

**DUNDEE CITY COUNCIL**

**REPORT TO: POLICY AND RESOURCES COMMITTEE – 22/4/19**

**REPORT ON: MAINSTREAMING EQUALITY PROGRESS REPORT**

**REPORT BY: CHIEF EXECUTIVE**

**REPORT NO: 117-2019**

**1.0 PURPOSE OF REPORT**

1.1 To gain approval for a report on the progress made toward meeting the Equality Outcomes for Dundee City Council's and Children and Families Service (Education Authority) (340-2017) in accordance with the Equality Act 2010, (Specific Duties) (Scotland) Regulations 2012.

**2.0 RECOMMENDATIONS**

The committee are asked to approve :

2.1 Dundee City Council's Mainstreaming Equality Progress Report 2019.

2.2 Children and Families Service (Education Authority) Mainstreaming Equality Progress Report 2019.

**FINANCIAL IMPLICATIONS**

**3.0**

3.1 Equality and Diversity planning and implementation will be contained within existing corporate and departmental budgets

**4.0 MAIN TEXT**

4.1 Equality Act 2010, (Specific Duties) (Scotland) Regulations requires that by the 30 April 2019 Dundee City Council and Dundee Children and Families Service (Education Authority) publish reports setting out their progress toward mainstreaming equality. The report must contain:

- A mainstreaming report on how we are delivering equality good practice;
- Annual employee information together with details of the progress made in gathering and using the information to better meet the duty;
- A report on progress made towards achieving equality outcomes
- Updated gender pay gap information.

4.2 Both reports will be published in full on the Council's Equality Web pages and summary versions made available in British Sign Language, Easy Read, and British Sign Language and in other community languages on request.

4.3 2017 -2018 has been a particularly active and successful year for breaking down barriers and creating innovate ways to involve individuals with protected characteristics. Dundee in partnership with NHS Tayside, Angus and Perth and Kinross Councils developed a regional approach to a series of engagement events to raise community awareness of and direct involvement of BSL (British Sign Language) users in developing local BSL plans to take forward the 2015 BSL Act. Actions to deliver our local BSL plans has in turn this has become a catalyst for more joint work with Angus Council and Third sector agencies to develop sustainable opportunities for training and employment for BSL users who historically are often marginalised from the world of work. Other new and innovate ways to support BSL users and their families continues to evolve.

As Dundee is increasingly seen as a forward thinking cultural centre the involvement of the Dundee Disability and Age Action Group in the design of access features for the V&A and the new railway station have proved the value of protected characteristic communities involvement in planning decisions that add value to visitors to the city. While in September 2018 Dundee hosted its first Dundee Pride event brining more than 8000 visitors and putting Dundee on the map nationally as an open and welcoming city for all.

## **5.0 BACKGROUND**

- 5.1 The Equality Act 2010 (the Act), came into force on 5 April 2011. The Act places a general equality duty on public authorities to pay due regard to the need to:
- Eliminate discrimination;
  - Advance equality; and
  - Foster good relations across the range of protected characteristics.

- 5.2 The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 placed a duty on Dundee City Council and Dundee Children and Families Service (Education Authority) to publish Mainstreaming Equality reports by 30 April 2017 and to report on its progress toward mainstreaming equality by 30 April 2019.

## **6.0 POLICY IMPLICATIONS**

- 6.1 This report has been screened for any policy implications in respect of Sustainability, Strategic Environmental Assessment, Anti-Poverty, Equality Impact Assessment and Risk Management.
- 6.2 An Equality Impact Assessment is attached to this report. There are no major issues

## **7.0 CONSULTATION**

- 7.1 Chief Executive, Director of Corporate Services and Head of Democratic & Legal Services have been consulted on this report. Members of the Corporate Equality Steering Group have been consulted on this report. Disability and Age Action Group members have been consulted on this report.

## **8.0 BACKGROUND PAPERS**

- 8.1 None

DAVID MARTIN  
DATE

DUNDEE CITY COUNCIL – MAINSTREAMING EQUALITY PROGRESS REPORT 2019

1: INTRODUCTION

2: HOW WE ARE DELIVERING ON EQUALITY GOOD PRACTICE, SUMMARY AND RECOMMENDATIONS

3: PROGRESS TOWARD MEETING OUR EQUALITY OUTCOMES

4: EQUAL PAY STATEMENT

5: PAY GAPS

6 OCCUPATIONAL SEGREGATION

7: EMPLOYEE EQUALITY MONITORING

8: EDUCATION AUTHORITY MAINSTREAMING EQUALITY REPORT

## 1: Introduction to Dundee City Council Mainstreaming Equality Progress Report 2017-2019

In April 2017 Dundee City Council's (DCC) published its second Mainstreaming Equality Report, (340-2017). The report set out:

- how the city council supports and delivers equality good practice across all its functions,
- detailed information on the protected characteristics of its employees
- information on gender pay gaps
- policy statement by the City Council on Equal Pay and Occupational Segregation
- a set of equality outcomes which Dundee City Council considers will enable it to better perform the Equality Duty,
- how people who share a relevant protected characteristic have been involved and the evidence used to inform the equality outcomes.

In developing Dundee City Council's (DCC) equality priorities, a strong evidence base was established, building upon consultation with of protected characteristic communities in the city, published research, the strategic priorities set out in the Dundee City Council Plan, and departmental service plans.

This approach aimed to develop a direct link between key equality issues with strategic and departmental delivery priorities. By this means we intend to demonstrate Dundee City Council's commitment to mainstreaming its equality duty across all our relevant functions in a way that is measurable and transparent. This report comprises of the following key reporting requirements:

- **Delivering equality good practice:** Examples of the day to day work by all areas of the city council to meet our Public Sector Equality Duty Together with the ongoing challenges faced and recommendations to overcome these.
- **Employee equality monitoring: Gender, Disability and Ethnicity pay gaps: Occupational Segregation:** An annual breakdown of the information Dundee City Council has prepared under its duty to gather and use employee information and details of the progress that it has made in gathering and using that information to enable it to better perform the general equality duty. Equality data gathered from Resourcelink payroll and personnel system and imported into the "Equal Pay Reviewer" software tool for analysis.
- **Equality outcomes:** Reporting on the progress made to meet Dundee City Council's equality outcomes.
- **Education Service Mainstreaming Equality Report:** Education Authorities are required to publish a separate report on mainstreaming equality.

## 2: Delivering on Equality Summary, Challenges and Recommendations

Delivering equality good practice continues across all service areas, for example, in the past 18 months:

- **Learning and Organisational Development** developed new learning packages for council employees in response to the increasing need for employees to have the core skills and values needed to embed equalities and human rights into our daily practice.
- **The Chief Executive Service's Equality and Diversity Co-ordinator** was the nominated lead officer role in engaging the British Sign Language (BSL) users in taking forward the BLS Act (2015). Over an 18 month period, working in partnership with Angus, Perth and Kinross Councils, NHS Tayside and third sector agencies supporting the Deaf community from across the region, we enabled the Deaf community to have informed involvement in setting local BSL priorities. Dundee's 2018 BSL Local plan (**256-2018**) offers the chance to take a fresh approach to how we involve and deliver for this often marginalised and silent community over the 6 year term of the plan. For example, we are in discussions with a range of partners on supporting a local BSL agency social firm to expand their ability to produce BSL videos as part of a sustainable training and employment opportunities for the BSL users across the region.
- **Children and Families** also took a key role in engaging Deaf pupils, parents / carers in becoming involved in developing Dundee City Council's first BSL (British Sign Language Plan). For example we are also exploring the potential to utilise Scottish Government funding to support the delivery of BSL local plans to provide BSL training for parents of Deaf children. Children and Families Raising are also taking a lead in improving awareness and promoting equality of opportunity for young people who are LGBT has been a focus for improvement over the last two years. With the assistance of LGBT Youth Scotland, the Children and Families Service has gained the LGBT Chartermark this year. Two other schools have also gained their Bronze award.
- **Elected Members Lead for Equality** The nomination of a Dundee City Council's elected member equality lead has led to requests for equality briefings for elected members, this is a key step to ensuring that when decisions are made they are informed by a shared awareness of equality and diversity considerations.
- **Customer Services and City Development** officers continue to take a lead in sustaining engagement with protected characteristic communities through jointly chairing the Council's Disability and Age Action Group (DAAG). The DAAG are routinely asked by council officers to comment on policies and practices and have been directly involved in advising on good practice during the design of the V&A and the new railway station. Dundee House is now equipped with 'Welcome by Neatbox. This cloud-based platform enables all customers with a disability who are visiting Dundee House share their individual accessibility needs on the day of the visit and allow Council staff ensure that appropriate access / communication supports are available. In addition the free App also provides an overview of particular disabilities and top tips to aid the interaction with customers.
- **Human Resource Division** is currently reviewing a proposal, made on behalf of LGBT council employees to establish an LGBT staff group as a first step to help to increase the level of employee equality disclosure.

- **Equality Grant Funding** changes to the way such grants are allocated increased the flexibility of Equality and Diversity grants enabling organisations who are delivering programs and/or events that support the council in meeting its equality Duty. This change acted as a catalyst enabling in September 2018, Dundee to host its first Dundee Pride event through an agreement to partially fund the event in its first two years. The event attracted an estimated 8000 people attended the march and public events in the City Square. In March 2017 the Dundee Women’s Festival applied for a Equality and Diversity Grant to ensure this long running festival would go ahead in 2017. Because of this new funding flexibility we able to offer a guarantee to provided funding over a two year period. This relatively small grant enabled the organisers to plan and deliver the Dundee Women’s Festival in 2017 and 2018 and provide the breathing needed to secure other funding into the future.

## **Challenges**

- Gender and gender transition issues are increasingly being questioned and/or challenged. This relatively new area of discrimination awareness may increasingly impact on council decision making as historical norms are and will continue to be challenged.
- We also await changes to Hate Crime legislation presently out for public consultation by the Scottish Government. This in turn may also impact on how we will record and monitor gender definitions into the future.
- Pentana provides an excellent tool to record progress toward meeting equality outcomes, however staff who have a role in updating progress often need additional input and understanding of equality good practice and the importance of recording the steps taken to achieve an equality outcome.

## **Recommendations:**

- There is an urgent need for clarity at a national level on the implications of gender definitions and politics to ensure a consistent and fair approach to ensure that no group are subject to discrimination.
- Employees who have a responsibility for updating equality outcomes on Pentana are formally briefed on their role and recording requirements to evidence the task undertaken, people involved and how equality outcomes will be measured.
- Council guidance states that ‘All staff preparing reports for Committee are now required to complete an Integrated Impact Assessment’ however there are still examples of reports going to Council committee without such assessments. This places the Council at risk of public and legal challenge , it is recommended that Pre-agenda meetings should reject all reports to Council Committee that fail to meet our Equality Duty and /or Council practice in the provision of Integrated Equality Impact Assessments.

### 3: Progress toward meeting our equality outcomes



Overall Dundee City Council continues to make good progress in mainstreaming its equality outcomes into its everyday practice. Updates on each of the agreed actions to deliver on our equality outcomes and intermediate outcomes is presented below.

**Equality Outcome 1:** Corporate Services, Increase the level of disclosure of equality information.

#### Intermediate Outcomes:

- 1.1 Better awareness and understanding of the positive impact of equality data gathering and monitoring
- 1.2 Engage with relevant staff/community groups/trade unions to better understand any barriers to improving completion of equality information
- 1.3 Changed policies and practices, as appropriate, following a review best practice on improving equality data gathering and monitoring

**Outcome summary:** Draft report proposing to establish a LGBT forum for employees which will discuss council policy and practice to be issued for consultation. The forum would be consulted on how to break down barriers for staff disclosing diversity data. Aim to take forward along with report seeking employees to update diversity data.

Status Status Icon	Action Title	Notes & History Latest Note	Status Progress	Dates Due Date	Ownership Assigned To
	Better Awareness and understanding of the positive impact of equality data gathering and monitoring by engaging with relevant staff/community groups/trade Unions to better understand any barriers to improving completion of equality information	Draft report proposing to establish a LGBT forum for employees which will discuss council policy and practice to be issued for consultation. The forum would be consulted on how to break down barriers for staff disclosing diversity data.  Aim to take forward along with report seeking employees to update diversity data.	25%	30-Jun-2018	Val Ridley
	Changed policies and practices, as appropriate, following a review best practice on improving equality data gathering and monitoring.	No movement on SPDS Diversity Data report at national level therefore planning to take forward in Dundee with the aim of improving the quality of data.	15%	31-Oct-2018	Val Ridley






**Equality Outcome 2:** Neighbourhood Services : Dundee City Council’s Gypsy/Travellers' sites are well maintained and managed, and meet the minimum site standards set in Scottish Government guidance. Residents at the Balmuir Wood site do not experience social exclusion

**Intermediate Outcomes**

- 2.1 Engage with Gypsy/Traveller communities at the Balmuir Wood site to raise awareness of Scottish Government guidance on standards for traveller sites.
- 2.2 Remove current barriers and review existing practices for accessing local amenities and services.
- 2.3 Empower tenants to take part in landlord’s decision making process regarding improvements to the site.
- 2.4 Include specific actions to address this outcome in a review of the Balmuir Wood site Action Plan.
- 2.5 Undertake further consultation with Gypsy/Traveller communities to discuss environmental improvements.

**Outcome summary:** In December 2017 Scottish Government officials visited the Balmuir Wood Traveller site. Officials carried out one-to-one interviews with site residents to gather their views on the Minimum Site Standards with a view to publishing their findings. The report found Dundee City Council did meet the minimum standards, however site residents felt that Balmuir Wood required improvement in some areas. Under the heading Energy Efficiency the report stated that "Amenity Blocks should meet an energy efficiency rating of Band E or better." Under Safety and Security the report highlighted that "There is good quality lighting on common parts of the site and "There are appropriate road safety measures in place for roads on the site". Under Maintenance and Repairs the report found "Repairs are carried out in line with timescales set locally for repairs for social housing tenants" and "There are adequate and good quality drainage arrangements to allow rainwater to drain safely off the site." The full report of the visit can be found at <https://www.gov.scot/publications/improving-gypsy-traveller-sites-guidance-minimum-sites-standards-site-tenants-9781788518949/>

Status Status Icon	Action Title	Notes & History Latest Note	Status Progress	Dates Due Date	Ownership Assigned To
	Engage with Gypsy/Traveller communities at Balmuir Wood site to raise awareness of Scottish Government guidance on standards for traveller sites.	20th June 2018 – Site Standards deadline.	100%	30-Jun-2018	Sarah Aitken

Status Status Icon	Action Title	Notes & History Latest Note	Status Progress	Dates Due Date	Ownership Assigned To
	Undertake further consultation with Gypsy/Traveller communities to discuss environmental improvements	<p>Following the residents' consultation with the Scottish Government December 2017 regarding Site Standards, and the subsequent Minimum Standards Progress Report, May 2018, residents felt that the below Site Standard was not adequate:</p> <ul style="list-style-type: none"> <li>• Site Standard 5 – Maintenance and Repairs, 'There are adequate and good quality drainage arrangements to allow rainwater to drain safely off the site.'</li> </ul> <p>Consequently, the Council carried out a topographical survey, including locations of all water and drain pipes, during September 2018 to ensure Balmuir Wood has an adequate drainage system in place to prevent flooding on hardstanding an all common parts of the site.</p> <p>Recommendations from topographical survey to follow in due course.</p>	100%	31-Dec-2018	Sarah Aitken
	Remove current barriers for accessing local amenities. Empower tenants to take part in landlord's decision making process regarding management of the site. Include specific actions to address this outcome in a review of the Balmuir Wood site action plan.	<p>February 2017 – present</p> <ul style="list-style-type: none"> <li>• Current – GTLO maintains good relationship with local primary school, Additional Support Needs teacher and Named Persons in Angus local authority.</li> <li>• Feb 2017 – GTLO investigated removing barrier to access education for children who cannot access local school.</li> <li>• GTLO discussed with Dundee Children and Family Services Department the use of DCC placement requests if Angus Council/ASN cannot accommodate children's needs.</li> </ul>	100%	30-Nov-2017	Sarah Aitken

Status Status Icon	Action Title	Notes & History Latest Note	Status Progress	Dates Due Date	Ownership Assigned To
		<ul style="list-style-type: none"> <li>• February 2017– November 2018, Angus Council ASN visit site on ad hoc basis however could not commit due to lack of resources. GTLO subsequently contacted DCC who are providing ASN for children on site who do not attend secondary education.</li> <li>• November 2018 – present, Dundee City Council ASN visit site on ad hoc basis to provide education for those who cannot access local/mainstream schools.</li> </ul>			



**Equality Outcome 3:** Chief Executive: Protected characteristic communities and those living in poverty are actively involved in community planning to ensure that policies and practices reflect their needs



### Intermediate Outcomes

- 3.1 Establish base line equality monitoring of current membership of CPP's.
- 3.2 Develop engagement strategy and calendar of events to promote and facilitate engagement with community organisations.
- 3.3 Briefing to elected members to engage their support in engaging with equality groups
- 3.4 Strengthen links to CPP processes with equality groups

**Outcome summary:** These outcomes have not progressed directly as we first hoped. The implementation of the BSL Act (2015) diverted officer support toward engaging in an informed consultation with the BSL community across the region. A national shortage of BSL-English translators added to the complexity and when combined with BSL's communities mistrust of officials who they feel often have little understanding of the issues faced by community was sometimes an uphill struggle. To effectively engage and build trust required some 18 months of negotiation and planning with a wide range of partner agencies including the Scottish Government as well as organisations that support BSL users locally and nationally. While the process resulted in a progressive plan agreed by all parties, it did have an impact on resources that would have been available to progressing the Equality Outcomes. However this delay has led to much improved dialog with the Deaf and Deaf/Blind community which was badly needed if they are to be included actions aimed at increasing the representation and voice of protected characteristic communities in the planning processes.

In December 2018 The Improvement Service published a report 'Community Participation Action Learning Report. The report included examples of how the participation of people with protected characteristics can be better involved in community planning. It is envisaged that a short term working group be established to identify positive examples that can be taken forward locally. This is expected to progress in April 2019.

Status Status Icon	Action Title	Notes & History Latest Note	Status Progress	Dates Due Date	Ownership Assigned To
	Establish base line equality monitoring of current membership of CPP's.	Unlikely to progress this action before April 2019	50%	31-Jan-2018	Scott Mands
	Develop engagement strategy and calendar of events to promote and facilitate engagement with community	Unlikely to progress this action till after April 2019	0%	28-Feb-2018	Scott Mands

Status Status Icon	Action Title	Notes & History Latest Note	Status Progress	Dates Due Date	Ownership Assigned To
	organisations.				
	Briefing to elected members to engage their support in engaging with equality groups.	Agreed with elected member equality lead to postpone briefings till after April 2019	43%	30-Apr-2018	Scott Mands
	Strengthen links to CPP processes with equality groups	Arranging further meetings to take forward this action	50%	31-Oct-2018	Scott Mands

**Equality Outcome 4:** City Development: Communities in the City and in particular adults with disabilities/mobility related issues, have accessible and sustainable transport solutions.




.1 Understanding of users like/dislike about the services to ensure that future solutions meet the most important needs for target user groups.

4.2 Develop sustainable transport solutions – draft report for consultation.

4.3 Ongoing monitoring of the impact of current and future accessible transport solutions.

**Outcome summary:** Underpinning this outcome was to engage the community and develop an understanding of their views on existing provision and potential future solutions. This was taken forward by extensive consultation under the heading ‘What Stops You Getting Out’ hosted by Dundee Voluntary Action in 2017.

Report to Committee approving end of Taxicard Scheme and reallocation of resources to new in-house services such as Blether Bus. Further services being developed through co-design work with the Dundee Transport Forum.

Status Status Icon	Action Title	Notes & History Latest Note	Status Progress	Dates Due Date	Ownership Assigned To
	Understanding of users like/dislike about the services to ensure that future solutions meet the most important needs for target user groups.	Extensive consultation 'What Stops you Getting Out' undertaken during 2017 by colleagues based within DVA. Survey results used to inform policy direction and development of new services as part of the wider co-design work of the Dundee Transport Forum	100%	31-Dec-2017	John Berry
	Develop sustainable transport solutions - draft report for consultation	Report to Committee approving end of Taxicard Scheme and reallocation of resources to new in-house services such as Blether Bus. Further services being developed through co-design work with the Dundee Transport Forum.	100%	31-Mar-2018	John Berry
	Ongoing monitoring of the impact of current and future accessible transport solutions		50%	31-Mar-2021	John Berry

**EQUAL PAY STATEMENT**

As outlined in our People Strategy, Dundee City Council supports the principle of equal opportunities in employment to ensure that employees are not discriminated against regardless of their age, disability, gender reassignment, marriage/civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.'

Dundee City Council is committed to ensuring that men and women should receive equal pay for the same or broadly similar work, for work related as equivalent and for work of equal value.

**Equal Pay Objectives**

Dundee City Council is committed to ensuring equal pay structures for all its employees and will:

- Regularly review pay and rewards systems to eliminate any unfair, unjust or unlawful practices that impact on pay.
- Undertake equal pay audits to monitor the impact of its pay structure and report the findings to the Council Management Team.
- Take appropriate action in response to audits, as required.
- Provide training and guidance for those involved in determining pay.
- Respond to grievances on equal pay in accordance with the Council's Grievance Policy.
- Work in partnership with its recognised trade unions to ensure that the Council provides equal pay.
- Review progress on a regular basis.

**Gender Pay Gap Information**

The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 required Dundee City Council to publish gender pay gap information by the 30 April 2013 and every two years thereafter.

The gender pay gap is arrived at by calculating the average hourly rate, excluding overtime, for two groups and expressing the difference as a percentage.

The average hourly rate for a male employee is £15.35 and the average hourly rate for female employee is £15.24, the difference is 11p, which resulted in a gender pay gap for the whole Council of 0.72% in favour of male employees.

**Disability Pay Gap Information**

The average hourly rate for a non-disabled employee is £15.32 and the average hourly rate for a disabled employee is £13.26, the difference is £2.06, and this resulted in a disability pay gap of 13.44% in favour of the non-disabled employees.

**Minority Racial Group Pay Gap Information**

The average hourly rate for an employee who is not a member of a racial minority group is £14.95 and the average hourly rate for an employee who is a member of a minority racial group is £15.82, the difference is 87p, and this resulted in a minority racial group pay gap of 5.50% in favour of the employees who are members of a minority racial group.

**Occupational Segregation**

The causes and drivers of the gender pay gap are complex and interrelated and include occupational segregation of men and women into different job sectors and industries, more opportunities for flexible working, and increasing the representation of women in senior roles.

A summary of posts held by more than 10 males/15 females is shown below in Table 1/2.

A summary of males and females by grade is shown in Table 3.

A summary of disabled and non-disabled employees by grade is shown in Table 4.

A summary of employees who are members of minority racial groups or not by grade is shown in Table 5.

Table 1

## SUMMARY OF SEX BY POSTS

(Extract of posts containing 10 or more males)

Post Title	Females	Males
ACCOUNTS/BENEFITS ASSISTANT	27	20
AREA OFFICER	Less than 10	11
ASSISTANT ENGINEER	Less than 10	19
ASSISTANT ICT OFFICER	Less than 10	11
CLERICAL ASSISTANT	139	14
COMMUNITY LEARNING & DEVELOPMENT WORKER	58	12
COMMUNITY SAFETY WARDEN	Less than 10	12
CRAFTSMAN'S LABOURER		21
DEPUTE HEAD TEACHER	47	12
DRIVER (NON-HGV)	Less than 10	56
ELECTRICIAN		23
ELECTRICIAN (APPROVED)		26
ENGINEER		12
ENVIRONMENTAL OPERATIVE	Less than 10	12
GARDENER	Less than 10	53
GARDENER (CHARGEHAND)		15
GROUNDS MAINTENANCE OPERATIVE		37
HEAD TEACHER	39	12
JOINER	Less than 10	64
LEARNING & CARE ASSISTANT	226	13
LGV DRIVER		37
MECHANIC		12
MUSIC INSTRUCTOR	Less than 10	21
PAINTER	Less than 10	41
PLASTERER		12
PLUMBER (ADVANCED)		21
PRINCIPAL TEACHER	161	82
PROBATIONER TEACHER PLACEMENT	59	18
PROJECT OFFICER	Less than 10	11
REFUSE COLLECTOR	Less than 10	59
REFUSE COLLECTOR (CHARGEHAND)		31
RESOURCES ASSISTANT	Less than 10	12
SENIOR ENGINEER		12
SERVICE MANAGER	Less than 10	12
SLATER		11
SOCIAL CARE OFFICER	171	52
SOCIAL CARE WORKER	417	51
SOCIAL WORKER	163	22
STREET SWEEPER		37



TEACHER	744	177
TEAM MANAGER	46	16

Table 2

## SUMMARY OF SEX BY POSTS

(Extract of posts containing 15 or more females)

Post Title	Females	Males
ACCOUNTS/BENEFITS ASSISTANT	27	20
ADMINISTRATIVE ASSISTANT	41	Less than 10
ADMINISTRATIVE OFFICER	51	Less than 10
ASSISTANT YOUTH WORKER	22	Less than 10
CARE MANAGER	31	10
CLERICAL ASSISTANT	139	14
COMMUNITY LEARNING & DEVELOPMENT WORKER	58	12
CORPORATE RECOVERY OFFICER	21	10
CUSTOMER SERVICES ADVISOR	29	10
DEPUTE HEAD TEACHER	47	12
DOMESTIC ASSISTANT	36	Less than 10
EARLY YEARS EDUCATOR	171	
EARLY YEARS PRACTITIONER	78	
EARLY YEARS SUPPORT ASSISTANT	63	Less than 10
EDUCATION RESOURCE WORKER	32	Less than 10
ESCORT	42	Less than 10
FAMILY SUPPORT WORKER	30	Less than 10
HEAD TEACHER	39	12
HEALTH & WELLBEING ASSISTANT	22	Less than 10
HOME CARE WORKER	32	Less than 10
LEARNING & CARE ASSISTANT	226	13
PRIMARY EARLY YEARS SUPPORT ASSISTANT	225	Less than 10
PRINCIPAL TEACHER	161	82
PROBATIONER TEACHER PLACEMENT	59	18
PUPIL SUPPORT WORKER	17	Less than 10
SECONDARY SCHOOL SUPPORT ASSISTANT	48	
SECRETARY	18	
SENIOR CLERICAL ASSISTANT	52	Less than 10
SENIOR EARLY YEARS PRACTITIONER	23	Less than 10
SENIOR SOCIAL CARE OFFICER	23	Less than 10
SENIOR SOCIAL CARE WORKER	16	Less than 10
SHELTERED HOUSING WARDEN	52	Less than 10
SOCIAL CARE OFFICER	171	52
SOCIAL CARE ORGANISER	23	Less than 10
SOCIAL CARE WORKER	417	51
SOCIAL WORKER	163	22
SUPPORT WORKER	57	Less than 10
TEACHER	744	177

TEACHER (P/T)	91	Less than 10
TEACHER OF ENHANCED PROVISION	18	Less than 10
TEAM MANAGER	46	16

Table 3

### SUMMARY OF GENDER OF EMPLOYEES BY GRADE

Grade	Females	Males
grade 1	50	12
grade 2	77	27
grade 3	391	179
grade 4	287	95
grade 5	240	165
grade 6	526	278
grade 7	984	184
grade 8	261	129
grade 9	142	106
grade 10	151	123
grade 11	247	122
grade 12	60	38
grade 13	13	38
senior management	31	48
craft apprentice		40
craft grade	Less than 10	285
miscellaneous	Less than 10	Less than 10
modern apprentice	13	12
dep/head teacher	85	24
education support	Less than 10	Less than 10
chartered teacher	39	Less than 10
music instructor	Less than 10	22
principal teacher	166	78
Probationer teacher	59	18
psychologists	13	Less than 10
quality improvement	Less than 10	Less than 10
teacher	837	189
<b>Grand Total</b>	<b>4694</b>	<b>2225</b>

Table 4

**SUMMARY OF NON DISABLED AND DISABLED EMPLOYEES BY GRADE**

<b>Grade</b>	<b>Non-Disabled</b>	<b>Disabled</b>
grade 1	58	Less than 10
grade 2	102	Less than 10
grade 3	548	22
grade 4	376	Less than 10
grade 5	395	10
grade 6	780	24
grade 7	1143	25
grade 8	378	12
grade 9	242	Less than 10
grade 10	267	Less than 10
grade 11	360	Less than 10
grade 12	97	Less than 10
grade 13	49	Less than 10
senior management	77	Less than 10
craft apprentice	40	
craft grade	285	Less than 10
miscellaneous	Less than 10	
modern apprentice	23	Less than 10
music instructor	30	
principal teacher	241	Less than 10
chartered teacher	45	
dep/head teacher	109	
education support	Less than 10	
Probationer teacher	77	
psychologists	16	
quality improvement	Less than 10	
teacher	1019	Less than 10
<b>Grand Total</b>	<b>6773</b>	<b>146</b>

Table 5

**SUMMARY OF MINORITY RACIAL GROUPS BY GRADE**

<b>Grade</b>	<b>A member of a minority group</b>	<b>Not a member of a minority group</b>	<b>Prefer not to answer</b>
grade 1	Less than 10	53	Less than 10
grade 2	Less than 10	80	20
grade 3	11	500	59
grade 4	10	326	46
grade 5	Less than 10	377	21
grade 6	26	709	69
grade 7	29	1029	110
grade 8	15	347	28
grade 9	Less than 10	229	14
grade 10	16	246	12
grade 11	12	340	17
grade 12	Less than 10	87	Less than 10
grade 13		48	Less than 10
senior management		76	Less than 10
craft apprentice		39	Less than 10
craft grade	Less than 10	243	42
miscellaneous		Less than 10	Less than 10
modern apprentice	Less than 10	21	Less than 10
music instructor		18	12
principal teacher	Less than 10	168	67
Probationer teacher	Less than 10	72	Less than 10
psychologists	Less than 10	11	Less than 10
quality improvement		Less than 10	Less than 10
teacher	55	725	246
chartered teacher	Less than 10	26	18
dep/head teacher	Less than 10	83	24
education support		Less than 10	Less than 10
<b>Grand Total</b>	<b>215</b>	<b>5862</b>	<b>842</b>

## EMPLOYEE EQUALITY MONITORING

The Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 requires all listed public authorities to take steps to gather information on the composition of the authorities workforce and information on recruitment, development and retention of employees relating to the relevant protected characteristics.

The public sector equality duty covers the following characteristics:- age, disability, gender reassignment, marriage/civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.'

The purpose of the legislation is to ensure that public authorities:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct that is prohibited by the Equality Act 2010;
- Advance equality of opportunity between people who share a relevant protected characteristic and those who do not; and
- Foster good relations between people who share a protected characteristic and those who do not.

### Information

The information detailed in this report has been compiled from a number of different and independent information systems. These systems are Resourcelink (HR/Payroll System), TalentLink (National Recruitment Portal), MyLearn (Council's corporate training database), Brightwave (Council's e-learning management system) and the Council absence management system.

The Equality Act requires local authorities to report on the composition of their Education Authority separately from the rest of the authority's employees. To that end the employees of the Education Service have been reported separately in the attached Appendices.

In accordance with the Equality and Human Rights Commission guidance, no record of less than ten has been reported in the attached Appendices.

### MyView - Self Services System

The Council has a self-service module in Resourcelink called 'MyView'. This module allows employees who have access to computer facilities to update their own records relating to their personal and equality information. This approach has helped improve the accuracy and disclosure levels of existing employees.

A case management system has been created to record all employee disciplinary and grievances allowing the Council to report on the equality information held in Resourcelink (HR/Payroll System) in relation to these processes.

Due to the range of jobs undertaken across the Council, a significant number of employees do not have access to computer facilities, however attention has been given over the last 12 months to roll out the 'MyView' module to employees allowing access from their own personal devices at home, to maintain and update their personal information.

## Non-Disclosure of Equality Information

	Non-Disclosure Rates	
	Education	Council
Race	18.56% ( <i>22.1%</i> )	12.17% ( <i>13.7%</i> )
Religion or Belief	27.66% ( <i>31.2%</i> )	24.67% ( <i>26.9%</i> )

**Table 1**

The above table details non-disclosure rates for employees who either did not answer the question or chose not to provide their details.

The Council has full disclosure rates for employees with regard to age and gender. Table 1, above details the non-disclosure rates for race and religion or belief. These levels have improved since 2016 with the 2016 figures shown in italics and brackets.

Disability has high disclosure rates. However of the 183 employees who said they have a disability, 46 have chosen not to provide details of their disability.

Non-disclosure rates continue to drop due to the turnover in employees and the efforts being made to encourage new starts to fully disclose their information.

The merits of disclosing equality information will be communicated to all employees through existing communication channels and in conjunction with the trade unions and it is hoped that this approach will help facilitate greater disclosure of information.

### New Starts

Following the introduction of the pre-employment new start process, new employees can now enter their equality information directly into Resourcelink (HR/Payroll System) using 'MyView'. This has resulted in the new starts non-disclosure rates for religion reducing from 26% in 2016 to 22.05% in 2018 and non-disclosure rates for race reducing from 25% in 2016 to 10.65% in 2018. Efforts will continue to be made to keep non-disclosure to a minimum.

### Maternity and Pregnancy

129 females returned from maternity leave during 2018, with 7 leaving employment at the end of their maternity leave or soon after their return.

There were 35 females who were working full time prior to going off on maternity leave and continued to work full time after their return. However, there were 48 females who reduced their working hours on return from maternity leave, or shortly thereafter. Currently there is no method of recording employees who failed with their flexible working request as this is done at Service level by the managers.

The average length for maternity leave across the 129 females was just under nine months with the highest being 12 months and the lowest being two months.

No females who were pregnant or off on maternity leave were subject to disciplinary proceedings or lodged a grievance.

### Recruitment

In 2018, the Council recruited on 419 occasions employing 1002 people on a permanent, temporary or casual/supply basis. From the information detailed in the attached Appendices, 5.02% of applicants stated that they have a disability and 3.29% of successful candidates advised that they have a disability. 8.9% of applicants came from a racial minority group, with 6.59% of successful candidates advising that they came from a racial minority group. 3.49% of applicants identified themselves with a non-Christian religion or belief with 2.40% of successful candidates identifying themselves with a non-Christian religion or belief.

## Sexual Orientation

Previously only new starts had the opportunity to provide this information, however since the roll out of 'MyView' employees had the opportunity to update their personal information including sexual orientation. An analysis of the information held in Resourcelink is shown at Table 2 below.

Sexual Orientation	Council	Education
Bisexual	14	<10
Gay	22	>10
Heterosexual	1833	793
Lesbian	20	<10
Prefer not to Answer	153	74
Blank/Unknown	5343	1849

**Table 2**

The National Recruitment Portal allows the Council to report on the sexual orientation of all job applicants and successful applicants. Details of job applicants are listed in the tables below broken down by the Council and Education.

### Council

Sexual Orientation	All Applications	Successful Applicants
Bisexual	73	<10
Gay	80	11
Heterosexual/Straight	5688	808
Lesbian	67	<10
Other	18	<10
Prefer Not to Answer	225	19
Blank/Unknown	209	149

**Table 3**

Of the 1,002 successful applicants, the vast majority declared themselves to be heterosexual/straight with 26 declaring themselves to be either bisexual, gay, lesbian or other.

### Education

Sexual Orientation	All Applications	Successful Applicants
Bisexual	23	<10
Gay	24	<10
Hetrosexual/Straight	2238	459
Lesbian	18	<10
Other	<10	0
Prefer Not to Answer	78	15
Blank/Unknown	149	118

**Table 4**

### Gender Reassignment

Currently, no information is recorded where an employee has identified themselves as transgender.

20 job applications were received from individuals who identified themselves as being transgender and 2 of the candidates were successful with their application.

### Marital Status

The below table details Dundee City Council's current employees by this characteristic.

Marital Status	Council	Education
Civil Partnership	12	<10
Divorced	223	62
Married	2903	993
Separated	122	32
Single	3585	1327
Unspecified	503	310
Widowed	37	10

**Table 5**

The below table details all Dundee City Council's job applicants and successful applications by this characteristic.

Marital Status	Applications	Successful
Living with Partner	982	135
Divorced	250	25
Married/Civil Partnership	1973	313
Separated	123	15
Single	2734	356
Unspecified	268	152
Widowed	30	6

**Table 6**

### Disability Related Absence

The Council developed an absence management system which enables the recording and monitoring of absence which are related to an employee's disability. In 2018, 119 instances of absences were recorded as being related to an employee's disability and accounted for 2144.5 lost working days or 3.10% of the total days lost to absence that year.

The average length of an absence related to a disability was 18.02 days. However, it should be noted that 31 absences were over 18 days in duration accounting for 1762 days lost, averaging 58 days per absence. The remaining 89 absences which were less than 18 days accounted for 340.5 days lost, averaging 4.10 days per absence.

The average length of an absence in the Council is approximately 8 days. When the absences lasting over 18 days are excluded from the calculation, employees with disabilities compare favourably with the Council's average.

The absence management system ensures that all absences are dealt with in accordance with Council procedure and that support where necessary is provided at an early or appropriate stage.



Management continues to work collaboratively with the Trade Unions on the health and wellbeing agenda, with various actions being taken forward. The Council's Health and Wellbeing Framework has been launched which provides a strategic and holistic approach to health and wellbeing in the workplace and an associated action plan. A pilot employee engagement initiative has taken place involving "conversations about health and wellbeing" in order to raise awareness of the benefits and supports available to employees and to seek views on how well, or otherwise, the Council handles issues of health and attendance. All these measures will be monitored with an expectation that, together with the ongoing work of the Health and Wellbeing Group will support employees to sustain attendance at work.

### **Employee Personal Development Review**

Dundee City Council offers employees an annual Employee Personal Development Review (EPDR) during which training and development needs are assessed and planned for. Due to the ongoing changes within the Council and our current learning and development system not recording all EPDR's, it has not been possible to fully record all instances where an employee has had an EPDR. As development opportunities are typically agreed at EPDR meetings and over 26,000 occasions of training and development having occurred in 2018, with 1,548 training opportunities coming from an EPDR, It can be concluded that EPDR's are taking place and Dundee City Council's workforce have benefited from the EPDR process.

### **Training and Development**

In 2018, Dundee City Council employees attended 26,406 individual training or development opportunities underlining the Council's commitment to developing its workforce and providing the best possible services to the people of Dundee.

Equality and Diversity training is available to all employees, irrespective of the duties they undertake, in a bid to ensure that equality and diversity principles are instilled in all Council services. 99 employees attended training or development sessions specifically dealing with equalities issues in 2018.

### **Modern Apprentices/Young Workforce**

Dundee City Council is committed to developing its workforce and providing job opportunities for the young people of Dundee. 69 young people are currently undertaking apprenticeships within the Council ranging from traditional trades apprenticeships to Social Care, Business Administration and Information Technology, graduate apprenticeships etc.

The apprenticeships range in duration from one year to four years and the qualifications range from SVQ to degree level. On the successful completion of the apprenticeship, many of the young people will be placed in the post permanently, subject to a competency based interview.

39.58% of Council employees are over the age of 51 and 8.76% are over the age of 61. In order to maintain service delivery, it is essential that the Council has a strategy in place to plan for the aging workforce. Dundee City Council has an ambitious programme of strategic change to ensure we continuously develop and improve services which are sustainable for the future, while taking into consideration our demographic profiles of our workforce to ensure we factor this into service plans. The council has developed an interactive workforce data tool to assist management in services to examine their current workforce and succession planning and talent management workshops have also been developed to support managers in this area.

### **Census Information**

When comparing Dundee City Council employee information against 2011's census information, it becomes apparent that the Council's workforce is under-represented across many of the equality characteristics.

The minority racial groups total 3.82% of all Council employees, whereas these groups comprise of 11.14% of Dundee's population. White British account for 88.86% of Dundee's population and

accounts for 84.01% of the Council's workforce. Non-disclosure rates total 12.17% and only when the non-disclosure rates for this characteristic are addressed will accurate comparisons be possible.

There appears to be big difference in the disability stated in the census compared to what has been recorded by Council employees with 31.27% of Dundee's population stating that they have a disability compared to 2.48% of the Council's workforce.

In terms of gender, the Council's workforce is made up of 67.88% female and 32.12% male, this is different from the census information which states that 51.99% are female and 48.01% are male.

The biggest single group within religion or belief in the census was no religion or belief which accounts for 40.85% of Dundee's population, this compares to 31.79% of Council employees. Employees who identified themselves as non-Christian in their belief accounted for 2.07% and the census accounted for 3.85% of Dundee's population. Employees who identified themselves as Christian totalled 41.46% against the census for Dundee which stated 48.76%.

24.67% of Council employees failed to provide their religion or belief and similarly to race accurate comparison can only be made once non-disclosure rates are minimised.

### **Future Actions**

All employees of Dundee City Council will be asked to review their personal information currently held on Resourcelink and update using the self-service module 'MyView' as necessary. The purpose of gathering this information will be communicated to all employees through existing Services communication channels. The Chief Executive will communicate the importance of equality monitoring through the established monthly briefing system linking to our People Strategy and work collaboratively with trade unions to gain support with the disclosure of equality information in order to ensure Dundee City Council can continue to eliminate unlawful discrimination.

Council computer systems will continue to be developed to hold equality information, enabling management information to be obtained in a timely and easily collated manner.

A detailed analysis of the census information and Dundee City Council employee information requires to be undertaken to look into the underlying reasons for the disparity in the information recorded for both.

The equality monitoring information will be discussed by the Equality and Diversity Steering Group and will remit the appropriate Service Equality Groups to develop actions where required.

The Human Resources and Business Support Division will continue to review the current Employee Equality Monitoring systems and procedures to ensure that Dundee City Council meets its obligation under the Equality Act.

**COUNCIL - JOB APPLICANTS AND EXISTING EMPLOYEES BROKEN DOWN BY AGE FOR 2018**

Age Bandings	Employees in Post	Job Applicants	Newly Recruited Employees	Promoted - Applications	Promoted - Successful	Part Time - Employees	Full Time - Employees	Training & Development	Training & Development (Appraisal)	Return to Work - Maternity	Appraisal	Grievance	Disciplinary	Dismissals	Leavers excl. Dismissals	
Up to 20	119	866	99	55	<10	27	92	435	27	<10	No Equality Information Available	0	<10	0	14	
21 - 30	1045	1907	271	106	23	257	788	4844	260	36		<10	<10	<10	<10	108
31 - 40	1546	1436	246	156	47	545	1001	5981	374	86		<10	11	<10	97	
41 - 50	1752	1143	169	185	38	596	1156	6549	378	<10		<10	<10	10	55	
51 - 60	2276	740	79	105	15	781	1495	7143	433	0		10	15	17	96	
61 - 70	626	87	13	<10	0	331	295	1439	76	0		<10	<10	11	91	
71 - 80	21	0	0	0	0	18	<10	15	0	0		0	0	<10	<10	
81 and above	0	0	0	0	0	0	0	0	0	0		0	0	0	0	
No Entry	0	181	125	<10	0	0	0	0	0	0		0	0	0	0	

No Entry/Unspecified - Applicant/Employee chose not to answer this question

***The Equality and Human Rights Commissions guidance states that sub-sets of less than 10 should not be published. The guidance also ensures compliance with the Data Protection Act. Sub-sets of less than 10 are reported as "<10" above.***

**EDUCATION DEPARTMENT - JOB APPLICANTS AND EXISTING EMPLOYEES BROKEN DOWN BY AGE FOR 2018**

Age Bandings	Employees in Post	Job Applicants	Newly Recruited Employees	Promoted - Applications	Promoted - Successful	Part Time - Employees	Full Time - Employees	Training & Development	Training & Development (Appraisal)	Return to Work - Maternity	Appraisal	Grievance	Disciplinary	Dismissals	Leavers excl. Dismissals
Up to 20	42	217	39	21	<10	<10	33	203	14	0	No Equality Information Available	0	0	0	<10
21 - 30	549	824	184	60	15	94	455	3331	154	20		<10	<10	0	49
31 - 40	742	669	142	72	15	270	472	3614	180	58		<10	<10	0	42
41 - 50	635	440	84	93	18	210	425	3224	135	<10		0	0	<10	27
51 - 60	642	216	36	33	<10	269	373	2734	101	0		0	<10	<10	42
61 - 70	120	26	<10	<10	0	81	39	346	13	0		0	0	<10	24
71 - 80	<10	0	0	0	0	<10	0	0	0	0		0	0	0	<10
81 and above	0	0	0	0	0	0	0	0	0	0		0	0	0	0
No Entry	0	141	111	<10	0	0	0	0	0	0		0	0	0	0

No Entry/Unspecified - Applicant/Employee chose not to answer this question

***The Equality and Human Rights Commissions guidance states that sub-sets of less than 10 should not be published. The guidance also ensures compliance with the Data Protection Act. Sub-sets of less than 10 are reported as "<10" above.***

**COUNCIL - JOB APPLICANTS AND EXISTING EMPLOYEES BROKEN DOWN BY DISABILITY FOR 2018**

Disability	Employees in Post	Job Applicants	Newly Recruited Employees	Promoted - Applications	Promoted - Successful	Part Time - Employees	Full Time - Employees	Training & Development	Training & Development (Appraisal)	Return to Work - Maternity	Appraisal	Grievance	Disciplinary	Dismissals	Leavers excl. Dismissals
Yes	183	319	33	16	<10	71	112	809	28	<10	No Equality Information available	0	<10	<10	10
Yes - Hearing Impairment	<10	20	<10	<10	0	<10	<10	26	0	0		0	0	0	0
Yes - Learning Disability or Cognitive Impairment	19	115	14	<10	<10	11	<10	66	<10	0		0	<10	<10	<10
Yes - Longstanding Illness or Health Condition	37	47	<10	<10	<10	14	23	102	<10	<10		0	0	<10	<10
Yes - Mental Health Condition	18	48	<10	<10	0	<10	13	206	<10	0		0	0	<10	<10
Yes - Multiple Disabilities	0	0	0	0	0	0	0	0	0	0		0	0	0	0
Yes - Other	22	0	0	0	0	11	11	103	<10	0		0	0	0	<10
Yes - Physical Impairment	20	30	<10	<10	0	<10	13	53	<10	<10		0	<10	<10	<10
Yes - Sensory Impairment	12	0	0	0	0	<10	<10	31	<10	<10		0	0	0	0
Yes - Visual Impairment	<10	<10	<10	<10	<10	<10	<10	12	0	0		0	0	0	0
Yes - Unspecified	43	35	<10	0	0	14	29	185	<10	0		0	0	0	<10
Yes - Prefer not to Answer	<10	16	0	0	0	0	<10	25	0	0		0	0	0	0
No	7191	5786	820	595	124	2480	4711	25545	1515	126		21	46	42	455
Prefer Not to Answer	0	71	<10	<10	<10	0	0	0	0	0	0	0	0	0	
No Entry	11	184	144	0	0	<10	<10	52	<10	0	0	0	0	0	

No Entry/Unspecified - Applicant/Employee chose not to answer this question

***The Equality and Human Rights Commissions guidance states that sub-sets of less than 10 should not be published.  
The guidance also ensures compliance with the Data Protection Act. Sub-sets of less than 10 are reported as "<10" above.***

**EDUCATION DEPARTMENT - JOB APPLICANTS AND EXISTING EMPLOYEES BROKEN DOWN BY DISABILITY FOR 2018**

Disability	Employees in Post	Job Applicants	Newly Recruited Employees	Promoted - Applications	Promoted - Successful	Part Time - Employees	Full Time - Employees	Training & Development	Training & Development (Appraisal)	Return to Work - Maternity	Appraisal	Grievance	Disciplinary	Dismissals	Leavers excl. Dismissals	
Yes	37	92	12	<10	<10	12	25	304	<10	<10	No Equality Information available	0	0	0	<10	
Yes - Hearing Impairment	0	<10	<10	<10	0	0	0	0	0	0		0	0	0	0	0
Yes - Learning Disability or Cognitive Impairment	<10	34	<10	<10	0	<10	<10	16	0	0		0	0	0	0	0
Yes - Longstanding Illness or Health Condition	<10	10	<10	<10	<10	<10	<10	30	<10	<10		0	0	0	0	0
Yes - Mental Health Condition	<10	12	<10	0	0	<10	<10	135	<10	0		0	0	0	0	0
Yes - Multiple Disabilities	0	0	0	0	0	0	0	0	0	0		0	0	0	0	0
Yes - Other	<10	0	0	0	0	<10	<10	31	0	0		0	0	0	0	0
Yes - Physical Impairment	<10	11	<10	0	0	<10	<10	24	<10	0		0	0	0	0	0
Yes - Sensory Impairment	<10	0	0	0	0	<10	<10	11	<10	0		0	0	0	0	0
Yes - Visual Impairment	<10	<10	0	0	0	0	<10	<10	0	0		0	0	0	0	0
Yes - Unspecified	<10	16	<10	0	0	<10	<10	46	0	0		0	0	0	<10	0
Yes - Prefer not to Answer	<10	<10	0	0	0	0	<10	<10	0	0		0	0	0	0	0
No	2697	2280	472	279	56	925	1772	13127	592	81		<10	<10	<10	187	0
Prefer Not to Answer	0	17	<10	<10	0	0	0	0	0	0	0	0	0	0	0	
No Entry	<10	144	117	0	0	<10	0	21	0	0	0	0	0	0	0	

No Entry/Unspecified - Applicant/Employee chose not to answer this question

***The Equality and Human Rights Commissions guidance states that sub-sets of less than 10 should not be published. The guidance also ensures compliance with the Data Protection Act. Sub-sets of less than 10 are reported as "<10" above.***



**COUNCIL - JOB APPLICANTS AND EXISTING EMPLOYEES BROKEN DOWN BY RACE FOR 2018**

	Employees in Post	Job Applicants	Newly Recruited Employees	Promoted - Applications	Promoted - Successful	Part Time - Employees	Full Time - Employees	Training & Development	Training & Development (Appraisal)	Return to Work - Maternity	Appraisal	Grievance	Disciplinary	Dismissals	Leavers excl. Dismissals	
Ethnic Origin																
African - (Inc.Scottish/British)	<10	14	<10	<10	0	<10	<10	31	<10	0	No Equality Information Available	0	0	0	<10	
African - Other	0	36	<10	0	0	0	0	0	0	0		0	0	0	0	0
Arab - Arab (Inc.Scottish/British)	0	0	0	0	0	0	0	0	0	0		0	0	0	0	0
Arab - Other (Inc.Scottish/British)	<10	13	<10	<10	<10	<10	<10	<10	0	0		0	0	0	0	0
Asian - Bangladeshi (Inc.Scottish/British)	<10	18	<10	0	0	<10	0	<10	0	0		0	0	0	0	0
Asian - Chinese (Inc.Scottish/British)	<10	18	<10	0	0	<10	<10	10	0	0		0	0	0	0	<10
Asian - Indian (Inc.Scottish/British)	15	32	<10	<10	0	<10	10	64	0	<10		0	0	0	0	0
Asian - Other (Inc.Scottish/British)	11	17	<10	<10	0	<10	<10	38	<10	0		0	0	0	0	0
Asian - Pakistani (Inc.Scottish/British)	12	70	<10	<10	0	<10	<10	74	<10	0		0	0	0	0	<10
Caribbean or Black - Black (Inc.Scottish/British)	<10	<10	0	0	0	<10	0	0	0	0		0	0	0	0	0
Caribbean or Black - Caribbean (Inc.Scottish/British)	0	0	0	0	0	0	0	0	0	0		0	0	0	0	0
Caribbean or Black - Other	0	<10	0	0	0	0	0	0	0	0		0	0	0	0	0
Gypsy/Traveller	0	<10	0	0	0	0	0	0	0	0		0	0	0	0	0
Mixed or Multiple Ethnic Group	14	39	<10	<10	<10	<10	<10	73	<10	0		0	0	0	0	0
No Entry	75	196	147	0	0	28	47	230	12	0		<10	0	0	0	<10
Other Ethnic Background	<10	0	0	0	0	<10	<10	32	0	<10		0	0	0	0	0
Prefer Not to Answer	824	71	<10	<10	0	300	524	2952	162	21		<10	<10	<10	<10	62
White - Eastern European	20	105	10	<10	0	<10	12	75	<10	0		0	0	0	0	<10
White - Irish	37	49	11	<10	<10	<10	33	139	<10	<10		0	<10	0	0	<10
White - Other British	368	361	52	30	<10	126	242	1406	50	<10		0	<10	<10	<10	27
White - Other White Ethnic Group	151	143	18	13	<10	58	93	529	29	<10	<10	0	0	0	18	
White - Scottish	5836	5166	735	552	121	1998	3838	20747	1268	97	17	43	43	43	345	

No Entry/Unspecified - Applicant/Employee chose not to answer this question

***The Equality and Human Rights Commissions guidance states that sub-sets of less than 10 should not be published. The guidance also ensures compliance with the Data Protection Act. Sub-sets of less than 10 are reported as "<10" above.***

**EDUCATION - JOB APPLICANTS AND EXISTING EMPLOYEES BROKEN DOWN BY RACE FOR 2018**

	Employees in Post	Job Applicants	Newly Recruited Employees	Promoted - Applications	Promoted - Successful	Part Time - Employees	Full Time - Employees	Training & Development	Training & Development (Appraisal)	Return to Work - Maternity	Appraisal	Grievance	Disciplinary	Dismissals	Leavers excl. Dismissals
Ethnic Origin															
African - (Inc.Scottish/British)	<10	<10	<10	0	0	0	<10	<10	0	0	No Equality Information Available	0	0	0	0
African - Other	0	<10	0	0	0	0	0	0	0	0		0	0	0	0
Arab - Arab (Inc.Scottish/British)	0	0	0	0	0	0	0	0	0	0		0	0	0	0
Arab - Other (Inc.Scottish/British)	<10	<10	<10	0	0	<10	0	<10	0	0		0	0	0	0
Asian - Bangladeshi(Inc.Scottish/British)	<10	11	<10	0	0	<10	0	<10	0	0		0	0	0	0
Asian - Chinese (Inc.Scottish/British)	0	<10	<10	0	0	0	0	0	0	0		0	0	0	0
Asian - Indian (Inc.Scottish/British)	<10	15	<10	<10	0	<10	<10	34	0	0		0	0	0	0
Asian - Other (Inc.Scottish/British)	<10	<10	<10	0	0	<10	<10	30	0	0		0	0	0	0
Asian - Pakistani	10	21	<10	<10	0	<10	<10	72	<10	0		0	0	0	<10
Caribbean or Black - Black (Inc.Scottish/British)	0	<10	0	0	0	0	0	0	0	0		0	0	0	0
Caribbean or Black - Caribbean (Inc.Scottish/British)	0	<10	0	0	0	0	0	0	0	0		0	0	0	0
Caribbean or Black - Other	0	0	0	0	0	0	0	0	0	0		0	0	0	0
Gypsy/Traveller	0	0	0	0	0	0	0	0	0	0		0	0	0	0
Mixed or Multiple Ethnic Group	<10	19	<10	<10	<10	<10	<10	45	<10	0		0	0	0	0
No Entry	33	152	118	0	0	17	16	99	<10	0		0	0	0	<10
Other Ethnic Background	<10	0	0	0	0	<10	0	0	0	<10		0	0	0	0
Prefer Not to Answer	475	16	<10	<10	0	149	326	2258	101	15		0	<10	<10	38
White - Eastern European	<10	41	<10	<10	0	<10	<10	14	<10	0		0	0	0	<10
White - Irish	22	27	10	<10	<10	<10	20	97	<10	<10		0	<10	0	<10
White - Other British	142	133	27	14	0	49	93	704	14	<10		0	0	0	13
White - Other White Ethnic Group	91	69	<10	<10	<10	36	55	334	11	0		0	0	0	11
White - Scottish	1933	1999	412	253	54	670	1263	9753	453	62		<10	<10	<10	121

No Entry/Unspecified - Applicant/Employee chose not to answer this question

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**COUNCIL - JOB APPLICANTS AND EXISTING EMPLOYEES BROKEN DOWN BY GENDER FOR 2018**

Gender	Employees in Post	Job Applicants	Newly Recruited Employees	Promoted - Applications	Promoted - Successful	Part Time - Employees	Full Time - Employees	Training & Development	Training & Development (Appraisal)	Return to Work - Maternity	Appraisal	Grievance	Disciplinary	Dismissals	Leavers excl. Dismissals
Female	5013	4062	655	428	91	2243	2770	20922	1213	129	No Equality Information Available	11	28	34	301
Male	2372	2084	202	190	38	312	2060	5484	335	0		10	20	14	164
No Entry	0	174	144	0	0	0	0	0	0	0		0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0		0	0	0	0
Prefer Not to Answer	0	40	<10	<10	0	0	0	0	0	0		0	0	0	0

No Entry/Unspecified - Applicant/Employee chose not to answer this question

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**EDUCATION - JOB APPLICANTS AND EXISTING EMPLOYEES BROKEN DOWN BY GENDER FOR 2018**

Gender	Employees in Post	Job Applicants	Newly Recruited Employees	Promoted - Applications	Promoted - Successful	Part Time - Employees	Full Time - Employees	Training & Development	Training & Development (Appraisal)	Return to Work - Maternity	Appraisal	Grievance	Disciplinary	Dismissals	Leavers excl. Dismissals
Female	2292	1994	412	232	46	889	1403	11503	518	82	No Equality Information Available	<10	<10	<10	157
Male	445	387	74	54	11	51	394	1949	79	0		0	<10	<10	32
No Entry	0	140	117	0	0	0	0	0	0	0		0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0		0	0	0	0
Prefer Not to Answer	0	12	<10	<10	0	0	0	0	0	0		0	0	0	0

No Entry/Unspecified - Applicant/Employee chose not to answer this question

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**COUNCIL - JOB APPLICANTS AND EXISTING EMPLOYEES BROKEN DOWN BY RELIGION OR BELIEF FOR 2018**

Religion or Belief	Employees in Post	Job Applicants	Newly Recruited Employees	Promoted - Applications	Promoted - Successful	Part Time - Employees	Full Time - Employees	Training & Development	Training & Development (Appraisal)	Return to Work - Maternity	Appraisal	Grievance	Disciplinary	Dismissals	Leavers excl. Dismissals
Buddhist	<10	13	<10	<10	0	<10	<10	19	0	0	No Equality Information Available	0	0	0	0
Church of Scotland	1424	855	123	127	17	518	906	4878	259	<10		<10	<10	11	97
Hindu	12	23	0	0	0	<10	<10	48	<10	0		0	0	0	0
Humanist	0	63	<10	<10	<10	0	0	0	0	0		0	0	0	0
Jewish	<10	<10	0	0	0	<10	<10	<10	0	0		0	0	0	0
Muslim	34	93	12	<10	<10	12	22	130	<10	<10		0	0	0	<10
No Religion or Belief	2348	3432	454	283	60	819	1529	9268	586	51		<10	22	17	169
No Entry	70	306	160	<10	<10	30	40	228	<10	0		0	0	0	0
Other Christian	419	414	61	41	<10	149	270	1501	81	11		<10	<10	<10	19
Other Religion or Belief	95	21	<10	<10	0	32	63	288	31	<10		0	0	<10	<10
Pagan	0	<10	0	0	0	0	0	0	0	0		0	0	0	0
Prefer Not to Answer	1166	288	38	16	<10	355	811	3931	210	30		<10	<10	<10	90
Roman Catholic	1219	843	142	132	39	447	772	4645	259	22		<10	10	<10	63
Sikh	<10	<10	<10	0	0	<10	<10	11	0	<10		0	0	0	0
Unspecified	586	0	0	0	0	183	403	1455	105	<10		<10	<10	<10	21

No Entry/Unspecified - Applicant/Employee chose not to answer this question

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**EDUCATION DEPARTMENT - JOB APPLICANTS AND EXISTING EMPLOYEES BROKEN DOWN BY RELIGION OR BELIEF FOR 2018**

Religion or Belief	Employees in Post	Job Applicants	Newly Recruited Employees	Promoted - Applications	Promoted - Successful	Part Time - Employees	Full Time - Employees	Training & Development	Training & Development (Appraisal)	Return to Work - Maternity	Appraisal	Grievance	Disciplinary	Dismissals	Leavers excl. Dismissals
Buddhist	<10	<10	<10	0	0	<10	0	10	0	0	No Equality Information Available	0	0	0	0
Church of Scotland	492	374	80	59	<10	202	290	2427	93	<10		<10	0	<10	42
Hindu	<10	<10	0	0	0	<10	<10	24	0	0		0	0	0	0
Humanist	0	22	<10	<10	<10	0	0	0	0	0		0	0	0	0
Jewish	0	0	0	0	0	0	0	0	0	0		0	0	0	0
Muslim	21	42	<10	<10	0	<10	12	88	<10	<10		0	0	0	<10
No Religion or Belief	770	1240	239	111	25	260	510	3931	189	24		<10	<10	<10	52
No Entry	38	186	123	<10	<10	21	17	90	<10	0		0	0	0	0
Other Christian	190	182	35	25	<10	63	127	871	30	<10		0	0	0	11
Other Religion or Belief	21	<10	<10	0	0	<10	12	130	22	0		0	0	0	<10
Pagan	0	<10	0	0	0	0	0	0	0	0		0	0	0	0
Prefer Not to Answer	602	96	23	<10	0	158	444	2822	118	24		0	<10	<10	47
Roman Catholic	480	376	86	75	20	165	315	2554	111	17		0	<10	0	29
Sikh	<10	0	0	0	0	<10	0	<10	0	0		0	0	0	0
Unspecified	117	0	0	0	0	48	69	500	23	<10		0	0	<10	<10

No Entry/Unspecified - Applicant/Employee chose not to answer this question

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**COUNCIL - JOB APPLICANTS AND EXISTING EMPLOYEES BROKEN DOWN BY SEXUAL ORIENTATION FOR 2018**

Sexual Orientation	Employees in Post	Job Applicants	Newly Recruited Employees	Promoted - Applications	Promoted - Successful	Part Time - Employees	Full Time - Employees	Training & Development	Training & Development (Appraisal)	Return to Work - Maternity	Appraisal	Grievance	Disciplinary	Dismissals	Leavers excl. Dismissals
Bisexual	14	73	<10	<10	0	<10	<10	73	<10	0	No Equality Information Available	0	0	0	<10
Gay	22	80	11	<10	0	<10	16	96	<10	0		0	0	0	<10
Hetrosexual	1833	5688	808	584	128	573	1260	8444	491	32		<10	11	<10	171
Lesbian	20	67	<10	<10	0	<10	15	117	10	<10		0	0	0	<10
No Entry	5343	209	149	<10	0	1923	3420	16965	997	92		18	34	40	271
Other	0	18	<10	<10	0	0	0	0	0	0		0	0	0	0
Prefer Not to Answer	153	225	19	17	<10	43	110	711	42	<10		0	<10	<10	14
Unknown	0	0	0	0	0	0	0	0	0	0		0	0	0	0
Unspecified	0	0	0	0	0	0	0	0	0	0		0	0	0	0

No Entry/Unspecified - Applicant/Employee chose not to answer this question

***The Equality and Human Rights Commissions guidance states that sub-sets of less than 10 should not be published. The guidance also ensures compliance with the Data Protection Act. Sub-sets of less than 10 are reported as "<10" above.***

**EDUCATION DEPARTMENT - JOB APPLICANTS AND EXISTING EMPLOYEES BROKEN DOWN BY SEXUAL ORIENTATION FOR 2018**

Sexual Orientation	Employees in Post	Job Applicants	Newly Recruited Employees	Promoted - Applications	Promoted - Successful	Part Time - Employees	Full Time - Employees	Training & Development	Training & Development (Appraisal)	Return to Work - Maternity	Appraisal	Grievance	Disciplinary	Dismissals	Leavers excl. Dismissals
Bisexual	<10	23	<10	<10	0	<10	<10	33	0	0	No Equality Information Available	0	0	0	<10
Gay	<10	24	<10	<10	0	<10	<10	24	0	0		0	0	0	<10
Hetrosexual	793	2238	459	272	57	211	582	4457	210	12		<10	<10	0	67
Lesbian	<10	18	<10	<10	0	0	<10	55	<10	0		0	0	0	<10
No Entry	1849	149	118	<10	0	711	1138	8505	364	68		<10	<10	<10	114
Other	0	<10	0	0	0	0	0	0	0	0		0	0	0	0
Prefer Not to Answer	74	78	15	<10	0	14	60	378	19	<10		0	0	0	<10
Unknown	0	0	0	0	0	0	0	0	0	0		0	0	0	0
Unspecified	0	0	0	0	0	0	0	0	0	0		0	0	0	0

No Entry/Unspecified - Applicant/Employee chose not to answer this question

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**GENDER - CENSUS INFORMATION COMPARED WITH DUNDEE CITY COUNCIL**

	Census Information				2018		2016	
	Scotland	%	Dundee	%	Dundee City Council	%	Dundee City Council	%
Gender								
Female	2727959	51.52	76562	51.99	5013	67.88	4942	66.67
Male	2567444	48.48	70706	48.01	2372	32.12	2471	33.33

**RELIGION OF BELIEF - CENSUS INFORMATION COMPARED WITH DUNDEE CITY COUNCIL**

	Census Information				2018		2016	
	Scotland	%	Dundee	%	Dundee City Council	%	Dundee City Council	%
Religion or Belief								
Buddhist	12795	0.24	391	0.27	<10	-	<10	-
Church of Scotland	1717871	32.44	37249	25.29	1424	19.3	1506	20.32
Hindu	16379	0.31	706	0.48	12	0.16	13	0.18
Jewish	5887	0.11	63	0.04	<10	-	<10	-
Muslim	76737	1.45	3875	2.63	34	0.46	23	0.31
No Religion or Belief	1941116	36.66	60155	40.85	2348	31.8	2078	28.03
Other Christian	291275	5.50	7574	5.14	419	5.67	455	6.14
Other Religion or Belief	15196	0.29	476	0.32	95	1.29	114	1.54
Prefer Not to Answer	0	0.00		0.00	1166	15.8	1294	17.46
Roman Catholic	841053	15.88	26991	18.33	1219	16.5	1212	16.35
Sikh	9055	0.17	152	0.10	<10	-	<10	-
Unspecified	368039	6.95	9636	6.54	656	8.88	706	9.52

**AGE - CENSUS INFORMATION COMPARED WITH DUNDEE CITY COUNCIL**

	Census Information				2018		2016	
	Scotland	%	Dundee	%	Dundee City Council	%	Dundee City Council	%
Age Range								
Up to 20	1259714	0.24	36359	0.25	119	0.02	77	0.01
21 to 30	703939	0.13	25585	0.17	1045	0.14	1011	0.14
31 to 40	669111	0.13	16712	0.11	1546	0.21	1504	0.20
41 to 50	807912	0.15	19698	0.13	1752	0.24	1922	0.26
51 to 60	691867	0.13	17322	0.12	2276	0.31	2312	0.31
61 to 70	578879	0.11	14566	0.10	626	0.08	575	0.08
71 to 80	383618	0.07	10909	0.07	21	0.00	12	0
81 and above	200363	0.04	6117	0.04	0	0.00	0	0

**DISABILITY - CENSUS INFORMATION COMPARED WITH DUNDEE CITY COUNCIL**

Disability	Census Information				2018		2016	
	Scotland	%	Dundee	%	Dundee City Council	%	Dundee City Council	%
Yes	1584727	29.93	46054	31.27	183	2.48	137	1.85
Yes - Hearing Impairment	350954	6.63	9864	6.70	<10	0.07	<10	0.07
Yes - Learning Disability or Cognitive Impairment	164215	3.10	5448	3.70	19	0.26	10	0.13
Yes - Longstanding Illness or Health Condition		0.00		0.00	37	0.50	16	0.22
Yes - Mental Health Condition	232943	4.40	7760	5.27	18	0.24	<10	0.07
Yes - Multiple Disabilities	-		-		0	0.00	0	0.00
Yes - Other	988430	18.67	28232	19.17	22	0.30	21	0.28
Yes - Physical Impairment	355182	6.71	10590	7.19	20	0.27	16	0.22
Yes - Sensory Impairment		0.00		0.00	12	0.16	<10	0.12
Yes - Visual Impairment	125660	2.37	3529	2.40	<10	0.05	<10	0.08
Yes - Unspecified		0.00		0.00	43	0.58	47	0.63
Yes - Prefer not to Answer		0.00		0.00	<10	0.04	<10	0.03
No	3710676	70.07	101214	47.59	7191	97.37	7267	98.03
Prefer Not to Answer					0	0.00	<10	0.04
No Entry					11	0.15	<10	0.08

## ETHNIC BACKGROUND - CENSUS INFORMATION COMPARED WITH DUNDEE CITY COUNCIL

Ethnic Origin	Census Information				2018		2016	
	Scotland	%	Dundee	%	Dundee City Council	%	Dundee City Council	%
African - (Inc.Scottish/British)	29186	0.55	1163	0.79	<10	-	<10	-
African - Other	452	0.01	7	0.00	0	0.00	0	0.00
Asian - Bangladeshi(Inc.Scottish/British)	3788	0.07	310	0.21	<10	-	<10	-
Asian - Chinese (Inc.Scottish/British)	33706	0.63	1274	0.86	<10	-	<10	-
Asian - Indian (Inc.Scottish/British)	32706	0.62	1417	0.96	15	0.20	13	0.18
Asian - Other (Inc.Scottish/British)	21097	0.40	790	0.53	11	0.15	11	0.15
Asian - Pakistani	49381	0.93	2047	1.38	12	0.16	12	0.16
Caribbean or Black - Black (Inc.Scottish/British)	2380	0.04	66	0.04	<10	-	<10	-
Caribbean or Black - Caribbean (Inc.Scottish/British)	3430	0.06	167	0.11	0	0.00	0	0.00
Caribbean or Black - Other	730	0.01	36	0.02	0	0.00	0	0.00
Gypsy/Traveller	4212	0.08	98	0.07	0	0.00	0	0.00
Mixed or Multiple Ethnic Group	19815	0.37	685	0.46	14	0.19	10	0.13
No Entry	0	0.00	0	0.00	75	1.02	49	0.66
Arab - Other (Inc.Scottish/British)	4959	0.09	153	0.10	0	0.00	<10	-
Arab - Arab (Inc.Scottish/British)	9366	0.18	693	0.47	<10	-	0	0.00
Other Ethnic Background	14325	0.27	846	0.57	<10	-	<10	-
Prefer Not to Answer	0	0.00	0	0.00	824	11.16	968	13.06
White - Eastern European	61201	1.15	1990	1.34	20	0.27	14	0.19
White - Irish	54090	1.02	1369	0.92	37	0.50	36	0.49
White - Other British	417109	7.86	7783	5.25	368	4.98	382	5.15
White - Other White Ethnic Group	102117	1.92	3393	2.29	151	2.04	103	1.39
White - Scottish	4445678	83.73	123827	83.60	5836	79.03	5798	78.21

## 8: Children and Families Service (Education), Dundee City Council

### Summary:

The Education Equality Outcomes identified for 2017-2021 all arose from the improvement planning processes associated with the Tayside Children, Young People and Families Plan, and the Dundee City Plan (Children & Families Service). In particular, the delivery groups with responsibility for Complex Additional Support Needs and Health & Wellbeing include priorities, actions and measures which aim to have a positive impact on protected characteristic groups. More detailed outcomes and actions which relate to nurseries and schools are contained within the 'Supporting Learners Policy Framework'. <http://www.dundee.gov.uk/publication/supporting-learners-policy-framework>

Examples of ongoing work throughout nursery and schools communities are included in the progress towards outcomes as follows:

### 1. Children and young people will not experience discrimination, harassment or victimisation in our education establishments

#### *1.1 Ensure there is a reduction in the number/rate of bullying incidents which are perceived to be motivated by a protected characteristic*

The Equality Mainstreaming progress report (April 2017) provided an analysis and baseline measure of bullying incidents which were perceived to be motivated by a protected characteristic. Use of this data, along with implementation of the service's revised Anti-Bullying Guidance, forms part of schools' self-evaluation and improvement planning under 'Equalities, Wellbeing & Inclusion' (HGIOS 4, QI 3.1). Analysis of data for 2017/18 and 2018/19 (to date) indicate that the overall number of bullying incidents which are perceived to be motivated by a protected characteristic have remained stable across sectors and protected characteristics. However, those related to race, family circumstances and homophobia have all reduced, which can be partly attributed to some of the other outcomes and associated actions below, such as the Equalities training for all staff; the work of the Accessibility & Inclusion Service; and sustained work with LGBT Youth Scotland over the last 2 years leading to the Children & Families Service gaining our Chartermark.

Challenges and recommendations for improvement relate to greater consistency in data recording across schools, which should be helped by the new guidance to schools.

#### *1.2 Implement policy and practice which supports the development of friendships and support structures for children and young people.*

Almost all nurseries and schools are implementing the national Nurture Approaches Framework which provides a range of actions and self-evaluation measures related to the central place of relationships in promoting children and young people's wellbeing. Alongside this, approaches to Active Play in a number of schools have created opportunities to facilitate friendships and positive relationships for children and young people.

More targeted approaches have been introduced for specific groups of young people. The AIM programme is one which provides access to education and social inclusion for young people who are unable to attend secondary school as a result of mental health and emotional wellbeing needs. AIM has been developed in partnership with young people and in an environment where the young person's emotional need for connection, belonging and

to feel success are met in a positive way. AIM is now in place for every secondary school in Dundee and supports 24 young people to participate in wider achievement programmes, attain qualifications and address their anxiety through every-day meaningful activities and routines.

Alongside this, evaluation of an early intervention programme in every secondary school with Health & Wellbeing Workers indicates that over 180 targeted S1/2 pupils have been supported successfully with their anxiety and wellbeing, and subsequent engagement and attendance in school.

Challenges and recommendations for improvement relate to the need for consistent Health & Wellbeing (HWB) measures of impact related to Nurture and Active Play. This will be addressed with the introduction of the HWB census, which Dundee is involved within in its pilot phase.

### *1.3 Raise awareness of the specific needs of pupils in our education establishments who have a protected characteristic.*

We continue to deliver the annual e-learning module with all Education staff in August with reflective questions and prompts/examples of good practice to refer to. This is based on indicators from Education Scotland. Awareness of the needs of children and young people with a disability is raised regularly through different strategic and planning networks with schools and partners, such as the Supporting Learners Management Groups. These groups meet termly to monitor and plan for meeting diverse learning needs in their local community.

Continued implementation of the Autism Strategy (2014-2024) for integrated children's services in Dundee provides a specific focus on the need to raise awareness among the workforce and wider community of the strengths and barriers which those living with Autism can experience. Partnership working across Voluntary Sector providers and the Children & Families Service includes a focus on sign-posting families to activities in Dundee where children can participate in play and learning with their peers.

The Accessibility & Inclusion Service has a key role in contributing to outcomes in the council's BSL Action Plan and works closely with nursery and school communities in raising awareness and promoting the rights of children and young people who are Deaf. British Sign Language is being promoted in various schools across the city, where deaf young people and members of AIS who support them are involving hearing peers in BSL clubs, where they share knowledge of the language, prepare and perform songs in BSL and educate about Deaf culture and the Deaf community. All pupils from one primary school and 16 representatives from two secondary schools collaborated to produce a BSL event, where all participated in signing a song together and raising funds for Signhealth, a charity dedicated to improving the health of Deaf people. In addition, discussions are underway to promote BSL as part of the 1 + 2 Languages Strategy within a cluster of schools, in which most of the BSL users of school age learn.

Raising awareness and promoting equality of opportunity for young people who are LGBT has been a focus for improvement over the last two years. With the assistance of LGBT Youth Scotland, the Children and Families Service has gained the LGBT Chartermark this year. Two other schools have also gained their Bronze award.

## **2. Children and young people will experience equality of opportunity when accessing education and gain a diversity of attainment and achievement awards**

*2.1 Implementation of the National Improvement Framework, with regard to closing the Equity gap for children and young people who experience inequalities, including those who are looked after and those with complex needs.*

*2.2 Use of data sets to ensure that young people with protected characteristics are making progress in education.*

The priorities and measures for this key outcome are addressed mainly through the Education Plan (2017) which takes account of the Attainment Challenge and National Improvement Framework. In order to monitor the extent to which the equity gap is reduced for children and young people with a disability or other protected characteristic, data sampling of targeted cohorts takes place on an annual basis. Analysis of our data indicates that for those young people in the Senior Phase who have English as an Additional Language (96) there continue to be improvements in the wide range and level of alternative awards being gained including: Higher & N5 ESOL; and community languages such as Urdu, Mandarin, Italian, Arabic, Polish, Russian & Portuguese. Similarly all young people in the Senior Phase who are Deaf or have a visual impairment also gained A-C awards at Higher and N5 in a range of subjects.

Exclusions are very low for those with Complex ASN in our specialist provisions. Attainment measures for those with Complex ASN require more diverse awards than the national benchmark measures. A profile of alternative measures within the Senior Phase Pathways is being piloted in our specialist provisions and pilot secondary schools.

Challenges and recommendations relate to consistent recording and reporting across schools, and identifying meaningful measures for pupils in the BGE. We are working with Tayside colleagues and Education Scotland to scope possible solutions within the BGE Toolkit.

*2.3 All schools will provide an environment to meet diverse learning and communication needs*

In response to various national and local drivers in relation to Equalities and Additional Support Needs, a new Accessibility & Inclusion Service was established in August 2018 to provide a holistic approach and intervention for children & young people who experience inequalities. In this year the service has supported over 100 'new arrival' children including refugees; over 100 children/young people with a visual impairment and 120 who are deaf (from birth to the end of S6). The AIS has contributed to the support for the increasing number of children and young people with Autism, providing targeted support for over 170. In addition to this, Gypsy Traveller Families are supported by the AIS to maintain their educational progress and minimise the impact of interrupted learning.

Enhanced Support Areas (ESAs) have been established in identified primary and secondary schools in every local community. Using the ABLe framework ([www.ableschools.org.uk](http://www.ableschools.org.uk)) as a basis for universal inclusive classrooms, schools will be validated where they meet the standards for Enhanced Support Areas. This includes practice which meets diverse social and communication needs and is Autism-friendly.

Almost all of our schools provide an accessible environment, other than a few Victorian buildings. Regular overview with City Development and Children & families Service monitors the need for any work required to adapt schools for specific accessibility needs. Officers in the service work closely with Principal Teachers in schools to implement Good Practice checklists which focus on the accessibility of Communication and Curriculum.



Challenges and recommendations for improvement relate to ensuring that resources are deployed carefully in order to build capacity within universal services/schools alongside targeted support for individual pupils requiring specialist support and equipment.

### **3. Children and young people will experience a sense of inclusion, belonging and participation**

*3.1 Ensure that children and young people with complex and enduring needs experience high quality support within their local community; and that their views are heard*

*3.2 Partnership working to increase the opportunities for young people to be included in pupil councils; and leisure and recreation activities in their local community including out-of-school care provision*

Almost all of the 400 children and young people with complex and enduring needs are experiencing high quality support within their local community. We know this from data and information gathered from Team Around The Child meetings and Child's Plans, focus groups with parents and pupils in school reviews, and links with Third Sector providers (for ASN).

The views of children and young people are heard in various ways. We have established a Young Inclusion Ambassadors forum, similar to the national forum which has Dundee pupils represented on it. Topics raised by young people are shared with their schools in order to celebrate success and address barriers. Alongside this, most pupil councils include a child or young person with additional support needs or other protected characteristic to ensure that their voice is heard and awareness/understanding of difference is valued across the whole school. The focus on Pupil Voice as a priority at Kingspark School provides a framework for evaluation which can be used in other establishments and settings.

Staff training and development planned for out-of-school care clubs in order to build the capacity of both staff and the environment to be more accessible and inclusive for children with additional support needs has not progressed beyond consultation with managers of the clubs. This is an area for improvement in the next year.

The Active Schools programme works in partnership with the Children & Families Service to identify school communities where children with additional support needs can have greater accessibility to sport and leisure facilities. The number of children and young people with a disability accessing sport activities in their local community is over 500 in the last year. Consultation with parents of children with complex ASN has identified the continuing need to improve the accessibility of play areas in local communities. We are working closely with City Development colleagues to take this forward; and anticipate further opportunities in our partnership with The Yard who are opening their new play-based centre for families of children and young people with ASN in the next 2 years.

The introduction of the Assessment & Resource Pathway for Complex ASN (Disabilities) this year is in its early phase of implementation. It is overseen by the Complex ASN Delivery Group which will monitor the impact on the outcomes outlined above.

Challenges and recommendations relate to having reliable and consistent recording and reporting mechanisms across this diverse range of work. The Mosaic management information system may be able to provide some solutions to this.

### **Our Equality Duty in regard of Education Staff**

We have a duty to apply the General Duty in regard of staff employed by Dundee City Council to work within the Children and Families Service. As such, education staff benefit from the support of corporate policy and procedures for recruitment, retention, absence management, and reasonable adjustments.

The Children and Families Service utilises a reporting system to monitor violent incidents involving members of staff. The system allows reports to be run which identify if the incident was motivated by a protected characteristic.

Employment information, for Education staff, relating to: protected characteristics, equal pay, recruitment, development and retention can be viewed by clicking on the following link <http://www.dundee.gov.uk/equanddiv> to the corporate Equality Outcomes.

### **Consultation and Involvement**

Consultation and involvement is an on-going process which promotes dialogue and stimulates change through network groups with parent and partner groups. Focus groups, parental/pupil/staff surveys, school reviews, staff professional development and review process are all examples of methodology used on an on-going basis as a means of consulting and involving others. Consultation with communities formed part of the wider consultation for establishing the Education Equality Outcomes; along with developing the Supporting Learners Policy Framework.

Dundee City Council Children & Families Service (Education)  
Authority Improvement Plan 2017 -21

Project/ Service Improvement <b>Equality Outcomes to eliminate discrimination, advance equality and foster good relations.</b>				
<p>Children &amp; Families: Complex ASN Delivery Group Plan; Promoting Fairness Delivery Group Plan</p> <p>Supporting Learners Policy Framework</p> <p>How Good Is Our School 4: QI 3.1 Wellbeing, Equalities &amp; Inclusion</p> <p><i>Protected characteristics: Disability; Gender re-assignment; Race; Religion or belief; Sex</i></p>	<p>1. Children and young people will not experience discrimination, harassment or victimisation in our education establishments</p>	<p>Equalities Bullying data 2016-17</p> <p>Community Consultation Event June 2017</p> <p>Nurture Bulletin with implementation plan (June 2017)</p> <p>LGBT Chartermark</p>	<p>1.1 Ensure there is a reduction in the number/rate of bullying incidents which are perceived to be motivated by a protected characteristic.</p>	<p>April 2018</p>
			<p>1.2 Implement policy and practice which supports the development of friendships and support structures for young people including: Nurture Approaches Framework for all nurseries and schools; AIM for Schools provision for young people experiencing anxiety</p>	<p>August 2017</p>
			<p>1.3 Raise awareness of the specific needs of pupils in our education establishments who have a protected characteristic.</p> <p>The Children &amp; Families Service will gain the LGBT Youth Scotland Chartermark (bronze)</p>	<p>April 2018</p> <p>August 2017 and annually thereafter</p>

<p>Children &amp; Families: Complex ASN Delivery Group Plan; Education Plan for Dundee City Council</p> <p>Supporting Learners Policy Framework</p> <p>How Good Is Our School 4: QI 3.1 Wellbeing, Equalities &amp; Inclusion</p> <p><i>Protected characteristics: Disability; Gender re- assignment; Race; Religion or belief; Sex</i></p>	<p>2. Children and young people will experience equality of opportunity when accessing education</p>	<p>Data gathered for Attainment Challenge since August 2015</p> <p>Key Performance Indicators identified in LOIP for complex and additional support needs; and LAAC/LAC</p> <p>ASN Census data 2013 - 2017</p>	<p>2.1 Implementation of the National Improvement Framework across all nurseries and schools, with regard to closing the Equity gap for children and young people who experience inequalities, including those who are looked after and those with complex needs.</p> <p>2.2 Use of data sets ensure that young people with protected characteristics are making progress in education.</p> <p>2.3 All schools will provide an accessible environment to meet diverse learning and communication needs</p> <p>Establish a new ASN, Equalities &amp; Inclusion Service to provide a holistic approach and intervention for children &amp; young people who experience inequalities</p>	<p>August 2018</p> <p>August 2018</p> <p>April 2019</p> <p>August 2018</p>
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<p>Children &amp; Families: Complex ASN Delivery Group Plan; Education Plan for Dundee City Council</p> <p>Supporting Learners Policy Framework</p> <p>How Good Is Our School 4: QI 3.1 Wellbeing, Equalities &amp; Inclusion</p> <p><i>Protected characteristics: Disability; Gender re- assignment; Race; Religion or belief; Sex</i></p>	<p>3. Children and young people will experience a sense of inclusion, belonging and participation</p>	<p>Number of children &amp; YP with complex &amp; ASN on pupil councils</p> <p>Number of children &amp; YP consulted via symbolized tools, Wheels, talking mats, completed in schools.</p> <p>% of children with a Disability (Physical, Sensory or Learning) participating in school sport activity and/or out-of-school care clubs</p>	<p>3.1 Ensure that children and young people with complex and enduring needs experience high quality support within their local community; and that their views are heard. They say they feel safe, healthy, included, active.</p> <p>3.2 Partnership working to increase the opportunities for young people to be included in leisure and recreation activities in their local community including out-of-school care provision</p>	<p>August 2019</p> <p>August 2019</p>
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