190	147
	White English	88	71
	White Irish	6	7
	White Northern Irish	5	7
	White Other	24	25
	White Scottish	844	810
	White Welsh	6	3
	Total	1952	1795

Development

For teaching and non-teaching employees there has been an increase in the majority of the categories which reflects the increase in courses taken.

Teaching Training		2017	2018
Race	Asian Bangladeshi	0	0
	Asian Chinese	2	3
	Asian Indian	17	12
	Asian Other inc Scottish	1	1
	Asian Pakistani	2	2
	Black African	1	3
	Black Other	4	1
	Caribbean	0	0
	Gypsy/Traveller	0	2
	Mixed	9	32
	Other Ethnic Background	3	7
	Polish	3	8
	White British	368	717
	White English	127	209
	White Irish	22	54
	White Northern Irish	17	56
	White Scottish	1600	3042
	White Welsh	13	17
	White Other	68	145
	Unknown	1678	2780

Non - Teaching Training		2017	2018
Race	Asian Bangladeshi	1	7
	Asian Chinese	7	3
	Asian Indian	14	28
	Asian Other inc Scottish	93	149
	Asian Pakistani	1	4
	Black African	47	55
	Black Other	3	9
	Caribbean	0	2
	Gypsy/Traveller	0	0
	Mixed	51	55
	Other Ethnic Background	17	12
	Polish	97	165
	White British	1413	1998
	White English	877	1194
	White Irish	81	105
	White Northern Irish	49	44
	White Scottish	9462	13966
	White Welsh	46	89
	White Other	209	275
	Unknown	5077	7665

Religion / Belief

Consistent with the previous mainstreaming report the highest number of teaching employees are in the Unknown category. Church of Scotland is the second highest followed by No religion or belief.

All Teaching Employees		2016	2017	2018
Religion or Belief	Buddhist	5	5	5
	Catholic	130	153	161
	Church of Scotland	980	1080	1023
	Hindu	1	1	2
	Jewish	0	0	0
	Muslim	10	10	11
	No religion or belief	605	782	802
	Other (please detail)	51	50	48
	Other Christian	194	242	251
	Protestant	194	229	222
	Sikh	2	2	2
	Unknown	2219	2128	2220

For non-teaching the biggest increase is in the No religion or belief category.

All Non-Teaching Employees		2016	2017	2018
Religion or Belief	Buddhist	23	28	29
	Catholic	442	531	513
	Church of Scotland	3741	4087	3921
	Hindu	8	14	10
	Jewish	4	4	3
	Muslim	36	41	40
	No religion or belief	2701	3512	3642
	Other (please detail)	136	145	132
	Other Christian	575	690	680
	Protestant	595	606	563
	Sikh	2	2	2
	Unknown	7140	6229	6315

Retention

The data was consistent with the overall proportion of teaching and non-teaching employees.

Teaching Leavers		2017	2018
Religion or Belief	Buddhist	0	0
	Catholic	13	13
	Church of Scotland	85	88
	Hindu	0	0
	Jewish	0	0
	Muslim	2	1
	No Religion or Belief	89	62
	Other Religion or Belief	12	2
	Other Christian	33	20
	Protestant	24	9
	Sikh	0	0
	Unknown	409	439
	Total	667	634

| Non - Teaching Leavers		2017	2018
Religion or Belief	Buddhist	1	2
	Catholic	46	48
	Church of Scotland	297	204
	Hindu	1	0
	Jewish	3	1
	Muslim	0	0
	No Religion or Belief	292	232
	Other Religion or Belief	11	14
	Other Christian	50	58
	Protestant	49	38
	Sikh	0	0
	Unknown	1202	1198
	Total	1952	1795

Development

The increase in numbers in most categories between 2017 and 2018 is consistent with the increase in number of courses taken for both teaching and non-teaching employees.

Teaching Training		2017	2018
	Buddhist	7	9
	Catholic	93	233
	Church of Scotland	782	1416
	Hindu	2	5
	Jewish	0	0
	Muslim	4	22
	No Religion or Belief	654	1307
	Other Religion or Belief	41	63
	Protestant	180	317
	Sikh	6	3
	Other Christian	159	323
	Unknown	2007	3393

| Non - Teaching Training		2017	2018
	Buddhist	13	48
	Catholic	599	905
	Church of Scotland	3924	5711
	Hindu	12	19
	Jewish	22	10
	Muslim	62	70
	No Religion or Belief	4164	6463
	Other Religion or Belief	191	208
	Protestant	612	906
	Sikh	2	4
	Other Christian	693	1067
	Unknown	7251	10414

Disability

Regarding teaching employees, the number identifying as Disabled has not changed significantly, this trend is the same for non-teaching employees. Overall, the data for both teaching and non-teaching employees is consistent with the previous mainstreaming report with no significant differences.

Teaching Employees By Disability (2016, 2017 & 2018)

Number of Employees

	Living with a Disability	Not living with a Disability	Unknown
2016	84	2278	2029
2017	114	2685	1883
2018	113	2609	2025

■ 2016 ■ 2017 ■ 2018

Non-Teaching Employees By Disability (2016, 2017 & 2018)

Number of Employees

	Living with a Disability	Not living with a Disability	Unknown
2016	595	8881	5927
2017	647	10344	4898
2018	626	10041	5183

■ 2016 ■ 2017 ■ 2018

Retention

Overall the leaver's data for teaching and non-teaching staff members reflected a decrease in the numbers reporting as unknown over the reporting period, there was a slight increase in teachers reporting as disabled between 2017 and 2018.

Teaching Leavers by Disability (2017 & 2018)

Number of Employees

	Living with a Disability	Not living with a Disability	Unknown
2017	15	307	345
2018	22	292	320

■ 2017 ■ 2018

Non-Teaching Leavers by Disability (2017 & 2018)

Living with a Disability: 2017 = 82, 2018 = 68
Not living with a Disability: 2017 = 1018, 2018 = 953
Unknown: 2017 = 852, 2018 = 774

(Number of Employees)

Development

The increase in numbers in most categories between 2017 and 2018 is consistent with the increase in number of courses taken for both teaching and non-teaching employees.

Teaching Training Data By Disability (2017 & 2018)

Living with a Disability: 2017 = 89, 2018 = 214
Not living with a Disability: 2017 = 2017, 2018 = 3804
Unknown: 2017 = 1829, 2018 = 3073

(Number of employees)

Non - Teaching Training Data By Disability (2017 & 2018)

Number of employees

Category	2017	2018
Living with a Disability	619	1051
Not living with a Disability	11030	15682
Unknown	5896	9092

■ 2017 ■ 2018

Sexual Orientation

The highest number of teaching employees identified as Heterosexual, with a slight decrease in the number Unknown. The number of teaching employees identifying as Bisexual, Gay Man or Gay Woman/Lesbian has remained consistent.

Teaching Employees by Sexual Orientation (2016, 2017 & 2018)

Number of Employees

|	2016	2017	2018
Bisexual	21	23	23
Gay man	18	21	22
Heterosexual/straight	2238	2674	2642
Gay woman/lesbian	10	13	15
Unknown	2104	1951	2045
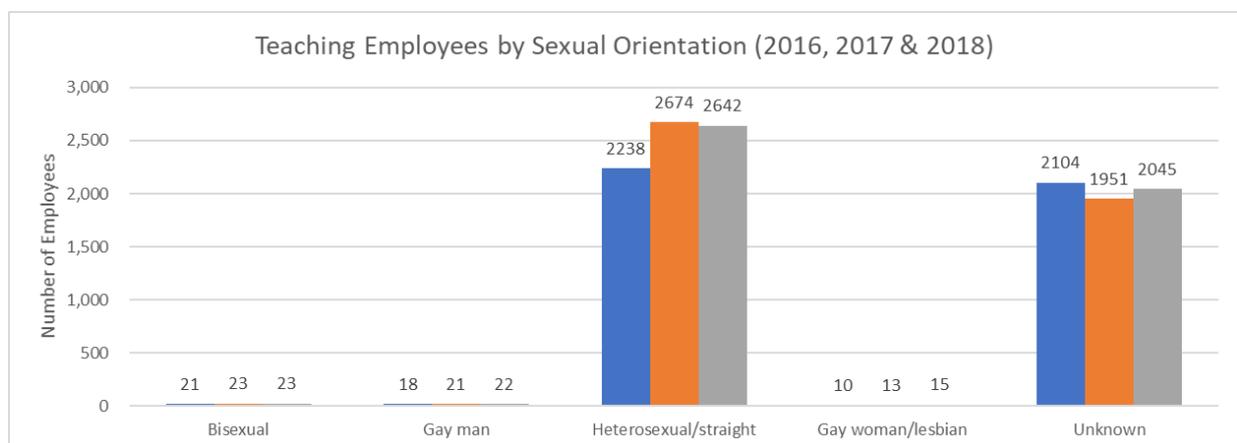
As with teaching employees, non-teaching employees predominately identify themselves as Heterosexual and the number Unknown has increased. The number of employees identifying as Woman/Lesbian has increased from 2016 to 2018.

Non-Teaching Employees by Sexual Orientation (2016, 2017 & 2018)

Category	2016	2017	2018
Bisexual	64	99	98
Gay man	26	54	55
Heterosexual/straight	8507	12700	12553
Gay woman/lesbian	41	73	74
Unknown	6765	7645	7817

Y-axis: Number of Employees
X-axis: Axis Title
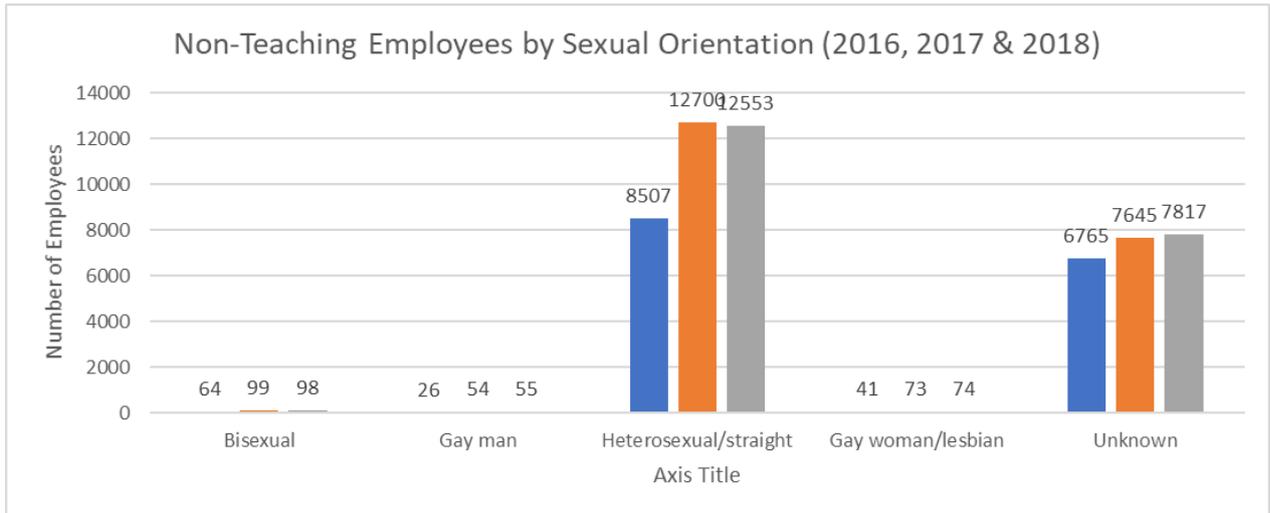
Retention

Corresponding with previous mainstreaming reports the majority of leavers report as heterosexual. There is a slight decrease in all categories apart from non-teaching employees in the Bisexual, Gay man and Gay woman/Lesbian categories.

Teaching Leavers by Sexual Orientation (2017 & 2018)

Category	2017	2018
Bisexual	4	1
Gay man	4	3
Heterosexual/straight	328	314
Gay woman/lesbian	3	0
Unknown	328	316

Non - Teaching Leavers by Sexual Orientation (2017 & 2018)

	Bisexual	Gay man	Heterosexual/straight	Gay woman/lesbian	Unknown
2017	8	4	1053	4	883
2018	11	5	1006	8	765
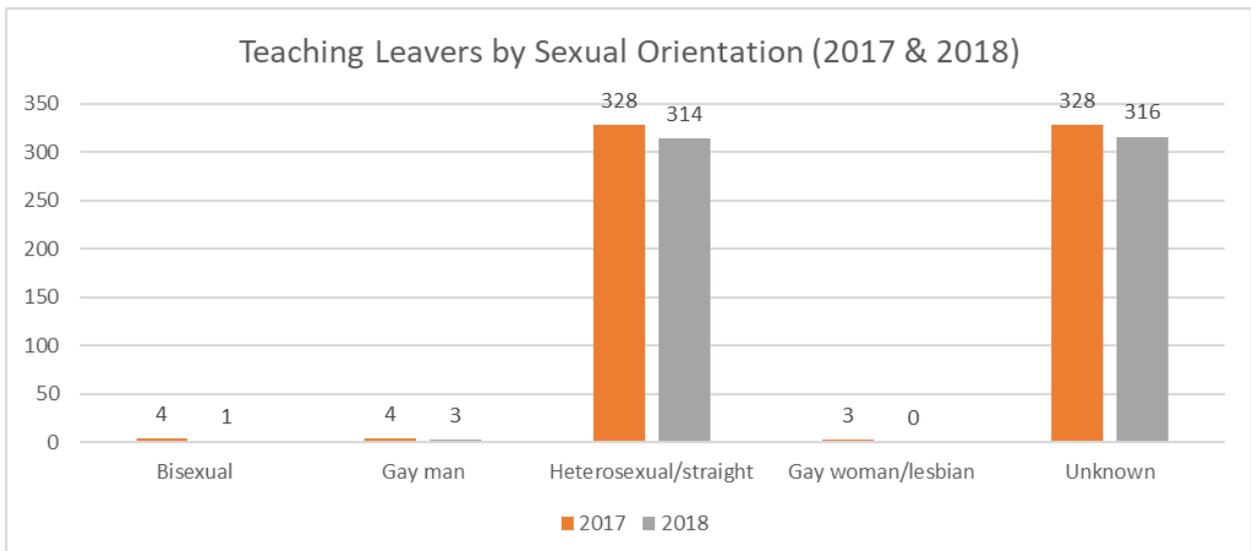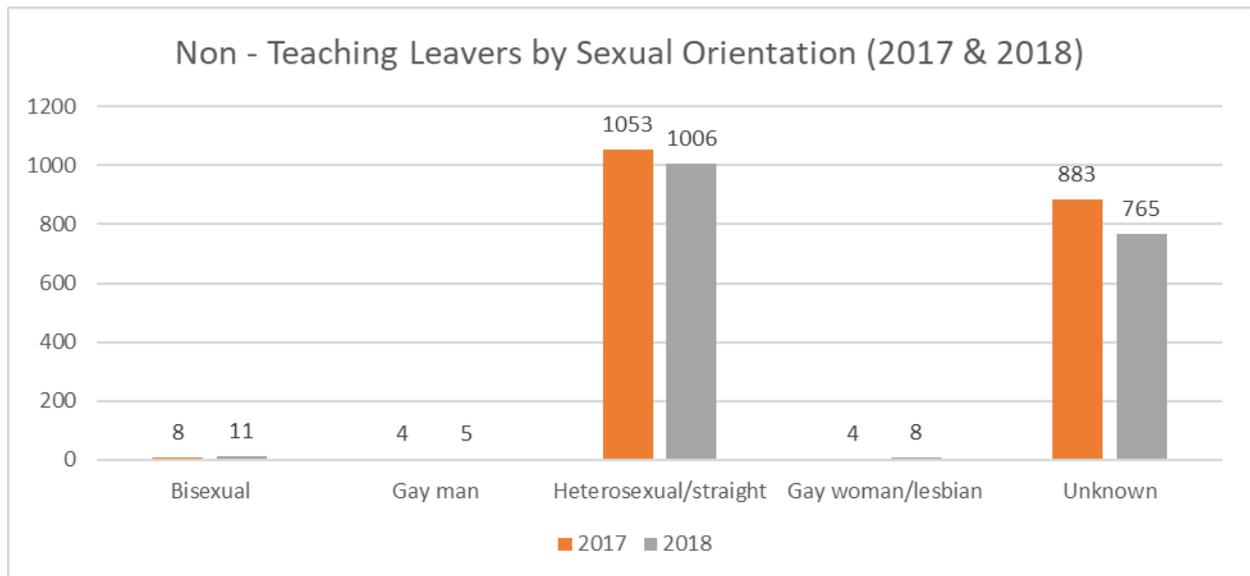
Development

For both teaching and non-teaching, the biggest increase in is Heterosexual, followed by known. There have been slight increased is the numbers identifying as Bisexual, Gay man and Gay woman/lesbian.

Teaching Training Data By Sexual Orientation (2017 & 2018)

Number of employees

	Bisexual	Gay man	Heterosexual	Gay woman/lesbian	Unknown
2017	32	16	2020	10	1857
2018	35	52	3852	21	3131

Non - Teaching Training Data By Sexual Orientation (2017 & 2018)
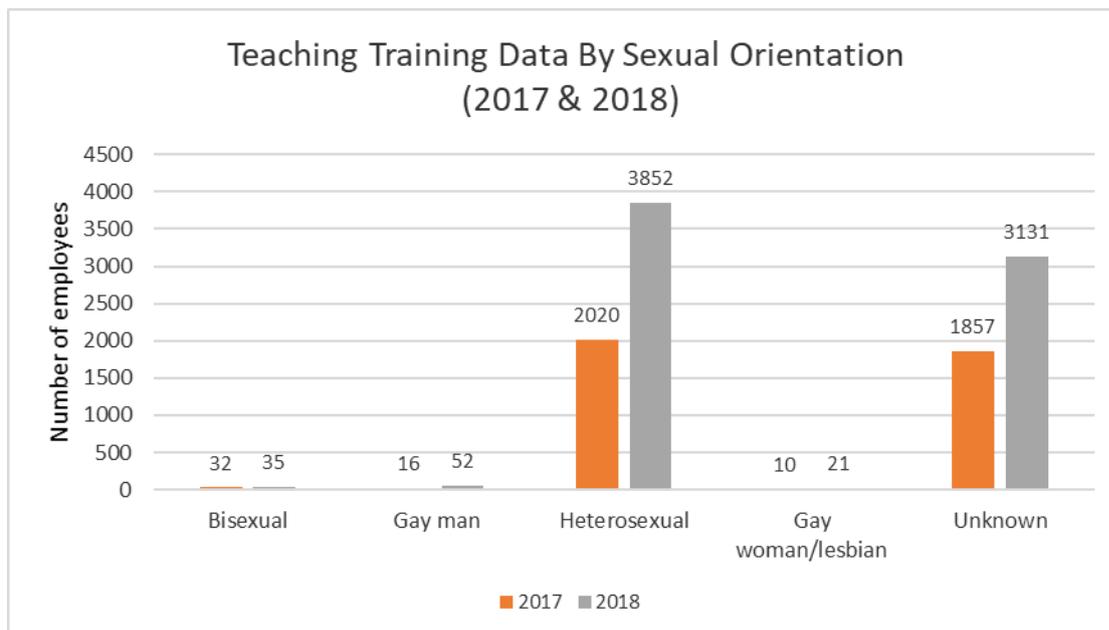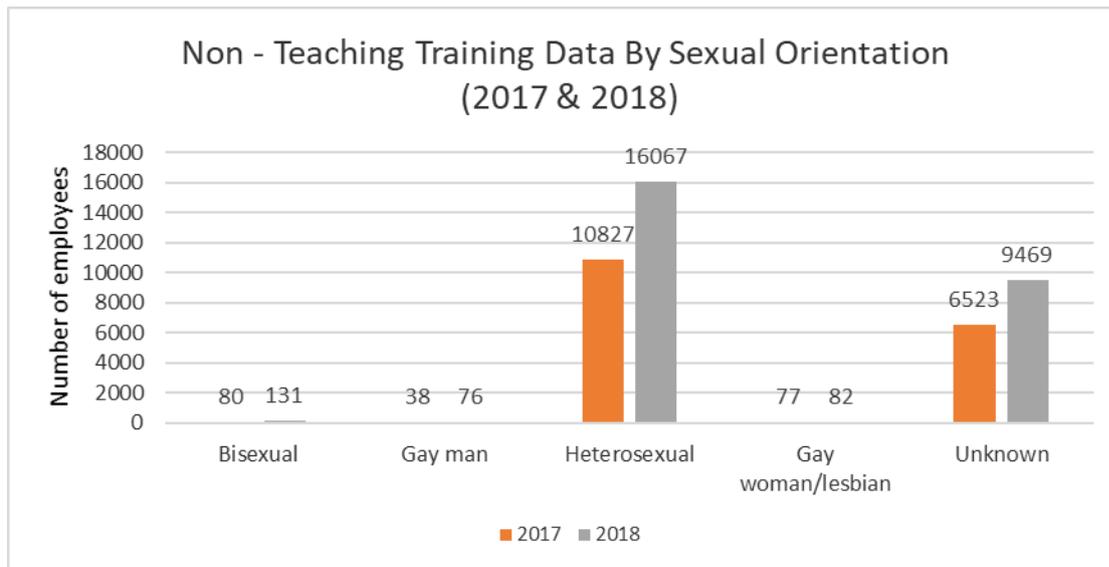
Gender Identity

We currently only have this information for all applicants and we do not have other data in relation to this characteristic at this time.

Pregnancy/Maternity and Marriage/Civil Partnership

Unfortunately, we are unable to gather data on these characteristics for recruitment, retention and development.