Public Sector Equality Duty West Lothian Education Authority Mainstreaming Report

2019-2021

West Lothian Council

Contents

1. Foreword

This document presents West Lothian Council's progress report on our equality mainstreaming commitments for the period of 2019 – 2021 and builds upon the progress reported in 2019. Our first mainstreaming report was published in April 2013 with subsequent updates published as required by the Public Sector Equality Duty in Scotland.

The council is committed to tackling discrimination, advancing equality of opportunity and promoting good relations both within our workforce and the wider community. Mainstreaming equality is the process by which we will work towards achieving this as an organisation.

Our objective in mainstreaming equality is to integrate an equality perspective into the everyday work of the council, involving managers and policy makers across all council services, as well as equality specialists and community planning partners.

Equality mainstreaming is a long term approach that aims to make sure that policy making within the council is fully sensitive to the diverse needs and experiences of everyone affected. The approach will help to provide better information, transparency and openness in the way we make decisions about our services and resources.

The council recognises that mainstreaming requires leadership and commitment over the long term to the principles and processes of mainstreaming equality, as well as ownership and integration within every service.

This report outlines the progress we have made in mainstreaming equality over the period of 2019 – 2021.

Councillor Lawrence Fitzpatrick   Graham Hope
Leader of the Council   **Chief Executive**

April 2021

2.   **West Lothian Context**

2.1   West Lothian is a great place to live, work and do business, West Lothian Council aims to improve the quality of life and opportunities for all citizens. We are a top performing council with a reputation for innovation, partnership working and customer focus.

West Lothian is the ninth largest local authority in Scotland serving a population of approximately 183,100, accounting for 3.4% of Scotland's population and one of the fastest growing and youngest in the country.

According to the National Records of Scotland in 2019, 19% of the West Lothian population is aged under 15, 64% is aged 16 to 64 and 17% is aged 65 or over.

The sex split in West Lothian is as follows;

Sex	Male	Female
Age 0 to 15	52%	48%
Age 16 to 64	49%	51%
Age 65+	45%	55%
Total*	49%	51%

* The total represents all age bands that live within the West Lothian

Detailed diversity data for the West Lothian population was provided in the Equality Mainstreaming Progress Report 2019. Further diversity data for the West Lothian population will be included in the Equality and Diversity Framework 2021-25 following publication of the Census 2022 results.

The council is central to the provision of services that affect people's everyday lives, for example, housing, education, libraries, leisure and benefits. We therefore recognise that all services provided by the council need to reflect and consider the impact that they may have on equality. We aim to provide improved services that meet the needs and priorities of local communities.

3.   Legal Context

3.1   Public Sector Equality Duty

Section 149 of The Equality Act 2010 came into force in April 2011, introducing a new Public Sector Equality duty. The Public Sector Equality Duty (often referred to as the 'general duty') requires public bodies in the exercise of their functions, to have due regard to the need to:

1. Eliminate unlawful discrimination, harassment and victimization and other prohibited conduct
2. Advance equality of opportunity between those who share a protected characteristic and those who do not; and
3. Foster good relations between those who share a protected characteristic and those who do not

3.2   What are the Protected Characteristics?

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:

1. Age
2. Disability
3. Gender reassignment
4. Pregnancy and maternity
5. Race – this includes ethnic or national origin, nationality and also includes Gypsy/Travellers.
6. Religion or belief – this includes a lack of belief
7. Sex
8. Sexual orientation
9. Marriage and civil partnership (but only in respect of the duty to consciously consider the need to eliminate discrimination, harassment, victimisation and other conduct prohibited by The Equality Act 2010).

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

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

*   Develop and publish a mainstreaming report
*   Publish equality outcomes and report on progress (at least every two years)
*   Assess and review policies and practices
*   Gather and use employee information
*   Publish gender pay gap information
*   Publish statements on equal pay
*   Consider award criteria and conditions in relation of public procurement
*   Publish in a manner that is accessible

The Councils Equal Pay statement and our employment and gender pay gap information is provided in Appendix 1.

In 2019 the council provided details on the equality outcomes and mainstreaming actions for the period of 2017- 2019 (Equality Mainstreaming Progress Report 2017-19). The Councils Equality Outcome plan which details the equality

outcomes and the progress made in the 2019-2021 is provided in Appendix 2.

4.   Why mainstreaming equality is important

Mainstreaming equality simply means integrating equality and diversity into the day-to-day workings of the council. This means taking equality into account in the way the authority exercises its functions. In other words, equality should be a component of everything an authority does and become part of the structures, behaviours and culture of West Lothian Council

Mainstreaming equality has a number of benefits including:

- It helps ensure that council services are fit for purpose and meet the needs of our community.
- It helps attract and retain a productive workforce, rich in diverse skills and talents.
- It helps the council work toward social inclusion and supports the communities we serve to improve the lives of everyone who lives in West Lothian.
- It helps the Council to continually improve and better perform through growing knowledge and understanding of the benefits of an inclusive organisation.

4.1   The Council as an Education Authority must also meet the requirements of the Equality Act 2010 and the (Specific Duties) (Scotland) Regulations 2012. The Council also administers the Licensing Board and must meet the requirements of the Act and Regulations when undertaking its duties in this regard. Accordingly, at relevant points within this report reference will be made to all three bodies.

5. Council Equality Outcomes

Under the Equality Act in Scotland, the council has a specific duty to produce a set of equality outcomes which are informed by engagement with different equality groups and stakeholders. The outcomes are designed to help the council achieve its vision and meet the general duty to eliminate discrimination and harassment; promote equality of opportunity and promote good relations.

5.1 What is an Equality Outcome?

An equality outcome is defined by the Equality and Human Rights Commission as a change that provides results for individuals or communities as a consequence of the action the council has taken.

Outcomes include short-term benefits such as changes in awareness, knowledge, skills and attitudes, and longer-term benefits such as changes in behaviours, decision-making, or social and environmental conditions.

5.2 Corporate Equality Outcomes

The Council's Corporate Equality Outcomes have been developed through evidence gathering and engagement work. The Council's Corporate Equality Outcomes for the period 2019 - 2021 are:

1. Employability and skills opportunities are accessible to the communities of West Lothian
2. Improved awareness of gender based violence and protection against violence
3. Raise awareness of Hate Crime to improve knowledge and confidence to report hate incidents
4. People with disabilities experience greater independence in their lives
5. Improve engagement and involvement of our communities in the decisions made by the council that affect them
6. West Lothian Council is recognised internally and externally as an equal opportunities' employer
7. Children and young people in West Lothian's schools feel safe, supported and able to be themselves
8. Improved awareness of carers and the issues they face when accessing services
9. Improve awareness of and access to information, assistance advice and support to alleviate poverty and increase disposable income
10. West Lothian Council is recognised internally and externally as an equal opportunities' employer
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13. Improve awareness of and access to information, assistance advice and support to alleviate poverty and increase disposable income

5.3   Corporate Plan 2018 – 2023

In setting the Equality Outcomes, the council have been mindful of the issues of proportionality, scale, severity and concern. Furthermore to maintain a consistent approach, our equality outcomes were developed to address the priorities of the Corporate Plan, these are as follows:-

- Improving attainment and positive destinations
- Delivering positive outcomes and early interventions for early years
- Minimising poverty, the cycle of deprivation and promoting equality
- Improving the quality of life for older people
- Improving the employment position in West Lothian
- Delivering positive outcomes on health
- Reducing crime and improving community safety
- Protecting the built and natural environment

6.   Progress on Mainstreaming Equality

6.1   The Council's Executive and Corporate Management Teams continue to be directly involved in decision making regarding equality and diversity. The Council's Corporate Working Group for Equality has taken forward responsibility for the monitoring and implementation of measures and actions to work towards the Equality Outcomes.

6.2   The Council has made good progress in mainstreaming equality since the publication of our update report in 2019. However, it should be noted that the breadth of activity and ability to report on progress has been significantly impacted by the Coivd19 pandemic as a result of staff being diverted to support the COVID- 19 response and support communities to navigate this unprecedented time.

The Chair of the Corporate Working Group for Equality who is a member of the Corporate Management Team and Head of Corporate Services regularly updates the Human Resources Programme Board regarding our progress towards achieving our Equality Outcomes.

The Council has made good progress in mainstreaming equality since the publication of our update report in 2019. A summary of activities undertaken by the Council is set out in this section under the key headings of Consultation and Engagement, the Council as an Employer, Learning and Development and Partnership Working.

6.3 Consultation and Engagement

6.3.1 Corporate Activity

The Council has identified communication and engagement as a key activity in promoting and mainstreaming equalities in West Lothian. The Council has communicated and engaged with a wide range of services, partners and organisations to raise awareness share experiences and explore the challenges people face on a day to day basis.

In particular, the Council has worked with the following organisations:-

- Skills Development Scotland to continue to develop a Modern Apprenticeship Scheme that supports underrepresented groups and young people with barriers to employment.
- The West Lothian Access Committee, continued work with this community group ensures that new build and refurbishment projects are designed and built with access at the core of design.
- West Lothian Race Forum, and the council delivered an online event to promote and celebrate Black History Month.
- West Lothian Faith Group held an online event as part of Scottish Interfaith Week. This community engagement event brought people together to talk about what 'connectivity' means to them throughout the pandemic.
- LGBT Youth Scotland an organisation who specialise in providing help support and guidance to young people and organisations to ensure people are welcomed, respected and valued. Our work with LGBT Youth Scotland has resulted in many of our schools achieving Gold charter mark status.
- The council continues to work closely with Stonewall Scotland to ensure we are an employer of choice for LGBT people.

6.3.2 Service Activity

Engagement on service specific activity takes place across the council to bring about agreement on and solutions to local issues in a number of ways, examples of which are:-

- The West Lothian Parental Involvement Framework supports schools to work with partners to ensure engagement removes barriers for families. Schools have engaged with local charities and organisations to offer financial support including Food Banks, Clothing Banks, and local businesses.

- Family Support Workers or Lead Learners provide a link between schools and local organisations. In response to school closures, all schools considered access and provision to digital technology to support continuity of learning. Many schools provided equipment, resources and essentials to families in their local communities. Some schools ensured this was available within local shops to encourage uptake.

- Engagement activities for the **Strategic Commissioning Plan** involved both

targeted and open consultation processes with service users, carers, families, service providers from the third and independent sectors. This involved working with existing network groups, setting up face-to-face meetings and workshops with 3rd and Voluntary sector and their service users and carers to develop commissioning plans which include older people, people living with dementia, people living with a learning disability, people living with physical disabilities and people living with mental health problems.

- Service specific engagement events took place with regards to Transformational Change and employee feedback included in the wider consultation

- Implementation of the Pupil Voice Strategy enabling pupils to engage in and make decisions which affect them

- Development and implementation of a Corporate Parenting Plan to meet the needs of Children in Care

6.4   The Council as an Employer

6.4.1   [The Council's People Strategy 2018 – 2023](#) recognises the positive difference our employees make to the everyday lives of West Lothian Citizens. Effectively recruiting, rewarding and retaining the right people will ensure that consistently high quality services continue to be delivered in the future. As the largestemployer in West Lothian, we will continue to develop our reputation as an employer of choice and will strengthen a workplace culture that recognises employee contribution, values diversity and implements inclusive workforce practices.

The council also accepts its responsibility for ensuring the health, safety and welfare of employees whilst at work and we will work to support employees to develop resilience and achieve and maintain healthy working lives.

Outcome three of the People Strategy confirms the Council's commitment to providing equality of opportunity both as a service provider and an employer. In this regard the council has made changes to the annual employee survey with a specific focus on equality and diversity questions relating to protected characteristics and has consulted with our employees with regard to how inclusive our workplace is for LGBT employees

The council recognises the benefits of a diverse workforce and is committed to the goal of eliminating discrimination and promoting equality and diversity across the organisation. Underpinning the People Strategy is a commitment to promote and celebrate diversity throughout the council by consulting, engaging and acting on the views and concerns of employees and embedding these issues into service delivery, policy development and employment practice.

6.4.2   Employee Health and Wellbeing Framework

The Council's Employee Health and Wellbeing Framework is regarded as applying to employee physical and mental health both inside and outside of the workplace and is seen as supporting a positive feeling of general physical, emotional and psychological wellness.

The Framework supports Outcome 3 in the council's People Strategy 2018/23 ' Being an Employer of Choice' which highlights the council's priorities in providing an inclusive and safe working environment whilst taking a proactive approach to ensuring there are positive outcomes for employee wellbeing.

Annual service action plans are targeted with regards to employee health and wellbeing, therefore enabling a proactive and inclusive approach.

6.4.3 Stonewall Diversity Champion

The Council continues to work very closely with Stonewall Scotland and submit to the Stonewall Workplace Equality Index to ensure we maintain our status as the top performing Local Authority in Scotland. For example we have changed our HR policies to use gender neutral and inclusive language and we have supported a number of key LGBT events i.e. West Lothian Pride, LGBT History Month, Transgender Day of Visibility (TDoV) and International Day AgainstHomophobia, Biphobia, Intersexism and Transphobia (IDAHOBiT).

The council continues to be accredited as a "Positive about Disabled People" employer and is accredited as a disability level 2 Employer in the Disability Confident Scheme which maintains our commitment to demonstrating that we take positive action to attract, recruit and retain disabled people. The council continues to support and promote our Disability Confident status on all recruitment packs and on the recruitment portal.

6.4.4 Right to Request Flexible Working

The processes around the right to request flexible working have been reviewed to allow the council to link applications for flexible working to employee equality data to enable more effective monitoring of the policy particularly for those with protected characteristics.

6.4.5 Corporate Working Group for Equality and Equality Champions

This group continues to drive forward the mainstreaming of equality into day to day service delivery. They are further supported by Equality Champions who are representative of the senior management teams within service areas and ensure that equality and diversity remains a focus for senior managers.

6.5   Learning and Development

6.5.1 The council is committed to continuous improvement in service delivery and recognises that the continuing ability, skills and commitment of our employees is at the heart of what we do. During 2017 – 2021 the council has invested in a variety of ways to train and raise awareness of issues relating to equality and diversity including:

- Completed the roll out of Corporate Equality and Diversity training to all council employees
- Introduction of an e-learning induction module for all new employees specifically relating to equality and diversity

- A programme of online training on Integrated Impact Assessments
- Review of both face to face and e-learning training to ensure gender neutral and inclusive language is used
- Review of the Recruitment and Selection training to raise awareness and embed equality and diversity into our processes to reflects best practice

6.6 Partnership Working

6.6.1 The council continues to work with partners in all service areas. Over the period of this outcomes and mainstreaming plan we have:

- Continued to support the Citizens Panel; the Panel helps us identify people's views on various aspects relating to living in West Lothian. A review of the panel highlighted the need to recruit underrepresented groups which has led to targeted recruitment drive
- Work in partnership with a number of community led equality groups and Third Sector Interface to ensure they are involved in decisions that affect them
- Work in partnership with Carers of West Lothian (CoWL) to develop a disability forum and a learning disability forum that will provide information, advice and provide a space to discuss issues and identify actions.
- Multi agency work with Police Scotland, NHS Lothian, Crown Office and Procurator Fiscals Office (COPFS) and our own internal Social Policy and Education Services, to provide a protective framework for children and families affected by gender based violence
- Work in partnership to develop and then deliver mental health services from 2 local community hubs. The service provides early intervention person-centered support through a Community Link Worker and Wellbeing Practitioner Service to adults (aged 18 to 65 years) with moderate Mental Health problems to assist them in managing their symptoms and improving their wellbeing. Services are delivered through partnership working between Primary and Secondary Care Practitioners, and the Third Sector.
- Work in partnership with Advocacy organisations to deliver a service for people with mental health and / or addiction problems. This service helps with a range of issues such as detention, care and treatment, housing, family, financial and accessing legal assistance
- Work in partnership with West Lothian Pride to deliver a community event that supports, promotes and celebrates the lives of LGBT people in West Lothian
- To better support children and families impacted by the Covid lockdown, a multi-agency Wellbeing Recovery Screening Group has been formed. This group meets weekly to discuss referrals from schools, parents, GPs and Social Policy colleagues and allows professionals from all agencies to share information, assess needs and quickly allocate appropriate services

Appendix 1

Education Equality Outcome Plan 2019 – 2021

Equality, Diversity and Inclusion is at the heart of everything we do

Equality outcome 1: **Children and young people within the relevant protected characteristics in West Lothian are safe, healthy, achieving, nurtured, active, respected, responsible, included and able to be themselves.**

Aligned with corporate plan:

Outcome 7: Children and young people within the relevant protected characteristics in West Lothian's schools feel safe, supported and able to be themselves.

Outcome 3: Raise awareness of Hate Crime to improve knowledge and confidence to report hate incidents

What we want to do	Why we want to do this	How we plan to do it	What difference this has made	Responsibility
We are intent on delivering equity for all children and we will consider the impact of issues such as care experience status, additional support needs and English as an additional language, inclusive of refugees.	To deliver equity of opportunity with targeted intervention where appropriate.	The following teams work together to achieve the ambitions of the ASN Strategy: ASN Central Team; Inclusion and Wellbeing Service (Connolly School Campus, Early Intervention Team and the IWS secondary team); Looked After Children Attainment Project and the Assessment and Transition Group.	- Reduction in fixed-term exclusions - Improved wellbeing of children and young people - Improved attainment - Improved positive destinations - More learners with ASN being successful in mainstream settings - Successful HMI inspections of ASN settings - Improved attainment and positive destinations for looked after children (LAC Attainment Project) - Improved range of resources and strategies to support young people with ASN in mainstream leading to improved outcomes funded by the Pupil Equity Fund, Scottish Attainment Challenge and ASL Implementation Fund.	The Inclusion and Wellbeing Service
Support children and young people with		Implemented in collaboration with all		

protected characteristics.		school and all school staff. Achieved through: continuous lifelong professional learning; quality improvement; personalised learner pathways; curriculum design support and advice and consultation		
			As part of the West Lothian Gaelic education plan, a Gaelic Steering Group has been established to look at opportunities for Gaelic language in schools and across communities. The Support for Learning Network re-invigorated in 2018 and training provided for the network inclusive of equality and diversity elements at level 1 training. The impact of the network is continuously monitored. Schools are strengthening their Family Learning opportunities beyond traditional curriculum open days. The WL Parental Involvement Framework supports schools to work with partners to ensure engagement removes barriers for families. Schools have engaged with local charities and organisations to offer financial support including Food Banks, Clothing Banks, and local businesses. Family Support Workers or Lead Learners provide a link between schools and local organisations. In response to school closures, all schools considered access and provision to digital technology to support continuity of	Education Schools

			learning. Many schools provided equipment, resources and essentials to families in their local communities. Some schools ensured this was available within local shops to encourage uptake.	
			Schools across the authority have participate in Parents as Equal Partners (PEEP), Families Connect and FAST sessions to support parents to become involved in the school community who many need support / English as an additional language.	
			Schools such as Knightsridge PS have made significant progress in engaging parents, thorough learning opportunities, fostering an open welcoming ethos and culture and practical help such as the Kindness Cupboard – filled with items families in need can help themselves to and placed in an area where families do not need to ask for access. This practice is spreading across out primary schools.	
			Bathgate Early Years centre demonstrate family learning by inviting parents in to learn with the children but also tacking on learning opportunities for parents. St Columba's run a programme of outdoor learning initially in partnership with Grounds for Learning, now self -sustaining.	
			Schools such as Letham PS, inviting parents and carers in to cook and eat with the children, have accessed programmes such as Fast Forward. These are well supported and enjoyed by families.	
	To encourage more children and young people with protected	Funding available to local sports clubs and organisations through	WLC Sports Club Accreditation Scheme has been updated and clubs must now have an approved Equality policy in place to be accredited. A focus around the gender imbalance	Active Schools and

	characteristics to take part in sport and physical activity.	the Sporting Grant scheme for new initiatives to support provision for protected characteristic groups. Participation of gender and additional support needs groups recorded, reported and evaluated.	and clubs are also required to submit breakdown of membership figures as part of the reviewed scheme, which acts as a baseline. AS & CS staff have taken part in 'Inclusion in Sport' workshops to broaden knowledge and to challenge current practice. Learning is being used to shape service plans and community sports clubs will be provided with an opportunity to attend similar sessions as part of a series of support sessions.	Community Sport
We will continue to address wider issues such as gender assignment and identification.	To ensure that we are creating the conditions for all children and young people in West Lothian to flourish and thrive.	LGBT groups Stonewall Champions	6 secondary schools are working directly with LGBT Youth Scotland. 2 have achieved Silver Charter mark. A West Lothian LGBT Youth Network has been set up, facilitated by Anne Marriot from LGBT Youth Scotland. Discussions are taking place around a possible Local Authority Charter Mark. The Stonewall Education Index Submission for 2018 improved score by 6 points and placed 2nd in Scotland. Most Secondary schools now have equality/ LGBT groups. Guidance around Supporting Young Trans People is now in Education policies. https://www.westlothian.gov.uk/media/15334/Supporting-Transgender-Young-People-in-West-Lothian/pdf/Supporting_Transgender_young_people_in_West_Lothian.pdf Policy on Equality and Diversity Education Services was developed in January 2020	Education Schools

			Schools across WL are engaging in Improving gender balance and equalities education with Education Scotland. The new RHSP resource explores family make up, similarity, diversity and respect - gender and sexuality, LGBT and gender equality across early to senior phase of learning. WLC participates in the 16 Days of Action against Gender Based Violence. During these 16 days there are a range of activities, events and media releases designed to raise awareness of the importance of tackling domestic violence, how to report abuse and how to seek support. -Secondary schools delivered specific 16 Days lessons around gender, relationship and consent. -Primary schools participated in a competition called #hecanshecan focused around challenging harmful gender stereotypes. Pupils were challenged to use a media of their choice to convey the message that no child's choices, ambitions or dreams should be limited by their gender. Early Years gender friendly nurseries project -The main aim of the project is to work with early years establishments to examine all aspects of nursery life and practice to ensure that children and staff are not in any way limited because of gender or gender stereotyping. MVP - Mentors in Violence Prevention All Secondary schools planned to take part in this peer education programme jointly organised by Police Scotland's Violence Reduction Unit and Education Scotland. 5 schools are currently trained – the others were due to be trained after summer however due to COVID-19 this has been put on hold.	

| To support more girls and young women take part in sport and physical activity. | Provision of targeted activities within the school sport competition calendar. Financial support provided to community sports clubs. | There is an 11% increase in number of girls and young women taking part in extracurricular activity, however, 49% of all participants recorded were female compared to 51% the previous year. Although overall there are more females involved in extracurricular sport and physical activity, the numbers are not increasing as fast as males. Active Schools Co-ordinators are working to target schools/year groups where female participation is lower.

After regular meetings with Broxburn United Sports Club were identified the need for more girls from the surrounding area to join the local girls teams under the Broxburn United umbrella. With the contacts and links Active Schools have with the primary schools we set about designing a plan to use curricular sport as a vehicle to promote the Girls teams and recruit more girls to attend the extracurricular clubs at the Club.

Active Schools contacted Broxburn and St Nicholas primary schools, as those schools have a historically strong link with the club. They were offered free girls football sessions run by BUSC with a view to promoting the new girls session to a captive school audience. At the end of the sessions each girl was handed a flyer detailing the information for the football session at BUSC.
They were contacted and then organised taster sessions for every girl from primary 2-5 to attend a taster session during curriculum time.

The 2018-19 and 2019-20 academic years saw the introduction of several Girls' only secondary sports competitions across the sports of handball, football and | Active Schools and Community Sport |
|---|---|---|---|

			basketball and rugby. The enforced schools' lockdown meant no comparison or trend could be established. In terms of extracurricular activity, 2018-19 saw an increase in the number of sessions visits by females from 49% in 2017-18 to 50% in 2018-19. 2019-2021 data not available due to COVID-19.	
Improve and support children and young people's Health and Wellbeing.	To embed the Wellbeing Indicators into school ethos and culture. Local and national reporting around mental health and wellbeing in particular indicates a need for responsive action.	Nurture Groups Hub model, supporting pupils with social emotional and behavioural needs. Mental Health and Wellbeing Screening Group Personal, Social Education Food and Health Education Family Learning and Parental Engagement initiatives Duke of Edinburgh's Award Programme Youth Work in Schools Programme LGBT Youth Group	Every school now has one or more Health and Wellbeing (HWB) Champion/s, supported by a designated Network Leader. A comprehensive training programme has been delivered, encompassing key elements of HWB inclusive of self-evaluation around culture systems and practice; auditing and embedding the wellbeing indicators to identify key strengths and gaps; sharing best practice; inspirational local speakers and external national agencies such as the team working on a revised Relationships and Sexual Health Programme. Practitioners are working in multi- agency partnerships on projects such as One Trusted Adult (St Margaret's Cluster); Adverse Childhood Experiences (4 schools in St Kentigern's Cluster working with Dr Suzanne Zeedyk). 93% of participants feel that DofE has helped them to work in a team and 84% feel that they have become a more responsible person. In West Lothian DofE is supported by a dedicated team of school and community volunteers. This approach enables young people to participate in the DofE Award programme through their school or locally run open awards group.	Education Schools Health and Wellbeing Workstream

| | | | | A conference specifically targeting Parental Engagement & Family Learning was attended by School Leaders in late 2017, supported by an action plan included in:

https://www.westlothian.gov.uk/media/13253/Parental-Engagement-Framework/pdf/160817_-_Parental_Engagement_Framework.pdf

The multi - agency Mental Health and Wellbeing Screening group meets fortnightly and is now embedded. This group triages referrals and signposts to appropriate support. Clearer communication pathways through the screening group, which includes Education, Social Policy and Third Sector organisations, enable individuals/ families who are engaging or at risk to be better supported.

A Glow Mental Health Support Sharepoint with tiered interventions is now live with the aim of assisting schools to access relevant and appropriate support for pupils. The impact of this will be monitored going forward.

The national Personal Social Education (PSE) Thematic Review and inspection was carried out in 2017/18. The final report published in Jan 2019 shaped PSE going forward.

https://www.gov.scot/binaries/content/documents/govscot/publications/report/2019/01/review-personal-social-education-preparing-scotlands-children-young-people-learning-work-life/documents/00545301-pdf/00545301-pdf/govscot%3Adocument

West Lothian is engaging in the process of improvement by collaborating with other authorities locally and at national level through Education Scotland networking and sharing practice events. | |

			Psychological services (EPS) continue to offer group work sessions such as Give us a Break; Bereavement / Loss and Anxiety groups which support young people. These are very well received in that young people's recovery is recognised as being improved by their participation. This in addition to EPS role in schools supporting teachers and individual pupils. Referrals have been made to NHS Meadows and Barnados in order to support Syrian Refugee young people who have experienced trauma and or sexual abuse. Further information on the services provided are here: https://www.nhslothian.scot.nhs.uk/YourRights/FOI/RequestAndResponseRegister/2017/2140.pdf Through the COVID-19 HWB recovery plan HWB in champions in each school had training and lead the recovery process in their school. This ensured 100% of primary and secondary schools now have processes in place to track and monitor the wellbeing of pupils through the indicators and a RAG (red, amber, green). They have also all implemented a trusted adult approach where any pupils have access to discussion with an adult they have chosen in school whenever they need it based on their needs. A continuum of support model was implemented, in partnership with EPS and IWS, in all schools with interventions to support pupils' mental and emotional wellbeing at curricular (universal), targeted and enhanced support.	
	To provide equity of opportunity to take part in sport and physical activity with the aim of	Provision of curricular and extracurricular opportunities across all 83 primary, secondary and	37% of entire WL School roll took part in extracurricular activity in 2017-18 compared to 32% for 16/17. During 2018-19, 38% of the total school roll attended extracurricular activity.	Active Schools and Community Sport

	improving general health and wellbeing.	additional support needs schools. Ref link to Active Schools curricular provision.	Total engagement in Active Schools programmes increased from 65.8% of the school roll in 2017-18 to 68.0% in 2018-19. Data for 2019-2021 has been put on hold as extracurricular activities have been affected due to COVID-19.	
			The Youth Work in Schools programme provides a diverse range of learning opportunities and is specifically tailored to meet the needs of the young people referred. This work is mainly focused on improving mental health and wellbeing, developing employability skills and removing barriers to learning. In the reporting period, programmes delivered focused on building confidence and self-esteem, resilience, personal safety, addressing risk taking behaviours, employability skills and raising aspirations. Some of the young people referred to the youth work in schools programme took up the opportunity to have their learning and achievements formally recognized through youth awards. 41 participants achieved Dynamic Youth Awards, 10 gained Level 4 SQA Preparing for Employment and 6 completed the Hi 5 Award.	CLD Youth Services
			Education Services is focused on improving wellbeing for all children and young people supported by the service. The service has introduced a council wide counselling service following analysis of the needs of children and young people being referred for support. The service also aligns all interventions to the wellbeing indicators with the ambition of supporting children and young people to have better outcomes in education and onto a post-school positive destination. The wellbeing indicators are central to the planning process for each child as part of their Pupil Passport completed with their key adult. This approach ensures	Inclusion and Wellbeing Service

			wellbeing is central to all interventions and enables tracking of next steps and signposting of possible further interventions.	
Improve reporting processes directly related to the relevant protected characteristics.	To evidence impact of interventions around bullying and harassment.	SEEMIS reports and pastoral notes.	West Lothian is in the Phase 3 group of Local Authorities to fully integrate SEEMIS reporting on Bullying incidents under the Equalities tab, to be implemented in June 2019. Schools are aware they should be recording using latest pastoral notes and the Equalities tab. Training will be offered early in 2019, thereafter all schools will be expected to record using SEEMIS. 2020 - Schools are now reporting bullying incidents and interventions through SEEMIS.	Education Schools
	Improve understanding of participation of protected characteristic groups in sport and physical activity.	Align SEEMIS data with Active Schools and Community Sport reporting.	Baseline data collected re: participation levels of all pupils with an Additional Support Need, those accessing Free Schools Meals and those participating from SIMD deciles 1 & 2. Focus for 18/19 will be to increase the % of pupils with a disability ASN in extracurricular activity – 31% for 17/18. Target of 37% for 2018/19 (consistent with wider school population). Participation in extracurricular activity of pupils with a disability ASN in 2018/19 increased to 33%. Participation across other identified equality groups was maintained at 31%. Data for 2019-2021 has been put on hold as extracurricular activities have been affected due to COVID-19.	Active Schools and Community Sport

Increase awareness of gender based bullying and harassment, inclusive of those identifying as LGBT.	So people can live in our communities free from discrimination, victimisation, violence and abuse.	Personal Social Education Family Learning and Parental Engagement initiatives	Building Confidence in Supporting LGBT young people CLPL provided for 15 volunteer staff over 2 twilight sessions in Whitburn Academy led by the PT pastoral support and HWB Co-ordinator with support from HR Equalities Adviser. It is hoped the new network and sharing the success of the Whitburn experience will elicit more schools to consider this type of CLPL opportunity. MVP - Mentors in Violence Prevention All Secondary schools were to be trained in this peer education programme jointly organised by Police Scotland's Violence Reduction Unit and Education Scotland which focused on gender based violence. 5 schools are currently trained – the others were due to be trained after summer however due to COVID-19 this has been put on hold.	Education Schools
	Reduce incidences of bullying issues relating to gender within community sports clubs.	Identify relevant training opportunities for Active Schools and Community Sport staff to enable delivery to community sports clubs.	Training needs identified around inclusion of young LGBT people. Training is now included in the AS+CS Service plan. One Active School Co-coordinator has engaged with Leap Sport and progressed her understanding of their manifesto, developed by young people from Shawlands Academy AS & CS staff attended 'Equality Through Sport' training delivered by the Fair Pay Foundation. The training increased staff knowledge and confidence in challenging bullying and gender related inclusivity issues within sport. Training is scheduled to be delivered to pupils in sporting leadership roles in schools i.e. Young Ambassadors.	Active Schools and Community Sport
			WL Pride 2018 was the culmination of many months of planning and partnership working. The event was inspired by the successful introduction of the Pride Village in 2017, and a	CLD Youth Services

| | | | festival inspired approach. Approximately 1300 people attended this event.

CLD Youth Services were been awarded the LGBT Youth Scotland Gold Charter Mark in Dec 2018.

The service continues to support West Lothian Pride, which is now a constituted group; in particular ensuring that young people's voices are heard and that there is a co-design and co-production approach.

CLD Youth Services has the LGBT Youth Scotland Gold Charter Mark. | |
| To report on incidences of hate crime. | To evidence impact of interventions. | Delivery of sessions within Personal Social Education (PSE) or school assemblies on hate crime. | All Police Youth Community Officers were withdrawn from schools in April 2018.

The national review of PSE is reflected in shifts in design of the PSE curriculum, with a reflection on pupils input into the design of a curriculum which meets the needs of pupils. Tackling hate crime will form part of this process.

A focus on Hate Crime will be promoted in schools in parallel with Police Scotland's Campaign launching in Feb 2019.

2020 – Since January 2020, most of our secondary schools have chosen to fund School Link Officers from their own budgets. There are four SLOs shared across eight of our secondary schools and our Inclusion and Wellbeing Service. This has enabled officers to form positive relationships with pupils and support the delivery of PSE.

We now have four School Campus Officers working across seven secondary schools in West Lothian. Where requested | Police Youth Community Officers |

			they will assist schools in the delivery of hate crime within the current curriculum.	
Embed a rights respecting ethos	To ensure children's rights are apparent within the culture and ethos of schools in line with HIGIOS4 and the National Improvement Framework.	Unicef Rights Respecting School Award.	100% of West Lothian Schools have agreed to continue to support the Unicef Rights Respecting School Award (RRSA) service level agreement on a pro rata basis, which allows for free assessments and reports. Unicef changed their award to a Gold, Silver and Bronze system in 2018 with a shifted focus away from a checklist of outcomes to a process based assessment. There is an ongoing roll out of schools awarded in the new system. To date we have: Gold Award -6 Primaries and 1 ASN school Silver Award – 2 Secondary's and 6 Primaries Bronze Award - 16 and 1 ASN school Whole school communities are engaged in RRSA and parents/ carers are encouraged to participate in assessments. Evidence of how a school promotes children's rights widely is required through group interviews where parents/ carers and other members of the wider community such as chaplains are invited.	Education Schools
		Family Learning and Parental Engagement initiatives	All schools in 2020 are now being asked to have at least a Bronze Award. All schools which have out of date awards are being reassessed. Due to COVID-19 these will take place online.	
	Raise awareness of U.N. Children's Rights Charter within Active Schools and Community Sport.	Training provided for Active Schools and Community Sports staff.	Rights based training for AS & CS staff is to be scheduled – currently put on hold due to COVID-19.	Active Schools and Community Sport

			The IWS (Connolly School Campus, Early Intervention Team and Burnhouse Skills Centre) has achieved the Bronze Rights Respecting School Award and is working toward the Silver Award.	Inclusion and Wellbeing Service
Provide opportunities to participate in the arts by offering a range of curricular and community-based learning and development opportunities which are equally available and accessible to all children and young people.	There is a growing body of knowledge, based on extensive research and evaluation, which acknowledges the transformative power of the arts. High quality arts experiences can play a vital role in developing young people's creativity skills: curiosity, open-mindedness, imagination and problem-solving skills.	The community arts programme which includes the Youth Music Initiative, the Creative Leaning Network and the Arts and Wellbeing programme which are all designed to contribute to a range of wellbeing and learning outcomes.	Community Arts works in partnership with multiple music based organisations such as the National Youth Choir Of Scotland and Royal Conservatoire of Scotland as part of the grant funded Youth Music Initiative (YMI) progamme. The aim for YMI as outlined by the Scottish Government, is that every school pupil in Scotland Is offered 12 hours of free music tuition by the time they leave primary school. For projects delivered beyond this commitment the purpose is to tackle inequality and engage young people (of any school age) who otherwise would not participate with meaningful, quality music making opportunities. West Lothian's varied YMI programme, delivered by professional musicians and organisations, engages nursery, primary, secondary and ASN pupils in quality music provision. Teachers' have noted by engaging in these music projects their pupils have: • developed confidence and self-esteem, team work and listening skills • developed musical and performance skills • learned how to play an instrument • gained a sense of achievement • bought their own instruments to continue playing at home • enabled children to play in end of term concerts, local care homes and gala day events e.g. a child with muscular atrophy plays in the school band with support in physically accessing the required skills in playing the cornet/ trumpet.	Community Arts

			• provided a real sense of purpose and belonging • look forward to the music sessions which create a feeling of joy and happiness. The public art programme of West Lothian is funded by Developer contributions and overseen by the Public Art Strategy Group. The funding is disbursed through Grassroots Public Art grants targeting community based groups to work with artists who involve Children and young people from local schools as well as local residents in public art projects that improve and enhance local shared spaces. This interaction to enhance local spaces helps people feel safer when these environments are improved. Community Arts also works in partnership with West Lothian Leisure to co facilitated the theatre and galley programmes at Howden Park Centre. There are currently new partnerships being developed and explored with Firefly and the Regal as other creative organisations and enterprises in West Lothian.	
			The Helping Young People to Engage Programme continues to offer young people on Activity Agreements in West Lothian a wide range of activity based courses where young people can grow in self – confidence, begin to address the barriers to them moving on to their 'next step' and develop a range of life skills. The HYPE Team engage with young people through a youth work approach. During the April – June period, the Media Skills project focus changed to enable the team to build on the skills and interests of the young people involved. The focus was on Visual Arts using elements of the environment and the interests of participants; particularly in sketching characters and animation to influence art work. Participants	CLD Youth Services

			enjoyed sessions developing sketching skills, spray painting and a visit to Jupiter Artland. The Young People were given a personal sketch book and pencils to use for the duration of the course, for some of them this was really significant, having never owned a sketchbook before, so they took the opportunity to take the resources home with them to work on between sessions. The end result of all their hard work is fantastic individually designed sweatshirts with our very own HYPE label. The group went on to model their finished sweaters at a photo shoot at Jupiter Artland which was one of the main areas of inspiration for the designs.	
			The IWS have developed an Expressive Arts targeted intervention which combines art and music as a programme for children and young people with ASN. This programme is aimed at improving the wellbeing of the ASN children involved. IWS also runs a Sound Production and Music Engineering programme in partnership with New College Lanarkshire. This programme is supporting a number of young people who struggle to engage in school settings but are highly engaged in music and sound engineering.	Inclusion and Wellbeing Service

Equality outcome 2: Enable participation and reduce isolation for older people and those with a disability, providing equity of opportunity to access services.

Aligned with corporate plan:

Outcome 4: People with disabilities experience greater independence in their lives.

What we want to do	Why we want to do this	How we plan to do it	What difference this has made	Responsibility
Engage in self – evaluation around services offered to older people and those with a disability	To improve self-evaluation processes for services offered to those with a disability.	Customer satisfaction surveys	Community Arts aims to deliver high quality services that meet people's needs and expectations and ensures that customers are treated fairly and given equal access to the services we provide. Community Arts has a range of impact Performance Indicators which measure how the key activities of the service contribute to a range of outcomes and align to the Local Outcomes Improvement Plan 2013/23. Performance Indicators are measured using customer satisfaction surveys which give respondents five possible responses from strongly agree to strongly disagree and the majority of customers report very high satisfaction with the activities on offer. All customer satisfaction responses are broken down into segmented groups according to the specific part of the service they access and analysed to identify trends, provide insight into service delivery and, where possible, identify areas for improvement and what action is required to rectify problems when required.	Community Arts
		Identify gaps in service provision and implement improved processes for self-reflection.	Equality Impact Assessments are now replaced by Integrated Equality Impact Assessments inclusive of the protected characteristics and poverty related impact. Sign along is the main resource utilised by schools with hearing impaired children. BSL is possible to incorporate into 1+2 languages as a third	Education Schools

			language, although to date no school has taken up this opportunity.	
		Scope, consult and appropriately structure services offered to children and young people with disabilities such as hearing and visual impairment.	We have a small outreach teaching team supporting children and young people who have a visual/ auditory disability. The Continuum of Support outlines their remit. In mainstream schools bespoke packages are developed which are appropriate to the individual child e.g. providing specialist screen reading software and braille; adaptation of the physical environment such as specialist equipment such as lifts, tracking systems etc. and training of staff, training for staff; use of services such allied health professionals.	Inclusion and Wellbeing Service
			Deans CHS was selected by the Youth Sport Trust to be part of the Play Unified project in 2016-2017. This project provided leadership training for 4 ASN senior pupil leads whose role it was to provide sporting opportunities for children with an ASN. The project was also gifted with a small grant to assist with setting up, running & sustaining their projects. Active Schools set up a full school staff assembly for the Play Unified Young Leaders to introduce and share their ideas. To identify pupils, I went through the list of pupils who were registered with an ASN through the school operating system called SEEMIS. I passed this list of names to PE & school management who made recommendations based on age, interest in school sport and general overall behaviour during school time. 16 pupils then got selected to take part in a NEW multi sports club which took place at Carmondean Community Centre during lunch and curricular time. Activities included badminton, volleyball, new age kurling, boccia and rounders. The sessions were delivered by the West Lothian sessions coaches along with the Play Unified Young Leaders. The Play	Active Schools and Community Sport

20

			Unified Young Leaders gained confidence in their delivery each week of the project. AS&CS partnered with Team United to ensure provision of sporting opportunities for children with autism. Programmes were delivered at 2 venues within West Lothian.	
Improve participation by older people and those with a disability in physical activity and sport.	Under-represented groups will be provided with opportunities to participate in physical activity and sport through understanding, and addressing, the barriers to participation.	Participation of those with a disability recorded, reported and evaluated.	31% of pupils in mainstream school with a disability took part in extracurricular activity. Details of non-participant pupils with a disability to be taken to appropriate school staff/groups/PEPAS groups to look at identifying and tackling barriers to participation. Training is offered by Disability Sport Scotland to staff working with pupils who have a physical disability, which is mainly accessed by teachers of PE. There are a variety of clubs supporting children and young people with a disability, to which they may be signposted. These include football, badminton, swimming, basketball and the multi - sports club (No Limits). All of the above are third sector organisations. Participation in extracurricular activity of pupils with a disability increased from 2017-18 to 2018-19 by 2% to 33%. 2019-2021 data is on hold due to COVID-19.	Active Schools and Community Sport
Seek to provide opportunities to participate in the arts which are accessible to older people and people with disabilities.	There is a growing body of knowledge, based on extensive research and evaluation, which acknowledges the transformative power of the arts. Taking part in arts	Community Arts will continue to work with key local partners on projects that encourage older people to be more physically active, reduce isolation,	Participation in the arts supports: - improved mental wellbeing - reduced isolation and loneliness increased community engagement, cohesion and pride	Community Arts

	activities provides a range of benefits for older people and studies confirm that art can affect individuals in positive ways by inducing both psychological and physiological healing, enhances quality of life and nurtures overall well-being.	increase confidence and highlight the achievements of older people in the region.		
Continue to support and develop extended youth learning opportunities which are accessible to young people with additional support needs (ASN) within mainstream as well as specialist provision.	To increase opportunities for young people with additional support needs to access youth provision locally where they live, should they choose to. To increase ASN awareness, knowledge and skills within the workforce.	Partnership working with third sector organisations and other council services; e.g. FABB (Facilitating Access Breaking Barriers) and council Children's Disability Services. Providing training to upskill staff.	See Schools Vocational Programme in Outcome 3 The IWS offers a wide range of learning opportunities for children and young people with ASN. The programmes are offered as part of mainstream school timetables with learners supported into programmes such as Consequential Thinking, Horse Management, Retailing, Hairdressing, Rural Skills, Construction Crafts, Sound Production, Junior Gardening, Swimming, Lifeskills, Personal Fitness. All programmes are linked to relevant awards to support our children and young people to succeed and improve their life chances.	CLD Youth Services and partner organisations Inclusion and Wellbeing Service

Equality outcome 3: Ensure that every child, young person and adult learner achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed and move onto positive destinations.

Aligned with corporate plan:

Outcome 1: Employability and skills opportunities are accessible and accessed proportionately, by people within the relevant protected characteristics in West Lothian.

What we want to do	Why we want to do this	How we plan to do it	What difference this has made	Responsibility
Our children have the best start in life and are ready to succeed.	To provide equity of opportunity for all children and young people.	By expanding access to high-quality Early Learning and Childcare Through parental engagement in programmes such as Growing children with Confidence. Through opportunities for Family Learning	As significant transformation and extension in Early Years and Childcare is currently underway with additional hours childcare reaching 1140 per year in 2020 inclusive of 2 year olds with parents receiving qualifying benefits. The central Support Team offer training and support in alternative Early Years approaches such as Outdoor Learning. 6 schools have trained staff in Raising Children with Confidence – a 6 session parental workshop. The highly successful and evidenced programme "Roots of Empathy" runs in our schools where a new Mum brings in her baby, usually to P3, and they follow the developmental process together over the period of a year. Cohorts average 10 -12 schools and is now administered by the Children and Young People's team in Social Policy. Schools and early years centres across the authority have been effectively implemented the revised Realising the Ambition: being me (2020) document which explores a range of interactions, experiences and spaces we need to provide for babies and children to help them and grow best from their	Early Years Centres Education Schools

			earliest days through to being a young child in early primary school.	
Improve the breadth of opportunities available to children and young people to experience high-quality, work-related learning and develop their skills for work throughout, and beyond, their education, through implementation of Developing the Young Workforce – our youth employment strategy.	Provide training, qualifications and experiences for pupils. This will include opportunities to lead and deliver activities relating to sport and physical activity.	Support school-based learning through provision of training and qualifications and opportunities to utilise training within schools and the community.	ASN schools and the Inclusion and Wellbeing Service liaise with agencies such as West Lothian College and Oatridge to support positive destinations. Extended work experience placements are available to pupils with additional needs	Inclusion and Wellbeing Service
			Third sector organisation are regularly accessed in and out of school time such as: The Larder, The Vennie, Youth Action Project and the Youth Inclusion and Aftercare team.	CLD Youth Services
		Through the diverse range of interventions planned, delivered	During 2017/18 92 qualified secondary pupils delivered activities through Active Schools. Pupils provided with a range of training re: delivery of coaching and events. Pupils provided with volunteering opportunities to put new	Active Schools and Community Sport.

		and evaluated by DYW partners.	knowledge and skills into practice allowing for increased opportunities for younger pupils to participate in sport.

Further sporting leadership opportunities were offered to pupils in 2018-19 with the launch of the Coach Academy West Lothian Programme. Following a successful pilot, the programme continued into 2019-20 and the number of qualified secondary pupils delivering or supporting extracurricular activity increased in 2019-20 to 105, a 14% increase on the original figure reported in 2017-18. | |
| | | | The Schools Vocational Programme (SVP) includes a mix of both vocational skills and personal development opportunities to address barriers to employability. The Schools Vocational Programme has continued to evolve and expand to meet the needs of young people. This year there are a variety of courses on offer as part of the Schools Vocational Programme they include Hospitality and Barista Courses at the Larder Cook School, a Next steps Course at West Lothian College along with a Motor Vehicle and Construction Courses. Following the success of the Hard Landscaping Programme at Stoneyburn Junior Football Club last year. We have continued the programme this year at Crofthead Community Centre, in Conjunction with SRUC Oatridge, working to create a path around the gardens for people with mobility issues which can also be used by the Bike Library. Again, this year there are two SVP Programmes for Care Experienced young people. These courses focus on Employability skills in Hospitality and Employability skills in Sports run by the Larder Cook School and Street League respectively

The Schools Vocational Programme includes a mix of both vocational related skills and personal development | DYW Steering Board |

			opportunities to address barriers to employability. The Schools Vocational Programme has continued to evolve. The Skilled to Go Programme was run in Cedarbank School for a group of young people prior to leaving school. As well as helping to develop confidence and interview techniques the young people took part in a number of workshops which allowed them to identify their skills and qualities as well as producing a CV. The programme finished with an input from a local employer and a mock interview for each young person. This year the Larder Cook School is running a Hospitality course as part of the Schools Vocational Programme. The programme has been based in the Howden Park Centre Kitchen which allows the young people to experience working in an industrial kitchen and work with the public. They are running a pop-up café every Wednesday where they plan the menu, prepare the food and serve the customers. The Octavian Concrete Course allowed a group of 12 young people to gain practical skills in construction as well as an understanding of the variety of careers available in the construction industry. The young people laid 20 meters of railway track at Almondell Model Engineering Centre and then rode the train over their newly laid track.	
Raise attainment in Literacy and Numeracy	To provide equity of opportunity for all children and young people. Provide universal and targeted support where appropriate.	Embed the National Improvement Framework and HIGIOS4 Scottish Attainment Challenge PIP scores	West Lothian National Improvement Framework Plan 2017-18 https://www.westlothian.gov.uk/media/17023/National-Improvement-Framework-Improvement-Plan-2017-2018/pdf/National_Improvement_Framework_Improvement_Plan_2017-2018.pdf West Lothian National Improvement Framework for 2019-2020	Education Schools

			https://www.westlothian.gov.uk/media/27700/West-Lothian-NIF-Improvement-Plan-2019-2020/pdf/West_Lothian_NIF_Improvement_Plan_2019-2020.pdf?m=637038100480700000	
			The Moving Forward in Learning Overview 2018 outlines the working groups an key drivers for Learning in West Lothian.	
			https://www.westlothian.gov.uk/media/21362/Moving-Forward-in-Learning-Overview-2018/pdf/Moving_Forward_in_Learning_Overview_2018.pdf	
			Moving Forward in Your Learning overview 2019	
			https://www.westlothian.gov.uk/media/21362/Moving-Forward-in-Learning-Overview-2019/pdf/Moving_Forward_in_Learning_Overview_2019.pdf	
			Moving forward in Your Learning overview for 2020 – 2021 was based on COVID-19 recovery	
		Assessment and transition group	Recommendations are made to ensure the wellbeing needs of a child are met within a professional forum.	ASN service
Celebrate wider achievements	Raise the profile of attainment and achievement in PE, Sport and Physical Activity including whole school attainment within the School Sport Award.	School Sport Awards. Coordination and delivery of Celebrating Sport Awards with partner organisations.	70 schools engaged in school sport award assessment with 14 new schools applying for a Gold Award for 17/18. 63 schools assessed in 16/17 with 6 applying for Gold. In 2016/17, West Lothian had 6 Gold Award school. The total figure held following 2018/19 is now 22. The awards were suspended for 2019-20 die to COVID-19.	Active Schools and Community Sport.

Promote and Celebrate Wider Achievement	To promote wider achievement opportunities to young people and co-design celebration events to publicly acknowledge and celebrate diversity, young people's engagement in volunteering, youth work programmes as well as their achievements.	Celebrating Youth Work Showcase Celebrating Success Chartermarks Awards	Young people in the Glitter Cannons Youth supported CLD Youth Services towards achieving LGBT Youth Scotland Gold Charter in 2018. CLD Youth Services Youth Work in Schools 'Dignity Box' project with Armadale Academy students won a Stellar Award in 2019. CLD Youth Services HYPE project won a Creative Scotland Arts Award in 2019. The service set up a CLD Youth Services dedicated Facebook page in May 2020 to maintain engagement with young people and showcase young people's achievements.	CLD Youth Services
Support Children and Young people into positive destinations in education, training and employment.	To provide young people with the opportunity to undertake training, work placements and qualifications. Support them in utilising these experiences to gain valuable life skills and qualifications.	Through appropriate performance indicators on employability skills and positive school leaver destinations for inclusion in the National Improvement Framework.	In Sept 2018, a Developing the Young Workforce Conference was hosted at Armadale Academy. Audience was represented across all school sectors, staff and pupils, CLD, Training providers, colleges, NHS, Social policy and third sector organisations. Through COVID-19 a huge move towards digital learning and improving employability skills through this was developed in March 2020. All schools moved to online learning platforms and have continued to develop their skills through this and the landscape of the working world moving forward.	Education Schools
		Targeted interventions for learners with ASN	All IWS programmes are geared towards supporting children and young people to develop skills for learning, life and work with pathways onto positive destinations. All programmes in	Inclusion and Wellbeing Service

			the secondary side of the service offer a pathway onto a positive destination.	
		Deliver training, qualifications and opportunities for wider work experiences within schools during curricular and extracurricular time.	Coach Education week delivered in October with circa 50 young people attending L1 UKCC coaching/ officiating courses. The service moved to an alternative model of support for young coaches and introduced the Coach Academy West Lothian programme in 2018. This has resulted in a greater number of secondary pupils actively supporting the delivery of activity whilst holding a sporting qualification. The programme also provides a greater range of training and support for pupils and provides them with placement opportunities to put newfound knowledge and skills into practice.	Active Schools and Community Sport.
		Providing the relevant individual support and group work programmes for young people identified as requiring More Choices More Chances interventions Youth Work in Schools Programme Schools Vocational Programme	Keyworkers support the hardest to reach young people (those requiring more choices more chances interventions) to access further education, training or employment; and in many cases this can take up to a year or more. The Keyworkers provide intensive support to identified young people and cover all eleven mainstream secondary schools, as well as exceptional entrants, attending West Lothian College. Keyworkers also support those young people who are participating in post school employability programmes delivered by the service; Skills Training Programme and HYPE Learning Agreements. From 1 April 2019 to 31 March 2020, 215 young people have been actively engaging with Keyworkers. 184 out of 215 progressed to positive destinations (86%).	CLD Youth Services

		Skills Training Programme HYPE Learning Agreement Programme	247 youth awards were achieved by the young people participating in these group work programmes.	

Equality outcome 4: Ensure every child and young person has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap.

Aligned with corporate plan:

Outcome 9: Improve awareness of and access to information, assistance, advice and support to alleviate poverty and increase disposable income.

What we want to do	Why we want to do this	How we plan to do it	What difference this has made	Responsibility
A targeted approach to closing the attainment gap.		Through the Scottish Attainment Challenge. Inclusion and Wellbeing Forum, Hub model and Burnhouse Skill Centre School Improvement Plans. Family Learning and Parental Engagement initiatives	The following document has been produced and Education is working to these in order to improve attainment and close the gap. West Lothian Raising Attainment Strategy https://coins.westlothian.gov.uk/coins/viewSelectedDocument.asp?c=e%97%9Dc%90pz%8D Excerpt from St Kentigern's (an attainment challenge school) inspection report "The staff in the school demonstrate a commitment to ensuring equity. Recent work has included the production of an 'Interventions for Equity' booklet which is raising awareness of equity as well as outlining practice. There are plans to use this as a tool for teachers to audit their practice. There is an understanding of the school social and economic context and this is reflected in school planning. The senior team are committed to having a constant focus on closing any gap in attainment between young people living in disadvantage and their peers and this focus has been strengthened by their work in the Scottish Attainment Challenge. They interrogated and analysed a range of both quantitative and qualitative evidence to identify where the	Education Schools

			gap currently exists. Staff have a collective understanding of what this gap is. There is now a need to move to planning effective strategies leading to evidence of closing the gap."	
			St Kent's Standards and Quality Report also demonstrates where inclusion and equity has impacted upon attainment, attendance and in particular exclusions.	
			http://www.stkentigernsacademy.westlothian.org.uk/media/45795/Standards-and-Quality-Report-2019-20/pdf/20_08_27_ST_Kentigerns_SQIP.pdf?m=637425256989430000	
			Similarly, one of our Primary attainment challenge schools, Bridgend PS school improvement plan reflects actions required:	
			https://bridgendprimary.westlothian.org.uk/media/4034/Bridgend-Primary-School-School-Improvement-Plan/pdf/2018-19_SIP1.pdf?m=636740777756900000	
			IWS offer a range of targeted programmes to raise attainment of children and young people with ASN. The number of SQA unit awards has risen to over 1000 passes in 17/18 with more anticipated in 18/19. The Scottish Attainment Challenge-Looked After Children in West Lothian has developed into a dedicated team of cross-service practitioners. This team is targeting looked after children who are disengaged from learning and offering different learning pathways to close the attainment gap. IWS offer a range of targeted programmes to raise attainment of children and young people with ASN. This team is targeting looked after children who are disengaged	Inclusion and Wellbeing Service.

			from learning and offering different learning pathways to close the attainment gap.	
	Provide opportunities to schools with regards to curricular and extracurricular opportunities delivered or supported by Active Schools and Community Sport.	Projects and programmes outlining Active Schools and Community Sport provision included in Central Education PEF documentation.	PEF funding is utilised within several schools to provide additional extracurricular opportunities for pupils to take part in sport through paid sessional coaches.	Active Schools and Community Sport.
			2016-17 Session - In previous sessions there was never a focus on Breakfast provision until 2017-18 session when I took the decision to look at adding sporting provision to existing breakfast clubs.	
			In 2017-18 session there was a focus on increase extracurricular activity via breakfast provision in all schools using the Scottish Government's Pupil Equity Fund (PEF). The opportunity to use the PEF to increase provision was a great opportunity and enabled me to focus on 'Inactivity' via adding sports activities to preexisting breakfast clubs.	
			2019-2020 We began offering breakfast active clubs for pupils. We had an increase in the number of pupils and opportunites for pupils to be involved in sport.	
			2020-2021 Clubs on hold due to COVID but support was put in place for supporting teachers to take children and young people outdoors and be active.	
Engage in a Self –evaluation process in order to identify key areas for focus.	To highlight projects and teaching& learning approaches that successfully close the gap and provide guidance about how to	Validated Self-Evaluation (VSE). Moving Forward in Learning.	Ongoing and referenced throughout this document. The IWS is engaged in an ongoing self-evaluation cycle with feedback sought constantly from children, young people, parents, mainstream schools along with other services. We have a case-study moderation cycle and an annual Partnership Planning Event to ensure our service model	Quality Assurance Team Inclusion and Wellbeing Service CLD Youth Services

	implement them effectively.		remains dynamic and flexible and adaptive to the ASN needs across West Lothian.	Adult Learning
Support schools with the strategic and operational strategies required to deliver the Pupil Equity Fund (PEF)	Head Teachers requested that a team be set up to assist them in making the right choices in delivering equity for their pupils.	Through the PEF team.	Community Arts is working with schools to develop creativity and cultural projects which will contribute to closing the attainment gap in line with Pupil Equity Fund aims.	Community Arts
		By collaborating with partners across Education and other council services e.g. Social Policy and West Lothian Leisure. External partners such as Education Scotland, NHS, Sportscotland and organisations such as See Me, Stonewall, Sustrans etc. will also contribute expertise to the support.	PEF strategies can be found in School Improvement Plans such as Armadale Academy: http://www.armadaleacademy.westlothian.org.uk/media/4783/Armadale-Academy-Improvement-Plan/pdf/School_Improvement_Plan_2019_-_2020_1.pdf?m=637235977109570000 Examples are: Holiday Actvity Clubs, where young people are provided with food in addition to opportunities to participate in physical activities. School of Football utilised as an attendance strategy 9 Armadale Academy and Inveralmond CHS)and to access learning opportunities through football Library club attached to breakfast clubs – Letham PS. The School Bank – charitable organisation for supply of school uniform and equipment to access school.	Education Schools CLD Youth Services Active Schools and Community Sport.

			Purchase of a school Mini-bus at Armadale Academy has allowed young people to access opportunities and experiences which were previously inaccessible. This is particularly supported by the Family Liaison officer and Pupil Support staff, during holiday periods.	
			Currently some the projects having the most impact in our schools through PEF are:	
			Family Liaison/ Link Workers (Inveralmond CHS, Armadale Academy, Harrysmuir PS and Knightsridge PS are amongst schools employing such staff).	
			Speech & Language Therapists are working in 17 Early years Centres and Primary Schools and are understood to be having significant impact.	
			Attendance and Employability projects are outlined throughout this document.	
			Play Therapy is being well received in those primary schools who are engaged.	
			Scotland Reads is a paired reading programme.	
			Maths Recovery is being implemented across many schools.	
			All of the above are still at the implementation stage and case studies are being collated to exemplify their success.	
Promote Family Learning	To support and develop collaborative and inclusive learning in	Through: Family Learning Strategy.	Community Arts is working with schools and school clusters to develop creative projects which will contribute to family learning.	Community Arts

	order to promote equity for all children and young people.	School/ Cluster Improvement Plans Pupil Equity Fund Provision of individual schools or clusters with arts-based interventions working with families. Interventions are designed to improve outcomes for children and young people and strengthen family and community relationships.		
			Schools are engaging Parents and Carers in learning opportunities such as: Adverse Childhood Experiences (ACES &becoming Trauma Informed). Inveralmond CHS and Linlithgow have hosted public screening of the Resilience film – currently high profile in Scotland. Armadale Academy has hosted parents sessions on developing the Teenage Brain and Substance Misuse. Schools are offering parent workshops on Social Media through organisations such as the NSPCC.	Education Schools CLD Youth Services Inclusion and Wellbeing Service

Support Head Teachers to effectively invest their Pupil Equity Funding allocation to improve the educational outcomes of children affected by poverty and close the poverty related attainment gap. This through the support with provision of arts, music and sports/ physical activity.	It is well recognised that creative and active learning can have a positive impact on the attainment and achievement of children and young people.	Provide individual schools or school clusters with arts-based interventions working with children and their families in areas of multiple deprivation. Band!' In-school is a year-long music project for P5-P7 pupils designed to teach young people how to play the instruments that constitute the basis of a rock band. The aims are to help children find a new way to express their feelings, ideas, thoughts and emotions. In turn this leads to increased confidence, self-belief and a general improvement, particularly with regard to memory, concentration and attention span. The project is fully inclusive with provisions in place for pupils with additional support needs.	The Band! In-School project meets various Curriculum for Excellence Expressive Arts outcomes in (EXAO – 1a, 16A, 17A, 18A & 19A). Young people who participated in this project developed musicianship, creativity, team working, listening skills and developed confidence and self-esteem through singing and playing their own compositions at a showcase for family and friends.	Community Arts

| | | Wee Story, Big Sound will enable nursery pupils to explore some of the techniques that composers use to affect the way we feel in order to tell a story. Pupils will create sound effects to embellish a story through imaginative play, using instruments and voice. Music based games, activities, singing and group music making will be used as strategies for developing listening, turn-taking, team-working and music skills. | Wee Story, Big Sound's aims and outcomes were to

•create a vibrant social environment in which individuals can recognise, explore and express their sense of self and their potential to play a pro-active role on the world they live

• to promote the development of confidence and

improvement in communication skills

• to encourage active, critical listening

• to encourage discussion of emotional and imaginative

Responses

• to open up the possibilities of music as a tool to develop

emotional literacy | |
| | | Native American Drumming aims to inspire young people, P3-P7, to pursue their creative musical potential through percussive music making sessions. This project is fully inclusive offering new creative experiences with instruments pupils have never seen or heard before. | The Native American Drumming project consisted of various components including workshops, training and resources using un-tuned percussion from around the world. Teachers attended two twilight training sessions to learn and practice the skills of facilitating a Drumming for Excellence workshop with the aim of taking their new skills into schools. | |

| | | Go for Bronze is a 12 week Kodaly- based music programme for P4 pupils developed by NYCoS. It focuses on developing musicianship skills through pitch and rhythm games as well as singing based activities. Traditional folk songs and games are used to introduce musical concepts with the children involved in practical activities throughout. | Go for Bronze

Develops confidence and self-esteem through singing workshops, vocal techniques and musical games to foster musicianship, vocal skills, understanding.

 Go for Bronze enriches the curriculum and enables children to learn music and the concept of creating sound through active learning. Pupils learn about music, rhythm and pulse. The sessions are engaging and enjoyable and the skills they learn transfer to their ability to play musical instruments.

Go for Bronze/Sounds Musical is a 12 week Kodaly- based music programme for P4 pupils developed by NYCoS. It focuses on developing musicianship skills through pitch and rhythm games as well as percussion based activities. Games are used to introduce musical concepts with the children involved in practical activities throughout. All YMI projects are being offered through digitial delivery methods during Covid 19. | |

Equality outcome 5: Demonstrate that we are an inclusive and diverse employer, where all employees feel valued and respected and our workforce reflects our community.

Aligned with corporate plan:

Outcome 6: West Lothian Council is recognised internally and externally as an equal opportunities employer.

Outcome 2: Improved awareness of gender based violence and protection against violence.

What we want to do	Why we want to do this	How we plan to do it	What difference this has made	Responsibility
Ensure equity of employment opportunities	To align with Council and Scottish Government employment practices and equality legislation	By utilising Myjobscotland as the main recruitment process.	86.18% of the teaching workforce is Female and 13.82% Male. The recruitment process is gender neutral and this balance is reflected by the applicants for posts.	Human Resources Team
Promote an ethos of respect and inclusion amongst employees.	Schools promote a rights respecting ethos as outlined in How Good Is Our School 4 and the National Framework. This inherently must extend to employees as role models. We aim to reduce the reported instances of violence and aggression toward employees.	By embedding the Rights Respecting School Award and introducing programmes such as Mentors in Violence Prevention (MVP).	Reference RRSA on page 11 Outcome 1. MVP is currently rolled out in 5 schools with a roll out intended across the authority in subsequent years. It has been very well received and is supported by Education Scotland Officers. Cedarbank School are also engaging in a pilot of MVP in ASN settings.	Education Schools

			An agreed shared value across the IWS is one of respect and aligned to the RRSA agenda. All staff voted on this value as the most important one for our service model and approach.	Inclusion and Wellbeing Service
		The Leap Sport Manifesto promoting Inclusion in PE and Sport will be introduced and training provided with employees in those fields.	2 Staff attended LEAP conferences with information/learning passed on to other staff in the service. Suitable training for all staff to be identified.	Active Schools and Community Sport

Equality outcome 6: Improve involvement and engagement of our communities, enabling them to be involved and engaged in the decisions made by the council that affect them.

Aligned with corporate plan:

Outcome 5: Improve engagement and involvement of our communities in the decisions made by the council that affect them.

What we want to do	Why we want to do this	How we plan to do it	What difference this has made	Responsibility
Implement the Pupil Voice Strategy	Research by the Children and Young People's Commissioner has shown that the level of participation of children and young people within schools can have a significant impact on attainment, so empowerment matters for them.	Pupil P7 and secondary surveys. Implementing "You said we did" in schools. Pupils are invited to Child/ Young Person Planning Meetings Using digital learning tools to support improving pupil voice. Implement the Rights Respecting School award.	Wellbeing self - assessments and tracking and monitoring of the Wellbeing Indicators is being piloted and undertaken by pupils. Pupils views are taken in account at Authority Attendance Groups and Childs Planning meetings. Agreed actions must reflect the young person's views. If no input is made by the young person a reason must be given as to why this was the case. Improving learner conversations are being held across all sectors. These are universal with all pupils and targeted to specific needs. Young people are also involved in IEP (individual education plans) in terms of setting and evaluating their learning targets. As a result of the above actions pupils are engaging in the making the decisions which affect them, which improved their outcomes and destinations. All schools have a baseline HWB report of where children have reported themselves in terms of the wellbeing indicators. This is being used to aid in pupil voice. Due to COVID-19 we focused on the children being safe but their report told us they were more concerned about being included and achieving across	Education Schools

		Begin to baseline our Pupils' mental Health and Wellbeing through their voice.	the authority. Schools are now addressing this need with a variety of interventions to improve these aspects of pupil wellbeing.	
			IWS capture the learner voice through the use of the Pupil Passport programme, through our case study moderation cycle and via our Pupil Forums. The learner is at the heart of the service model and our children have provided the best feedback which has driven changes in the service model.	Inclusion and Wellbeing Service
	Involve children and young people in decision making involving curricular and extracurricular provision.	Utilise Young Ambassadors and school sport committees within primary and secondary schools.	70 schools assessed as part of the School Sport Award which requires a school sport committee to be established. School Sport Committees and YAs surveyed pupils in various ways to establish activity levels outwith school, feedback on PE lessons and their needs/wants around extracurricular clubs The service has now identified 'Leadership' as a key area of work. Opportunities for pupils to engage in programmes has increased and the local development of the Young Ambassadors programme has allowed 5 pupils across years 2018-19 and 2019-20 to become part of the national Young Ambassador delivery team	Active Schools and Community Sport.
Support and improve Parental Engagement	We know that when parents are fully involved in their child's learning, and in the life and work of their local school, that	West Lothian Conference on Parental Engagement - March 2017	Most schools have social media accounts which are used effectively to share practice, inform parents / carers and celebrate success. School websites have recently been re-launched and include standard buttons such as the CEOP reporting	Education Schools

	we see better outcomes for children, parents and schools. That is why we will work to ensure that parents are supported to play an active role in their child's learning, and that parents and communities play a bigger role in the day-to-day lives of their schools. Parents and teachers in particular will become key decision makers.	Parent Councils, surveys, meetings and engagement in learning opportunities in school and at home. Use of digital tools such as social media, blogs, improved and up to date school websites etc.	button (to report exploitation and abuse both online and in reality). Local authority Twitter feeds such as the HWB Champions and the Literacy /Numeracy PEF team are also open access to parents/carers All schools are GDPR compliant most schools across the authority have active social media accounts and have their own school app to share information and learning with parents. All schools in WL also now have an active school website.	
			IWS run a Parents Forum which is in partnership with CLD, Signpost and The Larder. This group meet to discuss challenges at home and engage in family learning activities over a lunch prepared and served by our children and young people. This session takes place monthly. Our primary provision at Connolly School Campus have regular parental sessions in a nurturing session on a class-by-class basis. Parents are involved in the ongoing Child's Planning Process for every child we support.	Inclusion and Wellbeing Service
	Develop Active Schools and Community Sport communication plan	Develop online platforms for stakeholder engagement and	Twitter accounts set up for all ASCs to promote activity across cluster areas. Online registration system was trialled but not taken forward as practical needs were not met.	Active Schools and Community Sport.

	to ensure engagement with key stakeholder including young people, schools and parents.	registration for service activities e.g. after school provision and holiday programmes.	Active Schools produced their first e-newsletter in 2019. Newsletters are now being produced termly and are being shared widely amongst all education staff, parents and stakeholders.	
Improve wider community engagement in decision making	To provide opportunities for input into decision making processes that will affect local communities, including the development of Physical Activity and Sport strategies. To support community engagement and empowerment at all levels from needs assessment to decision making.	Customer satisfaction surveys Identify stakeholder groups (e.g. schools, community clubs etc.) and ensure opportunities for consultation are provided. Community Learning and Development Plan, community engagement process	Consultations have begun with a variety of stakeholders for the development of 'A More Active West Lothian' Sport strategy Parksmart is an example of a campaign where pupils (usually Junior Road Safety Officers) may lead the whole school community in tackling driver behaviour, parking and promoting active travel through a rights based approach. Where implemented successfully pupils see the impact that their voices and a planned approach to campaigning can have e.g. Inveralmond campus and Howden St Andrew's PS, St Nicholas P.S. Winchburgh and Holy Family campus are now embarking on a joint campaign with the community council.	All Education Services
			More Active West Lothian' Sport strategy	Active Schools and Community Sport.
Ensure accessibility to council services and information meets the needs	Ensure a variety of communication mediums are available for the Active Schools and	Easy read web materials and hard copies Braille	Group call is particularly effective in accessing hard to reach families in terms of immediate contact, information and invitations to meetings, safe arrivals etc. The tech allows for multiple devices access and translation. Staff report this is the one tool which has significantly had a	Education Schools

of all members of our communities.	Community Sport service.	Variety of languages Visual resources Web links and Blogs Group call	positive impact of the speed and clarity of communication.	
		Communication with Active Schools and Community Sport officers is available through face to face meetings, phone, email, website, electronic booking systems and social media.	WLC Sports Club Accreditation Scheme application, sporting grants application and ESSP applications all developed to submission via the Active West Lothian Website.	Active Schools and Community Sport.
Manage the council's Public Art programme through consultation and engagement with local communities. Funded by developer contributions, the Public Art Fund enables communities to	The Public Art Programme is based on community consultation and engagement because it provides an opportunity for communities to help shape better outcomes. This approach allows individuals and communities to engage in issues	The Grassroots Public Art Grant scheme enables communities to access funding to create new public art for their local area which is based on community consultation and engagement and which demonstrates a lasting benefit to the community. The grant fund meets the wider	Funding awarded from the Grassroots Public Art Grant scheme has enabled many community groups to improve local spaces using commissioning of public art. Grassroots grant scheme will continue to be delivered on a rolling programme basis. The commissioning group consultation method supported by the Grassroots grant process, continues to encourage and enable local people to participate in the design and creation of new art works which demonstrate a lasting benefit to the community and which make people feel better about themselves and their community.	Community Arts

| manage the commissioning of new public art works and also enables the cataloguing, maintenance and decommissioning of existing art works. | which are important to local people. Consultation is an essential mechanism to help public services deliver efficient, customer-focused services and to support the achievement of improved outcomes for local people. | strategic agenda for the sustainable development of public art in West Lothian and the funding supports community groups to develop their capacity for public art project management while improving the local built and natural environments.

As a core development area the Winchburgh area and in line with the supplementary planning guidance on public art, the site will accrue funding for public artworks within the development boundaries. There is a 7 year public art plan which maps out the process and heritage themes which will emerge during the project. | A new public art plan for 2021 -2026 is currently in development which will outline further opportunities for access to public art projects and funding for local residents and schools to participate in shaping local shared spaces and events.

New extensive mapping of all public artworks in West Lothian has been developed for the purposes of encouraging access to outdoor spaces and improved health and well being through engaging in self-guided public art walking routes now available online for PC and mobile devices.

https://www.westlothian.gov.uk/publicart | |

Equality outcome 7: Improve partnership working to enable our communities are encouraged to live healthier lives in partnership with other agencies and stakeholders, where appropriate.

Aligned with corporate plan:

Outcome 7: Children and young people in West Lothian's schools feel safe, supported and able to be themselves.

What we want to do	Why we want to do this	How we plan to do it	What difference this has made	Responsibility
Streamline schools education and community learning and development through which a wide range of partners in the public and third sector are contributing to improving outcomes for people, either in direct partnership with schools or in other community settings.	Improve school to community pathways and provision in partnership with local sports clubs and organisations. To raise awareness of relevant national campaigns relating to healthy living and to provide opportunities for local engagement. To improve wellbeing and life chances for our communities through joint planning and self-evaluation.Through	Establishment of Community Sports hubs within four geographic areas- North, South, West and Central. Promotion of healthy living through sport campaigns through Active Schools and Community Sport media.	3 Community Sports Hubs developed. PE Physical Activity and Sport (PEPAS) groups established within all 9 primary school clusters that will also support the development of school-club links. AS &CS have fully embedded a 'Changing Lives Through Sport' approach to service delivery. The approach seeks to deliver wider outcomes for individual and communities through sport and physical activity. Community Sports club support is driven by the approach and work is being carried out with support of sportscotland to integrate the approach within Active Schools. This comes at an opportune time when the focus on health and wellbeing of pupils is paramount The service have been successful in gaining places for 2 staff on the 'Changing Lives Champions' programme for 2020-21 that will further support the service development lead by the current service 'champion'. Co-ordinated Support plans are in place. (These are statutory for a small targeted group of pupils.)	Active Schools and Community Sport. Learning, Policy and Resources Inclusion and Wellbeing Service

	partnership working identifying initiatives that address needs and add value.			
Include and collaborate with Private Early Years Centres and childminders in local authority developments.	To support our children to have the best start in life and be ready to succeed.	Through formal partnerships with 7 private early years centres and offering professional learning opportunities to all private nurseries, playgroups and early years centres. This will be extended to include all partners who meet the national quality standard by 2020.	The expansion plan of early years education is progressing at pace with the requirement of additional hours offered and inclusion of 2 year olds in some circumstances. Creative thinking in the use of spaces inclusive of outdoors; staffing and managing of numbers of children logistically and in terms of quality learning provision is being employed.	Education Schools Early Years Team
Work in partnership with LGBT Scotland; Stonewall and the WL Glitter Cannons	Engage with protected characteristic groups to develop Equalities Impact Assessment prior to the production of Physical Activity and Sport Strategy.	Meet with protected characteristic groups to discuss and identify barriers to participation in Physical Activity and Sport.	PEPAS groups established in all schools to consider all aspects of curricular and extracurricular provision. These groups are open to all.	Active Schools and Community Sport
Work in partnership with external organisations	In order to foster common approaches and language, achieving	NHS (Healthy Respect; Tobacco; Health Improvement and Access Officer etc.)	Refer to Health and Wellbeing P.5 and PSE P.7. A review of the Relationships and Sexual Health curriculum is currently underway and West Lothian is working collaboratively with Healthy Respect. The PSE	Education Schools

such as NHS, Education Scotland and third sector organisations.	positive, equitable and inclusive outcomes for children and young people.	Education Scotland: Mentors in Violence Prevention Health and Wellbeing Network Barnados Young Carers Youth Action Project	review paper (Jan 2019) has been circulated to the WL Alcohol and Drug Partnership (ADP). Tobacco work has been carried out by NHS partner in 10 of our Secondary schools over a period of 4 years in the Decipher Assist programme. Recent research carried out by NHS shows that pupils knowledge is good around tobacco, but that peer to peer supply is an ongoing issue.	Inclusion and Wellbeing Service
		Sportscotland Community clubs and organisations	Participation data submitted to sportscotland re ASNs, FSMs and SIMD data. Sportscotland to provide clarity on national outcomes for equality and inclusion within revised Corporate Plan and Partnership Agreements	Active Schools and Community Sport
Alcohol and Drug Partnerships	To promote healthy living and encourage positive, informed choices.	Youth Inclusion and Aftercare Team Youth Action Project West Lothian Drug and Alcohol Service	Support young people with alcohol and drug issues when referred by schools, are self –referred or through a GP. Re- structuring of services and funding restraints have required more targeted approaches. The WL Alcohol and Drug Partnership have a Young People's sub group which is currently identifying such targeted approaches, possibly through Pupil Equity Fund. 2020- The West Lothian Drug and Alcohol service secured funding for a youth worker who has been working 1-2-1 with children and young people impacted by their own substance misuse or by parental substance misuse.	Education Schools Inclusion and Wellbeing Service
	Use 'sport for change' model to reduce incidences of	Support the provision of Friday afternoon activity sessions targeting young	Friday afternoon diversionary club stopped due to loss of external funding.	Active Schools and Community Sport

	antisocial alcohol and drug related activity in East Calder.	people at Xcite East Calder.		
Collaborate with Social Policy: Health Improvement Team Youth Inclusion Project Children and Young People's Team	In order to foster common approaches and language, achieving positive, equitable and inclusive outcomes for children and young people. To promote healthy living and encourage positive, informed choices.	Through signposting of children and young people to an appropriate intervention or support service.	Weekly meeting to support children and young people with a variety of wellbeing needs as part of the post-lockdown recovery plan. 2020-2021 – To better support children and families impacted by the Covid lockdown, a multi-agency Wellbeing Recovery Screening Group has been formed. This group meets weekly to discuss referrals from schools, parents, GPs and Social Policy colleagues and allows professionals from all agencies to share information, assess needs and quickly allocate appropriate services	Wellbeing Recovery Screening Group (multi-agency group as part of post-lockdown recovery)
West Lothian Leisure Health and Social Care Partnership	Develop a physical activity and sport strategy for West Lothian to inclusive of all partner organisations to ensure activities are coordinated across partner organisations to enable local and national outcomes are achieved.	Organise appropriate forums (inclusive of working groups) for engagement with partner organisations to discuss and produce Physical Activity and Sport strategy.	Proposal for creation of Health and Wellbeing subgroup and development of Physical Activity and Sport strategy to be considered. With development of the Changing Lives approach, the service will seek to identify key partners and establish appropriate forums for the strategic development of PE, physical activity and sport opportunities in support of health and wellbeing outcomes.	Active Schools and Community Sport

Seek out opportunities to work in partnership with West Lothian Leisure, cultural organisations and the voluntary sector.	Partnership working with a wide range of partners enables us to extend our provision, work with a wider range of individuals, groups and communities and maximises our resources.	Community Arts works closely with West Lothian Leisure to provide high quality cultural facilities at Howden Park Centre. Community Arts supports the voluntary arts sector and manages the council's Arts Grants scheme and Grassroots Public Art Fund. Community Arts supports Firefly Arts Ltd and the Regal Community Theatre in Bathgate and monitor these organisations' performance in achieving the outcomes which are purchased through Funding Agreements and community arts activities.	Community Arts supports West Lothian Leisure to continue to offer opportunities for local people to participate in the arts programme at Howden Park Centre. Core funding from West Lothian Council and Link Officer support from Community Arts enables Firefly Arts to offer children and young people and young people with a range of special needs high quality, affordable and progressive arts opportunities. Firefly Arts generates new community partnerships, provides training and work experience for young adults and deliver specialist projects to support West Lothian's most vulnerable communities.	Community Arts

APPENDIX 2

EMPLOYMENT MONITORING DATA

EDUCATION

The council has a statutory duty, as a public sector employer, to publish employment monitoring statistics in relation to the composition of its workforce and the recruitment, development and retention of its employees.

Information on the workforce has been gathered and reported on according protected characteristics and is provided in the tables below for the period 1 January 2019 to 31 December 2020.

Sources of Information

The council's HR Management Information System has been used to gather and report on the following:

- Staff currently in post
- Employees applying for and receiving training
- Employees involved in grievance, disciplinary or bullying and harassment cases
- Employees leaving the council

The National Recruitment Portal has been used to gather and report on the following:

- Applicants for employment and promotion
- Candidates selected for interview
- Candidates successfully appointed

EDUCATION EMPLOYMENT MONITORING STATISTICS

(1 January 2019 – 31 January 2021)

1.   STAFF IN POST

The following tables contain equality monitoring information obtained from the councils HR Management Information System.

1.1   Employees in Post by Sex as at January 2021

Sex	Number	Percentage
Female	3566	86.18
Male	572	13.82
Prefer not to say	0	0
Unknown	0	0
Total	**4138**	**100**

1.2   Employees in Post by Ethnicity as at January 2021

Ethnicity	Number	Percentage
White – Scottish	2710	65.49
White - Other British	206	4.98
White – Irish	47	1.14
White - Gypsy/ Traveller	0	0
White - Eastern European (e.g. Polish)	13	0.31
White - Other ethnic group	103	2.49
Any mixed or multiple ethnic group	8	0.19
Pakistani, Pakistani Scottish or Pakistani British	19	0.46
Indian, Indian Scottish or Indian British	15	0.36
Bangladeshi, Bangladeshi Scottish or Bangladeshi British	1	0.02
Chinese, Chinese Scottish or Chinese British	4	0.10
Other Asian	7	0.17

African, African Scottish or African British	5	0.12
Other African	1	0.02
Caribbean, Caribbean Scottish or Caribbean British	7	0.17
Black, Black Scottish or Black British	1	0.02
Other Caribbean or Black	0	0
Arab, Arab Scottish or Arab British	0	0
Other Arab	0	0
Other	6	0.14
Prefer not to say	777	18.78
Unknown	208	5.03
Total	**4138**	**100**

1.3 Employees in post by Disability as at January 2021

Disability	**Number**	**Percentage**
Yes	69	1.67
No	558	13.48
Prefer not to say	20	0.48
Unknown	3491	84.36
Total	**4138**	**100**

1.4 Employees in post by Disability Type as at January 2021

Disability Type	**Number**	**Percentage**
A learning disability	14	20.29
A longstanding illness or other health condition	17	24.64
A mental health condition	12	17.39
A physical impairment	5	7.25
Sensory impairment	9	13.04
Other condition	12	17.39
Prefer not to say	0	0

Unknown	0	0
Total	**69**	**100**

1.5 Employees in Post by Age as at January 2021

Age	Number	Percentage
Under 21	31	0.75
21-30	783	18.92
31-40	1114	26.92
41-50	1069	25.83
51-60	937	22.64
61 Plus	204	4.93
Unknown	0	0
Total	**4138**	**100**

1.6 Employees in post by Sexual Orientation as at January 2021

Sexual Orientation	Number	Percentage
Bisexual	10	0.24
Gay	10	0.24
Heterosexual/ straight	641	15.49
Lesbian	5	0.12
Prefer not to say	32	0.77
Unknown	3440	83.13
Total	**4138**	**100**

1.7   Employees in post by Religion or Belief as at January 2021

Religion or Belief	Number	Percentage
None	322	7.78
Church of Scotland	154	3.72
Roman Catholic	135	3.26
Other Christian	68	1.64
Muslim	5	0.12
Buddhist	1	0.02
Sikh	0	0
Jewish	1	0.02
Hindu	0	0
Humanist	3	0.07
Pagan	0	0
Other religion or belief	7	0.17
Prefer not to say	34	0.82
Unknown	3408	82.36
Total	**4138**	**100**

1.8   Employee in post by Caring Responsibility as at January 2021

Caring Responsibilities	Number	Percentage
Yes	175	4.23
No	150	3.62
Prefer not to say	13	0.31
Unknown	3800	91.83
Total	**4138**	**100**

1.9   Employees in post by Gender Identity as at January 2021

The statistics in the table below are provided in response to the following question: Have you ever identified as a transgender person or as undergoing any part of the gender reassignment process?

Gender Identity	Number	Percentage
Yes	1	0.02
No	530	12.81
Prefer not to say	20	0.48
Unknown	3587	86.68
Total	**4138**	**100**

2.   APPLICANTS FOR EMPLOYMENT

The following statistics are taken from the National Recruitment Portal.

2.1   SEX

2.1.1   Applicants for Employment 1 January 2019 – 31 December 2019 by Sex

SEX	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Female	4,470	81.97	1,589	82.50	609	83.88
Male	915	16.78	319	16.56	101	13.91
Prefer not to say	15	0.28	7	0.36	3	0.41
Unknown	53	0.97	11	0.57	13	1.79
Total	**5,453**	**100**	**1,926**	**100**	**726**	**100**

2.1.2   Applicants for Employment 1 January 2020 – 31 December 2020 by Sex

SEX	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Female	5,897	84.68	1,533	85.36	532	84.44
Male	962	13.81	237	13.20	68	10.79
Prefer not to say	28	0.40	10	0.56	2	0.32
Unknown	77	1.11	16	0.89	28	4.44
Total	**6,964**	**100**	**1,796**	**100**	**630**	**100**

2.2 ETHNICITY

2.2.1 Applicants for Employment 1 January 2019 – 31 December 2019 by Ethnicity

ETHNICITY	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
African - (Inc.Scottish/British)	5	0.09	0	0	0	0
African - Other	27	0.50	7	0.36	4	0.55
Any Mixed or Multiple	31	0.57	7	0.36	1	0.14
Asian - Bangladeshi (Inc.Scottish/British)	2	0.04	1	0.05	0	0
Asian - Chinese (Inc.Scottish/British)	11	0.20	2	0.10	0	0
Asian - Indian (Inc.Scottish/British)	32	0.59	2	0.10	1	0.14
Asian - Other (Inc.Scottish/British)	32	0.59	13	0.67	2	0.28
Asian - Pakistani (Inc.Scottish/British)	54	0.99	12	0.62	5	0.69
Black - (Inc.Scottish/British)	5	0.09	0	0	0	0
Caribbean - (Inc.Scottish/British)	2	0.04	1	0.05	0	0
Caribbean or Black (Other)	2	0.04	0	0	0	0
Other - Arab (Inc.Scottish/British)	10	0.18	2	0.10	1	0.14
White - Eastern European (eg Polish)	31	0.57	5	0.26	1	0.14
White - Irish	40	0.73	15	0.78	5	0.69
White - Other British	385	7.06	159	8.26	64	8.82
White - Other white ethnic group	205	3.76	38	1.97	16	2.20
White - Polish	92	1.69	19	0.99	9	1.24
White - Scottish	4,348	79.74	1,608	83.49	594	81.82
Prefer not to say	43	0.79	18	0.93	7	0.96
Unknown	96	1.76	17	0.88	16	2.20
Total	**5,453**	**100**	**1,926**	**100**	**726**	**100**

2.2.2   Applicants for Employment 1 January 2020 – 31 December 2020 by Ethnicity

ETHNICITY	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
African - (Inc.Scottish/British)	14	0.20	2	0.11	1	0.16
African - Other	13	0.19	1	0.06	0	0
Any Mixed or Multiple	23	0.33	2	0.11	0	0
Asian - Bangladeshi (Inc.Scottish/British)	3	0.04	0	0	0	0
Asian - Chinese (Inc.Scottish/British)	14	0.20	2	0.11	0	0
Asian - Indian (Inc.Scottish/British)	33	0.47	3	0.17	1	0.16
Asian - Other (Inc.Scottish/British)	15	0.22	3	0.17	2	0.32
Asian - Pakistani (Inc.Scottish/British)	87	1.25	17	0.95	7	1.11
Black - (Inc.Scottish/British)	5	0.07	3	0.17	1	0.16
Caribbean - (Inc.Scottish/British)	1	0.01	0	0	0	0
Caribbean or Black (Other)	6	0.09	1	0.06	0	0
Other - Arab (Inc.Scottish/British)	20	0.29	1	0.06	0	0
White - Eastern European (eg Polish)	49	0.70	5	0.28	1	0.16
White - Irish	85	1.22	24	1.34	3	0.48
White - Other British	509	7.31	147	8.18	50	7.94
White - Other white ethnic group	259	3.72	38	2.12	13	2.06
White - Polish	72	1.03	21	1.17	12	1.90
White - Scottish	5,505	79.05	1,472	81.96	499	79.21
Prefer not to say	66	0.95	24	1.34	7	1.11
Unknown	185	2.66	30	1.67	33	5.21
Total	**6,964**	**100**	**1,796**	**100**	**630**	**100**

2.3   DISABILITY

2.3.1   Applicants for Employment 1 January 2019 – 31 December 2019 by Disability

DISABILITY	Applicants for Employment (5,453)		Selected for Interview (1,926)		Successful Appointments (726)	
	No.	%	No.	%	No.	%
Disabled	291	5.34	138	7.17	30	4.13

2.3.2   Applicants for Employment 1 January 2020 – 31 December 2020 by Disability

DISABILITY	Applicants for Employment (6,964)		Selected for Interview (1,796)		Successful Appointments (630)	
	No.	%	No.	%	No.	%
Disabled	404	5.80	171	9.52	32	5.08

2.3.3   Applicants for Employment 1 January 2019 – 31 December 2019 by Disability Type

DISABILITY TYPE	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Learning Disability	75	25.77	30	21.74	7	23.33
Longstanding Illness	46	15.81	23	16.67	6	16.67
Mental Health Condition	51	17.53	21	15.22	7	23.33
Physical Impairment	19	6.53	9	6.52	2	6.67
Sensory Impairment	4	1.37	3	2.17	0	0
Other	28	9.62	14	10.14	3	10
Prefer Not to Say	4	1.37	4	2.90	0	0
Unknown	64	21.99	34	24.64	6	20
Total	**291**	**100**	**138**	**100**	**30**	**100**

2.3.4   Applicants for Employment 1 January 2020 – 31 December 2020 by Disability Type

DISABILITY TYPE	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Learning Disability	120	29.70	56	32.75	8	25
Longstanding Illness	87	21.53	33	19.30	10	31.25
Mental Health Condition	63	15.59	19	11.11	1	3.13
Physical Impairment	42	10.40	20	11.70	3	9.38
Sensory Impairment	1	0.25	0	0	0	0
Other	29	7.18	15	8.77	4	12.50
Prefer Not to Say	13	3.22	7	4.09	0	0
Unknown	49	12.13	21	12.28	6	18.75
Total	**404**	**100**	**171**	**100**	**32**	**100**

2.4   AGE

2.4.1   Applicants for Employment 1 January 2019 – 31 December 2019 by Age

AGE	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Under 21	91	1.67	40	2.08	20	2.75
21-30	1,342	24.61	441	22.90	172	23.69
31-40	1,746	32.02	552	28.66	227	31.27
41-50	1,322	24.24	529	27.47	181	24.93
51-60	742	13.61	304	15.78	93	12.81
61 plus	123	2.26	41	2.13	18	2.48
Not Known	87	1.60	19	0.99	15	2.07
Total	5,453	100	1,926	100	726	100

2.4.2   Applicants for Employment 1 January 2020– 31 December 2020 by Age

AGE	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Under 21	169	2.43	49	2.73	22	3.49
21-30	2,322	33.34	497	27.67	170	26.98
31-40	2,014	28.92	529	29.45	193	30.63
41-50	1,464	21.02	446	24.83	136	21.59
51-60	720	10.34	209	11.64	67	10.63
61 plus	115	1.65	30	1.67	9	1.43
Not Known	160	2.30	36	2	33	5.24
Total	**6,964**	**100**	**1,796**	**100**	**630**	**100**

2.5   SEXUAL ORIENTATION

2.5.1   Applicants for Employment 1 January 2019 – 31 December 2019 by Sexual Orientation

SEXUAL ORIENTATION	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Bisexual	52	0.95	22	1.14	9	1.24
Gay/Lesbian	114	2.09	39	2.02	9	1.24
Heterosexual/Straight	5,009	91.86	1,775	92.16	670	92.29
Unknown	103	0.15	2	0.10	1	0.14
Prefer not to say	167	3.06	63	3.27	17	2.34
Other	8	1.89	25	1.30	20	2.75
Totals	**5,453**	**100**	**1,926**	**100**	**726**	**100**

2.5.2 Applicants for Employment 1 January 2020 – 31 December 2020 by Sexual Orientation

SEXUAL ORIENTATION	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Bisexual	137	1.97	38	2.12	9	1.43
Gay/Lesbian	204	2.93	54	3.01	18	2.86
Heterosexual/Straight	6,279	90.16	1,613	89.81	556	88.25
Unknown	24	0.34	2	0.11	0	0
Prefer not to say	204	2.93	62	3.45	14	2.22
Other	116	1.67	27	1.50	33	5.24
Totals	**6,964**	**100**	**1,796**	**100**	**630**	**100**

2.6 RELIGION OR BELIEF

2.6.1 Applicants for Employment 1 January 2019 – 31 December 2019 by Religion or Belief

RELIGION OR BELIEF	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Buddhist	11	0.20	2	0.10	1	0.14
Church of Scotland	870	15.95	364	18.90	126	17.36
Hindu	16	0.29	1	0.05	1	0.14
Humanist	53	0.97	18	0.93	8	1.10
Jewish	9	0.17	3	0.16	3	0.41
Muslim	75	1.38	20	1.04	7	0.96
None	2,617	47.99	894	46.42	355	48.90
Other Christian	436	8	127	6.59	61	8.40
Other Religion/Belief	49	0.90	13	0.67	3	0.41
Pagan	6	0.11	4	0.21	1	0.14
Roman Catholic	908	16.65	339	17.60	104	14.33

Sikh	3	0.06	0	0	0	0
Prefer Not to Say	277	5.08	108	5.61	35	4.82
Unknown	123	2.26	33	1.71	21	2.89
Total	**5,453**	**100**	**1,926**	**100**	**726**	**100**

2.6.2 Applicants for Employment 1 January 2020 – 31 December 2020 by Religion or Belief

RELIGION OR BELIEF	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Buddhist	11	0.16	2	0.11	1	0.16
Church of Scotland	1,049	15.06	302	16.82	100	15.87
Hindu	20	0.29	1	0.06	0	0
Humanist	60	0.86	17	0.95	7	1.11
Jewish	2	0.03	0	0	0	0
Muslim	107	1.54	17	0.95	8	1.27
None	3,627	52.08	899	50.06	311	49.37
Other Christian	514	7.38	134	7.46	49	7.78
Other Religion/Belief	32	0.46	13	0.72	4	0.63
Pagan	8	0.11	2	0.11	0	0
Roman Catholic	1,047	15.03	279	15.53	95	15.08
Sikh	5	0.07	1	0.06	1	0.16
Prefer Not to Say	306	4.39	90	5.01	17	2.70
Unknown	176	2.53	39	2.17	37	5.87
Total	**6,964**	**100**	**1,796**	**100**	**630**	**100**

2.7 CARING RESPONSIBILITIES

2.7.1 Applicants for Employment 1 January 2019 – 31 December 2019 by Caring Responsibilities

CARING RESPONSIBILITIES	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Yes (Children under 18)	2,584	47.39	963	50	375	51.65
Yes (Other)	81	1.49	30	1.56	13	1.79
No	2,703	49.57	912	47.35	321	44.21
Prefer Not to Say	24	0.44	11	0.57	5	0.69
Unknown	61	1.12	10	0.52	12	1.65
Total	**5,453**	**100**	**1,926**	**100**	**726**	**100**

2.7.2 Applicants for Employment 1 January 2020 – 31 December 2020 by Caring Responsibilities

CARING RESPONSIBILITIES	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Yes (Children under 18)	3,011	43.23	804	44.77	303	48.10
Yes (Other)	127	1.82	38	2.12	12	1.90
No	3,651	52.43	917	51.06	281	44.60
Prefer Not to Say	52	0.75	12	0.67	1	0.16
Unknown	123	1.77	25	1.39	33	5,24
Total	**6,964**	**100**	**1,796**	**100**	**630**	**100**

2.8   GENDER IDENTITY

2.8.1   Applicants for Employment 1 January 2019 – 31 December 2019 by Gender Identity

The statistics in the table below are provided in response to the following question: Have you ever

identified as a transgender person or as undergoing any part of the gender reassignment process?

GENDER IDENTITY	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Yes	10	0.18	4	0.21	2	0.28
No	5,330	97.74	1,888	98.03	704	96.97
Prefer Not to Say	47	0.86	18	0.93	6	0.83
Unknown	66	1.21	16	0.83	14	1.93
Total	**5,453**	**100**	**1,926**	**100**	**726**	**100**

2.8.2   Applicants for Employment 1 January 2020 – 31 December 2020 by Gender Identity

The statistics in the table below are provided in response to the following question: Have you ever

identified as a transgender person or as undergoing any part of the gender reassignment process?

GENDER IDENTITY	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Yes	13	0.19	3	0.17	0	0
No	6,824	97.99	1,760	98	597	94.76
Prefer Not to Say	36	0.52	13	0.72	2	0.32
Unknown	91	1.31	20	1.11	31	4.92
Total	**6,964**	**100**	**1,796**	**100**	**630**	**100**

3. APPLICANTS FOR PROMOTION

The following figures are taken from the National Recruitment Portal and are based on a candidate's own determination as to whether the post they are applying for constitutes a promotion.

3.1 SEX

3.1.1 Applicants for Promotion 1 January 2019 – 31 December 2019 by Sex

SEX	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Female	466	82.19	237	82.87	71	82.56
Male	100	17.64	49	17.13	15	17.44
Prefer not to say	1	0.18	0	0	0	0
Total	567	100	286	100	86	100

3.1.2 Applicants for Promotion 1 January 2020 – 31 December 2020 by Sex

SEX	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Female	428	77.26	183	84.33	60	83.33
Male	123	22.20	32	14.75	12	16.67
Prefer not to say	3	0.54	2	0.92	0	0
Total	554	100	217	100	72	100

3.2   ETHNICTY

3.2.1   Applicants for Promotion 1 January 2019 – 31 December 2019 by Ethnicity

ETHNICITY	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
African - (Inc.Scottish/British)	0	0	0	0	0	0
African - Other	0	0	0	0	0	0
Any Mixed or Multiple	0	0	0	0	0	0
Asian - Bangladeshi (Inc.Scottish/British)	0	0	0	0	0	0
Asian - Chinese (Inc.Scottish/British)	0	0	0	0	0	0
Asian - Indian (Inc.Scottish/British)	0	0	0	0	0	0
Asian - Other (Inc.Scottish/British)	6	1.06	4	1.40	0	0
Asian - Pakistani (Inc.Scottish/British)	5	0.88	1	0.35	1	1.16
Black - (Inc.Scottish/British)	0	0	0	0	0	0
Caribbean - (Inc.Scottish/British)	0	0	0	0	0	0
Caribbean or Black (Other)	0	0	0	0	0	0
Other - Arab (Inc.Scottish/British)	3	0.53	2	0.70	1	1.16
White - Eastern European (eg Polish)	3	0.53	0	0	0	0
White - Gypsy/Traveller	0	0	0	0	0	0
White - Irish	5	0.88	2	0.70	0	0
White - Other British	26	4.59	15	5.24	6	6.98
White - Other white ethnic group	5	0.88	0	0	0	0
White - Polish	2	0.35	1	0.35	1	1.16
White - Scottish	498	87.83	259	90.56	76	88.37
Prefer not to say	14	2.47	2	0.70	1	1.16
Unknown	0	0	0	0	0	0
Total	**567**	**100**	**286**	**100**	**86**	**100**

3.2.2 Applicants for Promotion 1 January 2020 – 31 December 2020 by Ethnicity

ETHNICITY	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
African - (Inc.Scottish/British)	0	0	0	0	0	0
African - Other	2	0.36	0	0	0	0
Any Mixed or Multiple	1	0.18	1	0.46	0	0
Asian - Bangladeshi (Inc.Scottish/British)	0	0	0	0	0	0
Asian - Chinese (Inc.Scottish/British)	1	0.18	0	0	0	0
Asian - Indian (Inc.Scottish/British)	0	0	0	0	0	0
Asian - Other (Inc.Scottish/British)	0	0	0	0	0	0
Asian - Pakistani (Inc.Scottish/British)	0	0	0	0	0	0
Black - (Inc.Scottish/British)	0	0	0	0	0	0
Caribbean - (Inc.Scottish/British)	0	0	0	0	0	0
Caribbean or Black (Other)	0	0	0	0	0	0
Other - Arab (Inc.Scottish/British)	0	0	0	0	0	0
White - Eastern European (eg Polish)	7	1.26	2	0.92	0	0
White - Gypsy/Traveller	0	0	0	0	0	0
White - Irish	9	1.62	0	0	0	0
White - Other British	23	4.15	11	5.07	4	5.56
White - Other white ethnic group	5	0.90	1	0.46	1	1.39
White - Polish	3	0.54	2	0.92	1	1.39
White - Scottish	491	88.63	194	89.40	63	87.50
Prefer not to say	6	1.08	4	1.84	2	2.78
Unknown	6	1.08	2	0.92	1	1.39
Total	**554**	**100**	**217**	**100**	**72**	**100**

3.3   DISABILITY

3.3.1   Applicants for Promotion 1 January 2019 – 31 December 2019 by Disability

DISABILITY	Applicants for Employment (567)		Selected for Interview (286)		Successful Appointments (86)	
	No.	%	No.	%	No.	%
Disabled	12	2.12	7	2.45	1	1.16

3.3.2   Applicants for Promotion 1 January 2020 – 31 December 2020 by Disability

DISABILITY	Applicants for Employment (554)		Selected for Interview (217)		Successful Appointments (72)	
	No.	%	No.	%	No.	%
Disabled	10	1.81	6	2.76	3	4.17

3.3.3   Applicants for Promotion 1 January 2019 – 31 December 2019 by Disability Type

DISABILITY TYPE	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Learning Disability	3	25	2	28.57	0	0
Longstanding Illness	7	58.33	4	57.14	1	100
Mental Health Condition	0	0	0	0	0	0
Physical Impairment	1	8.33	1	14.29	0	0
Sensory Impairment	0	0	0	0	0	0
Other	0	0	0	0	0	0
Prefer Not to Say	0	0	0	0	0	0
Unknown	1	8.33	0	0	0	0
Total	12	100	7	100	1	100

3.3.4 Applicants for Promotion 1 January 2020 – 31 December 2020 by Disability Type

DISABILITY TYPE	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Learning Disability	6	60	2	33.33	0	0
Longstanding Illness	3	30	3	50	2	66.67
Mental Health Condition	0	0	0	0	0	0
Physical Impairment	0	0	0	0	0	0
Sensory Impairment	0	0	0	0	0	0
Other	0	0	0	0	0	0
Prefer Not to Say	0	0	0	0	0	0
Unknown	1	10	1	16.67	1	33.33
Total	10	100	6	100	3	100

3.4   AGE

3.4.1   Age Profile of Applicants for Promotion 1 January 2019 – 31 December 2019

AGE	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Under 21	1	0.18	1	0.35	0	0
21-30	55	9.70	22	7.69	7	8.14
31-40	192	33.86	83	29.02	27	31.40
41-50	183	32.28	106	37.06	30	34.88
51-60	132	23.28	73	25.52	22	25.58
61 plus	4	0.71	1	0.35	0	0
Not known	0	0	0	0	0	0
Total	567	100	286	100	86	100

3.4.2   Age Profile of Applicants for Promotion 1 January 2020 – 31 December 2020

AGE	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Under 21	11	1.99	2	0.92	1	1.39
21-30	95	17.15	24	11.06	11	15.28
31-40	209	37.73	73	33.64	22	30.56
41-50	171	30.87	84	38.71	26	36.11
51-60	63	11.37	30	13.82	11	15.28
61 plus	1	0.18	1	0.46	0	0
Not known	4	0.72	3	1.38	1	1.30
Total	554	100	217	100	72	100

3.5 SEXUAL ORIENTATION

3.5.1 Applicants for Promotion 1 January 2019 – 31 December 2019 by Sexual Orientation

SEXUAL ORIENTATION	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Bisexual	1	0.18	0	0	0	0
Gay/Lesbian	14	2.47	4	1.40	1	1.16
Heterosexual/Straight	530	93.47	267	93.36	83	95.51
Unknown	0	0	0	0	0	0
Prefer Not to Say	19	3.35	12	4.20	1	1.16
Other	3	0.53	3	1.05	1	1.16
Totals	567	100	286	100	86	100

3.5.2 Applicants for Promotion 1 January 2020 – 31 December 2020 by Sexual Orientation

SEXUAL ORIENTATION	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Bisexual	0	0	0	0	0	0
Gay/Lesbian	17	3.07	6	2.76	3	4.17
Heterosexual/Straight	531	95.85	207	95.39	68	94.44
Unknown	0	0	0	0	0	0
Prefer Not to Say	6	1.08	4	1.84	1	1.39
Other	0	0	0	0	0	0
Totals	554	100	217	217	72	100

3.6 RELIGION OR BELIEF

3.6.1 Applicants for Promotion 1 January 2019 – 31 December 2019 by Religion or Belief

RELIGION OR BELIEF	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Buddhist	2	0.35	0	0	0	0
Church of Scotland	116	20.46	63	22.03	20	23.36
Hindu	0	0	0	0	0	0
Humanist	4	0.71	2	0.70	1	1.16
Jewish	0	0	0	0	0	0
Muslim	10	1.76	5	1.75	2	2.33
None	212	37.39	106	37.06	35	40.70
Other Christian	37	6.53	17	5.94	6	6.98
Other Religion/Belief	15	2.65	4	1.40	0	0
Pagan	1	0.18	0	0	0	0
Roman Catholic	133	23.46	65	22.73	15	17.44
Sikh	0	0	0	0	0	0
Prefer Not to Say	32	5.64	20	6.99	4	4.65
Unknown	5	0.88	4	1.40	3	3.49
Total	567	100	286	100	86	100

3.6.2 Applicants for Promotion 1 January 2020 – 31 December 2020 by Religion or Belief

RELIGION OR BELIEF	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Buddhist	0	0	0	0	0	0
Church of Scotland	103	18.59	47	21.66	14	19.44
Hindu	0	0	0	0	0	0

Humanist	2	0.36	2	0.92	0	0
Jewish	0	0	0	0	0	0
Muslim	1	0.18	0	0	0	0
None	255	46.03	89	41.01	32	44.44
Other Christian	40	7.22	17	7.83	4	5.56
Other Religion/Belief	1	0.18	1	0.46	0	0
Pagan	0	0	0	0	0	0
Roman Catholic	130	23.47	53	24.42	20	27.78
Sikh	0	0	0	0	0	0
Prefer Not to Say	15	2.71	6	2.76	1	1.39
Unknown	7	1.26	2	0.92	1	1.39
Total	554	100	217	100	72	100

3.7   CARING RESPONSIBILITIES

3.7.1   Applicants for Promotion 1 January 2019 – 31 December 2019 by Caring Responsibilities

CARING RESPONSIBILITIES	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Yes (Children under 18)	309	54.50	164	57.34	48	55.81
Yes (Other)	12	2.29	8	2.80	4	4.65
No	241	42.50	113	39.51	32	37.21
Prefer Not to Say	4	0.71	1	0.35	2	2.33
Unknown	0	0	0	0	0	0
Total	567	100	286	100	86	100

3.7.2   Applicants for Promotion 1 January 2020 – 31 December 2020 by Caring Responsibilities

CARING RESPONSIBILITIES	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Yes (Children under 18)	301	54.33	125	57.60	37	51.39
Yes (Other)	10	1.81	5	2.30	2	2.78
No	228	41.16	82	37.79	32	44.44
Prefer Not to Say	5	0.90	3	1.38	0	0
Unknown	10	1.81	2	0.92	1	1.39
Total	554	100	217	100	72	100

3.8   GENDER IDENTITY

3.8.1   Applicants for Promotion 1 January 2019 – 31 December 2019 by Gender Identity

The statistics in the table below are provided in response to the following question: Have you ever

identified as a transgender person or as undergoing any part of the gender reassignment process?

GENDER IDENTITY	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Yes	0	0	0	0	0	0
No	558	98.41	280	97.90	86	100
Prefer Not to Say	7	1.23	4	1.40	0	0
Unknown	2	0.35	2	0.70	0	0
Total	567	100	286	100	86	100

3.8.2   Applicants for Promotion 1 January 2020 – 31 December 2020 by Gender Identity

The statistics in the table below are provided in response to the following question: Have you ever

identified as a transgender person or as undergoing any part of the gender reassignment process?

GENDER IDENTITY	Applicants for Employment		Selected for Interview		Successful Appointments	
	No.	%	No.	%	No.	%
Yes	0	0	0	0	0	0
No	550	99.28	215	99.08	72	100
Prefer Not to Say	4	0.72	2	0.92	0	0
Unknown	0	0	0	0	0	0
Total	554	100	217	100	72	100

4.   EMPLOYEES APPLYING FOR AND RECEIVING TRAINING

The table below contains information on employees who have received training centrally. The majority of training carried out centrally is mandatory. Therefore, there have not been any employees who have applied for training centrally who have not received the training or are currently awaiting the training.

4.1   Employees who applied for and received training during period 1 January 2019 – 31 December 2019

ETHNICITY	Number	Proportion (%)
White – Scottish	829	65.48
White - Other British	66	5.21
White – Irish	13	1.03
White - Gypsy/ Traveller		
White - Eastern European (e.g. Polish)	3	0.24
White - Other ethnic group	25	1.97
Any mixed or multiple ethnic group	6	0.47
Pakistani, Pakistani Scottish/British	4	0.32
Indian, Indian Scottish/British	1	0.08
Bangladeshi, Bangladeshi Scottish/British		
Chinese, Chinese Scottish/British		
Other Asian	1	0.08
African, African Scottish/British	1	0.08
Other African		
Caribbean, Caribbean Scottish/British	2	0.16
Black, Black Scottish/British		
Other Caribbean or Black		
Arab, Arab Scottish/British		
Other Arab		
Other		
Prefer not to say	282	22.27

Unknown	33	2.61
SEX	Number	Proportion (%)
Female	1096	86.57
Male	170	13.43
Unknown		
DISABILITY	Number	Proportion (%)
Number of Disabled Employees	24	1.90
AGE	Number	Proportion (%)
Under 21	1	0.08
21 - 30	215	16.98
31 - 40	288	22.75
41 - 50	342	27.01
51 - 60	343	27.09
61 plus	77	6.08
Unknown		

SEXUAL ORIENTATION	Number	Proportion (%)
Bisexual	1	0.08
Gay/Lesbian	19	1.50
Heterosexual/Straight	559	44.15
Prefer Not to Say	23	1.82
Unknown	664	52.45
RELIGION OR BELIEF	Number	Proportion (%)
Buddhist	1	0.08

Church of Scotland	88	6.95
Hindu		
Humanist	1	0.08
Jewish	1	0.08
Muslim	1	0.08
None	210	16.59
Other Christian	37	2.92
Other Religion/Belief	3	0.24
Pagan		
Roman Catholic	79	6.24
Sikh		
Prefer Not to Say	22	1.74
Unknown	823	65.01
CARING RESPONSIBILITY	Number	Proportion (%)
No	208	16.43
Yes (children under 18)	184	14.53
Yes (other)	20	1.58
Prefer Not to Say	3	0.24
Unknown	851	67.22
GENDER IDENTITY	Number	Proportion (%)
Yes		
No	206	16.27
Prefer Not to Say	3	0.24
Unknown	1057	83.49

4.2   Employees who applied for and received training during period 1 January 2020 – 31 December 2020

ETHNICITY	Number	Proportion (%)
White – Scottish	147	58.57
White - Other British	11	4.38
White – Irish		
White - Gypsy/ Traveller		
White - Eastern European (e.g. Polish)		
White - Other ethnic group	5	1.99
Any mixed or multiple ethnic group	1	0.40
Pakistani, Pakistani Scottish/British		
Indian, Indian Scottish/British		
Bangladeshi, Bangladeshi Scottish/British		
Chinese, Chinese Scottish/British		
Other Asian		
African, African Scottish/British		
Other African		
Caribbean, Caribbean Scottish/British		
Black, Black Scottish/British		
Other Caribbean or Black		
Arab, Arab Scottish/British		
Other Arab		
Other	1	0.40
Prefer not to say	67	26.69
Unknown	19	7.57
SEX	Number	Proportion (%)
Female	235	93.63
Male	16	6.37

Unknown		
DISABILITY	Number	Proportion (%)
Number of Disabled Employees	5	1.99
AGE	Number	Proportion (%)
Under 21	1	0.40
21 - 30	33	13.15
31 - 40	52	20.72
41 - 50	76	30.28
51 - 60	71	28.29
61 plus	18	7.17
Unknown		
SEXUAL ORIENTATION	Number	Proportion (%)
Bisexual	2	0.80
Gay/Lesbian		
Heterosexual/Straight	98	39.04
Prefer Not to Say	3	1.20
Unknown	148	58.96

RELIGION OR BELIEF	Number	Proportion (%)
Buddhist		
Church of Scotland	19	7.57
Hindu		
Humanist		
Jewish		
Muslim		

None	38	15.14
Other Christian	7	2.79
Other Religion/Belief	2	0.80
Pagan		
Roman Catholic	11	4.38
Sikh		
Prefer Not to Say		
Unknown	174	69.32
CARING RESPONSIBILITY	Number	Proportion (%)
No	37	14.74
Yes (children under 18)	43	17.13
Yes (other)	12	4.78
Prefer Not to Say		
Unknown	159	63.35
GENDER IDENTITY	Number	Proportion (%)
Yes		
No	54	21.51
Prefer Not to Say	2	0.80
Unknown	195	77.69

5.   GRIEVANCE, DISCIPLINE AND BULLYING & HARASSMENT

The total number of employees involved in grievance procedures, who were the subject of disciplinary procedures or who raised Bullying & Harassment at work complaints was as follows:

5.1   Grievance Procedures, Disciplinary Procedures and Bullying & Harassment Complaints for period 1 January 2019 – 31 December 2019

	Grievance		Disciplinary		Bullying & Harassment	
ETHNICITY	No.	%	No.	%	No.	%
White – Scottish	3	60.00	13	76.47	1	100
White - Other British						
White – Irish						
White - Gypsy/ Traveller						
White - Eastern European (e.g. Polish)						
White - Other ethnic group						
Any mixed or multiple ethnic group						
Pakistani, Pakistani Scottish/British						
Indian, Indian Scottish/British						
Bangladeshi, Bangladeshi Scottish/British						
Chinese, Chinese Scottish/British						
Other Asian						
African, African Scottish/British						
Other African						
Caribbean, Caribbean Scottish/British						
Black, Black Scottish/British						
Other Caribbean or Black						
Arab, Arab Scottish/British						
Other Arab						
Other						
Prefer not to say	1	20.00	4	23.53		

Unknown	1	20.00				
SEX	No.	%	No.	%	No.	%
Female	4	80.00	14	82.35		
Male	1	20.00	3	17.65	1	100
DISABILITY	No.	%	No.	%	No.	%
Number of Disabled Employees						
AGE	No.	%	No.	%	No.	%
Under 21						
21 – 30			3	17.65		
31 – 40			1	5.88	1	100
41 – 50	2	40.00	8	47.06		
51 – 60	3	60.00	5	29.41		
61 plus						

SEXUAL ORIENTATION	No.	%	No.	%	No.	%
Bisexual						
Gay/Lesbian						
Heterosexual/Straight			2	11.76		
Prefer Not to Say						
Unknown	5	100	15	88.24	1	100
RELIGION OR BELIEF	No.	%	No.	%	No.	%
Buddhist						
Church of Scotland	1	20.00	1	5.88		
Hindu						

Humanist						
Jewish						
Muslim						
None						
Other Christian						
Other Religion/Belief						
Pagan						
Roman Catholic			2	11.76		
Sikh						
Prefer Not to Say						
Unknown	4	80.00	14	82.35	1	100
CARING RESPONSIBILITY						
No			1	5.88		
Yes (children under 18)	1	20.00	1	5.88		
Yes (other)	1	20.00				
Prefer Not to Say						
Unknown	3	60.00	15	88.24	1	100
GENDER IDENTITY						
Yes						
No			1	5.88		
Prefer Not to Say						
Unknown	5	100	16	94.12	1	100

5.2 Grievance Procedures, Disciplinary Procedures and Bullying & Harassment Complaints for period 1 January 2020 – 31 December 2020

	Grievance		Disciplinary		Bullying & Harassment	
ETHNICITY	No.	%	No.	%	No.	%
White – Scottish			9	64.29		
White - Other British			1	7.14		
White – Irish						
White - Gypsy/ Traveller						
White - Eastern European (e.g. Polish)						
White - Other ethnic group						
Any mixed or multiple ethnic group						
Pakistani, Pakistani Scottish/British						
Indian, Indian Scottish/British						
Bangladeshi, Bangladeshi Scottish/British						
Chinese, Chinese Scottish/British						
Other Asian						
African, African Scottish/British						
Other African						
Caribbean, Caribbean Scottish/British						
Black, Black Scottish/British						
Other Caribbean or Black						
Arab, Arab Scottish/British						
Other Arab						
Other						
Prefer not to say			4	28.57		
Unknown						
SEX	No.	%	No.	%	No.	%

	No.	%	No.	%	No.	%
Female			11	78.57		
Male			3	21.43		
DISABILITY	No.	%	No.	%	No.	%
Number of Disabled Employees						
AGE	No.	%	No.	%	No.	%
Under 21						
21 – 30			1	7.14		
31 – 40			2	14.29		
41 – 50			2	14.29		
51 – 60			5	35.71		
61 plus			4	28.57		
SEXUAL ORIENTATION	No.	%	No.	%	No.	%
Bisexual						
Gay/Lesbian						
Heterosexual/Straight			1	7.14		
Prefer Not to Say						
Unknown			13	92.86		

RELIGION OR BELIEF	No.	%	No.	%	No.	%
Buddhist						
Church of Scotland						
Hindu						
Humanist						
Jewish						
Muslim						
None						
Other Christian						
Other Religion/Belief						
Pagan						
Roman Catholic			1	7.14		
Sikh						
Prefer Not to Say						
Unknown			13	92.86		
CARING RESPONSIBILITY						
No						
Yes (children under 18)			1	7.14		
Yes (other)			1	7.14		
Prefer Not to Say						
Unknown			12	85.71		
GENDER IDENTITY						
Yes						
No			1	7.14		
Prefer Not to Say						
Unknown			13	92.86		

6. EMPLOYEES LEAVING EMPLOYMENT

6.1 Employees leaving employment during period 1 January 2019 – 31 December 2019

ETHNICITY	Number	Proportion (%)
White – Scottish	213	63.77
White - Other British	25	7.49
White – Irish	4	1.20
White - Gypsy/ Traveller		
White - Eastern European (e.g. Polish)	1	0.30
White - Other ethnic group	14	4.19
Any mixed or multiple ethnic group	3	0.90
Pakistani, Pakistani Scottish/British	1	0.30
Indian, Indian Scottish/British		
Bangladeshi, Bangladeshi Scottish/British		
Chinese, Chinese Scottish/British		
Other Asian		
African, African Scottish/British	1	0.30
Other African		
Caribbean, Caribbean Scottish/British		
Black, Black Scottish/British		
Other Caribbean or Black		
Arab, Arab Scottish/British		
Other Arab		
Other		
Prefer not to say	61	18.26
Unknown	11	3.29
SEX	Number	Proportion (%)
Female	264	79.04

ETHNICITY	Number	Proportion (%)
Male	70	20.96
DISABILITY	Number	Proportion (%)
Number of Disabled Employees	8	2.40
AGE	Number	Proportion (%)
Under 21	3	0.90
21 – 30	75	22.46
31 – 40	59	17.66
41 – 50	71	21.26
51 – 60	62	18.56
61 plus	64	19.16
SEXUAL ORIENTATION	Number	Proportion (%)
Bisexual	4	1.20
Gay/Lesbian	6	1.80
Heterosexual	148	44.31
Prefer Not to Say	7	2.10
Other		
Unknown	169	50.60

	Number	Proportion (%)
RELIGION OR BELIEF	Number	Proportion (%)
Buddhist	1	0.30
Church of Scotland	24	7.19
Hindu		
Humanist		
Jewish	1	0.30

Muslim	1	0.30
None	53	15.87
Other Christian	16	4.79
Other Religion/Belief		
Pagan		
Roman Catholic	23	6.89
Sikh		
Prefer Not to Say	5	1.50
Unknown	210	62.87
CARING RESPONSIBILITY	Number	Proportion (%)
No	64	19.16
Yes (children under 18)	29	8.68
Yes (other)	4	1.20
Prefer Not to Say	1	0.30
Unknown	236	70.66
GENDER IDENTITY	Number	Proportion (%)
Yes		
No	43	12.87
Prefer Not to Say		
Unknown	291	87.13

6.2   Employees leaving employment during period 1 January 2020 – 31 December 2020

ETHNICITY	Number	Proportion (%)
White – Scottish	160	59.48
White - Other British	17	6.32
White – Irish	4	1.49
White - Gypsy/ Traveller		
White - Eastern European (e.g. Polish)	2	0.74
White - Other ethnic group	5	1.86
Any mixed or multiple ethnic group		
Pakistani, Pakistani Scottish/British		
Indian, Indian Scottish/British	2	0.74
Bangladeshi, Bangladeshi Scottish/British		
Chinese, Chinese Scottish/British		
Other Asian		
African, African Scottish/British		
Other African		
Caribbean, Caribbean Scottish/British		
Black, Black Scottish/British		
Other Caribbean or Black		
Arab, Arab Scottish/British		
Other Arab		
Other		
Prefer not to say	51	18.96
Unknown	28	10.41
SEX	Number	Proportion (%)
Female	238	88.48
Male	31	11.52

ETHNICITY	Number	Proportion (%)
DISABILITY	Number	Proportion (%)
Number of Disabled Employees	1	0.37
AGE	Number	Proportion (%)
Under 21	2	0.74
21 – 30	43	15.99
31 – 40	66	24.54
41 – 50	43	15.99
51 – 60	70	26.02
61 plus	45	16.73
SEXUAL ORIENTATION	Number	Proportion (%)
Bisexual		
Gay/Lesbian	1	0.37
Heterosexual	33	12.27
Prefer Not to Say		
Other		
Unknown	235	87.36

RELIGION OR BELIEF	Number	Proportion (%)
Buddhist		
Church of Scotland	5	1.86
Hindu		
Humanist		
Jewish		
Muslim		
None	13	4.83

Other Christian	1	0.37
Other Religion/Belief		
Pagan		
Roman Catholic	5	1.86
Sikh	1	0.37
Prefer Not to Say	3	1.12
Unknown	241	89.59
CARING RESPONSIBILITY	Number	Proportion (%)
No	9	3.35
Yes (children under 18)	5	1.86
Yes (other)		
Prefer Not to Say		
Unknown	255	94.80
GENDER IDENTITY	Number	Proportion (%)
Yes		
No	17	6.32
Prefer Not to Say		
Unknown	252	93.68

6.3   Reasons for leaving during period 1 January 2019 – 31 December 2019

	Deceased	Dismissed - capability	Dismissed – misconduct	ERVS	End of Contract	Ill Health Retirement	Leaving Area	Other Employment	Other reasons not disclosed	Personal Reasons	Redundancy	Retirement	Totals
ETHNICITY													
White Scottish	3	3	1	7	22	6	6	79	18	22	3	43	213
White Other British		2			5			7	1	4		6	25
White Irish							1	2		1			4
White Gypsy/Traveller													
White Eastern European								1					1
White Other Ethnic Group					1		2	5		4		2	14
Any Mixed or Multiple ethnic group					2			1					3
Pakistani, Pakistani					1								1

Scottish/British														
Indian, Indian Scottish/British														
Bangladeshi, Bangladeshi Scottish/British														
Chinese, Chinese Scottish/British														
Other Asian														
African, African Scottish/British							1							1
Other African														
Caribbean, Caribbean Scottish/British														
Black, Black Scottish/British														
Other Caribbean or Black														
Arab, Arab Scottish or Arab British														
Other Arab														
Other														

	Deceased	Dismissed - capability	Dismissed – misconduct	ERVS	End of Contract	Ill Health Retirement	Leaving Area	Other Employment	Other reasons not disclosed	Personal Reasons	Redundancy	Retirement	Totals
Prefer not to say		2			4	2	1	23	9	11		9	61
Unknown					1		1	5	2	2			11
SEX													
Female	3	7	1	6	25	7	10	90	27	37	3	48	264
Male				1	11	1	1	34	3	7		12	70
DISABILITY													
Number of Disabled Employees					3	1		2	1			1	8
AGE													
Under 21					3								3
21 – 30					22		7	32	9	5			75
31 – 40					2		3	40	3	11			59
41 – 50	2	3			3	2	1	39	6	15			71

51 – 60	1	2		5	4	4		12	8	10	2	14	62
61 plus		2	1	2	2	2		1	4	3	1	46	64
SEXUAL ORIENTATION													
Bisexual					2			1		1			4
Gay/Lesbian					1			5					6
Heterosexual/Straight	2				28	1	8	70	12	20		7	148
Prefer Not to Say					1			3		1	1	1	7
Unknown	3	5	1	7	4	7	3	45	18	22	2	52	169
RELIGION/BELIEF													
Buddhist		1											1
Church of Scotland					7		1	7		5		4	24
Hindu													
Humanist													
Jewish								1					1
Muslim					1								1
None					12		4	20	7	8		2	53
Other Christian					2	1	2	9		2			16
Other Religion/Belief													
Pagan													
Roman Catholic					6	1		12	1	3			23
Sikh													

	Deceased	Dismissed - capability	Dismissed – misconduct	ERVS	End of Contract	Ill Health Retirement	Leaving Area	Other Employment	Other reasons not disclosed	Personal Reasons	Redundancy	Retirement	Totals
Prefer Not to Say					1			3				1	5
Unknown	3	6	1	7	7	6	4	72	22	26	2	54	210

	Deceased	Dismissed - capability	Dismissed – misconduct	ERVS	End of Contract	Ill Health Retirement	Leaving Area	Other Employment	Other reasons not disclosed	Personal Reasons	Redundancy	Retirement	Totals
CARING RESPONSIBILITY													
No					22		4	29	3	4		2	64
Yes (children under 18)					4	1		9	3	10		2	29
Yes (other)					1			1				2	4
Prefer Not to Say											1		1
Unknown	3	7	1	7	9	7	7	85	24	30	2	54	236
GENDER IDENTITY													
Yes													
No					19		2	9	4	7		2	43

Prefer Not to Say													
Unknown	3	7	1	7	17	8	9	115	26	37	3	58	291

6.2 Reasons for leaving during period 1 January 2020 – 31 December 2020

	Deceased	Dismissed - capability	Dismissed – misconduct	ERVS	End of Contract	Ill Health Retirement	Leaving Area	Other Employment	Other reasons not disclosed	Personal Reasons	Redundancy	Retirement	Totals
ETHNICITY													
White Scottish	1	1	1	1	6	6	7	52	35	4		46	160
White Other British					2		2	6	2	1		4	17
White Irish								2	1			1	4
White Gypsy/Traveller													
White Eastern European									2				2
White Other Ethnic Group	1								2	1		1	5

Any Mixed or Multiple ethnic group													
Pakistani, Pakistani Scottish/British													
Indian, Indian Scottish/British								1	1				2
Bangladeshi, Bangladeshi Scottish/British													
Chinese, Chinese Scottish/British													
Other Asian													
African, African Scottish/British													
Other African													
Caribbean, Caribbean Scottish/British													
Black, Black Scottish/British													
Other Caribbean or Black													
Arab, Arab Scottish or Arab British													
Other Arab													

	Deceased	Dismissed - capability	Dismissed – misconduct	ERVS	End of Contract	Ill Health Retirement	Leaving Area	Other Employment	Other reasons not disclosed	Personal Reasons	Redundancy	Retirement	Totals
Other													
Prefer not to say				1	1		3	22	13			11	51
Unknown					4		2	15	6			1	28
SEX													
Female	1	1		2	12	5	13	83	57	6		58	238
Male	1		1		1	1	1	15	5			6	31
DISABILITY													
Number of Disabled Employees							1						1
AGE													
Under 21					2								2
21 – 30					3		3	30	6	1			43
31 – 40			1		2		5	37	20	1			66

41 – 50	1	1			3	1	5	20	11	1			43
51 – 60	1				1	4		9	17	3		35	70
61 plus				2	2	1	1	2	8			29	45
SEXUAL ORIENTATION													
Bisexual													
Gay/Lesbian							1						1
Heterosexual/Straight					4		3	13	9	4			33
Prefer Not to Say													
Unknown	2	1	1	2	9	6	10	85	53	2		64	235
RELIGION/BELIEF													
Buddhist													
Church of Scotland					2			1	2				5
Hindu													
Humanist													
Jewish													
Muslim													
None					2		2	5	4				13
Other Christian							1						1
Other Religion/Belief													
Pagan													
Roman Catholic								2	1	2			5
Sikh									1				1

Prefer Not to Say								1	1	1			3
Unknown	2	1	1	2	9	6	11	89	53	3		64	241

	Deceased	Dismissed - capability	Dismissed – misconduct	ERVS	End of Contract	Ill Health Retirement	Leaving Area	Other Employment	Other reasons not disclosed	Personal Reasons	Redundancy	Retirement	Totals
CARING RESPONSIBILITY													
No							2	4	1	2			9
Yes (children under 18)					1		1	2	1				5
Yes (other)													
Prefer Not to Say													
Unknown	2	1	1	2	12	6	11	92	60	4		64	255
GENDER IDENTITY													
Yes													
No					2		2	7	6				17
Prefer Not to Say													
Unknown	2	1	1	2	11	6	12	91	56	6		64	252