



Equality Outcomes and Mainstreaming Progress Report 2021 -2023

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Foreword

I am pleased to share Aberdeen City Council's Equality and Mainstreaming Progress report for the period of 2021– 2023.

Our last progress was reported on 30 April 2021 as required under the Equality Act (Specific Duties) (Scotland) Regulations 2012 and the progress report can be found [here](#).

We learnt from the Coronavirus (Covid 19) pandemic that some communities who were facing challenges and inequality were faced with further hardship through the pandemic and the current 'cost of living' crisis has had a deeper impact on many individuals within the communities that we serve.

We strongly believe that the communities are the heart of our city, and we remain determined to make Aberdeen City as 'a place where all people can prosper'. Equality is something that we continue to work towards and strongly believe that no one should be disadvantaged because of their age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, sexual orientation or even their socio-economic background and status – we want everyone to prosper.

We will do this by ensuring that communities are active and included and have an influence on how we shape and deliver services and we aim to do this by:

- Ensuring that our services are accessible to the communities we serve by removing any social and physical barriers;
- Celebrating the diversity in our city so that everyone feels they are safe and have a feeling of belonging;
- Challenging ourselves to lead on and address the inequality that exists in our communities to improve equality outcomes for individuals and groups.

Our commitment is backed by our workforce who are dedicated to ensuring that equality and human rights are in all our operations and planning, scrutinised by our newly formed Anti-Poverty and Inequality Committee, and through supporting and contributing to the equality action plans and frameworks which we will report next on in April 2025.



Councillor Christian Allard
Convenor of the Anti-Poverty and
Inequality Committee

Executive Summary

There has been significant progress in Aberdeen City Council's approach to addressing and tackling inequality, discrimination and disadvantage that may arise on the basis of an individual's protected characteristics.

As part of our Public Sector Equality Duty, we remain focused on elimination of discrimination, advancing equality of opportunity and fostering good relations.

- We have progressed our commitment to equality through the formation of a new [Anti-Poverty and Inequality committee](#) in 2022 with the purpose to monitor and determine the Council's contribution to alleviating and mitigating all forms of poverty and inequality in the city. Our work around equality, diversity and inclusion is monitored corporately and as a part of this new committee.

Section 3 highlights the progress we have made on our outcomes as a service provider informed by our learning through the consultation and engagement processes we have undertaken with our communities. The report and our case studies in the appendices give us more details around some of these activities to progress these corporate outcomes.

There is also a collective drive to increase the data collection to improve accountability and inform policy making in line with our obligations under the Public Sector Equality Duty.

- In section 4, we report on our strategic focus and approach that we have taken as an employer to embed equality, diversity and inclusion across our working practices. In 2021 we established working groups around the protected characteristics and continue working towards maintaining and improving on our various accreditations and pledges such as Investors in Young People, Disability Confident and Equally Safe at Work.
- Our Education outcomes in Section 5 of this report highlight our progress against the outcomes that are set to increase access to information by ensuring communication barriers are removed and increasing the feeling of trust and belonging to schools and communities.
- Section 6 has updates from the Licensing Board on their progress on the steps taken to ensure the mainstreaming of the general equality duty is an integral part of the exercise of its functions with a focus on ensuring fair access for all and partnership working to meet the aims of the Board, licence holders and other services across the council.
- We have shared examples of how we are mainstreaming equality through our operations and activities. Other mainstreaming reporting also takes place through various statutory reports presented to other council committees and audit reports.

1 Introduction

1.1 Background

In April 2021, Aberdeen City Council agreed on a set of Equality Outcomes to progress with embedding equality through our operations, making Aberdeen an accessible city where equality, diversity and inclusion are key to everything we do. Our aspiration to do this is through the agreed [Equality Outcomes](#) set for a set of 4 years from 2021 – 2025.

Aberdeen City Council has 4 sets of outcomes that we work towards. These include outcomes:

- As a service provider
- As an employer
- As an Education Authority and;
- The Licensing Board

Our work is governed under [Section 149 of the Equality Act 2010](#) (The Act) which places a general duty known as the Public Sector Equality Duty (PSED) on public authorities to have due regard to eliminate discrimination; advance equality of opportunity; and foster good relations between persons who share a protected characteristic and those who do not.

The protected characteristics as defined by the Equality Act 2010 are: Age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The Act has been further supplemented by Scottish Ministers who have placed [Scottish Specific Duties](#) on public authorities to publish information on progress on mainstreaming the duty, update on the equality outcomes, the composition of the workforce and use of the information along with reporting on the gender pay gap in a timely and accessible manner.

In addition, the [Fairer Scotland Duty](#) (Part 1 of the Equality Act 2010) places a legal responsibility on particular public bodies in Scotland to actively consider how they can reduce inequalities of outcome caused by socio-economic disadvantage when making strategic decisions. This came into force in Scotland in April 2018.

This report including the case studies provide our progress, programmes and activities to date starting from April 2021 and to highlight work undertaken to achieve our equality outcomes. Each service outcome has been reported in section 3, 4,5 and 6 of this document.

A full and final progress report will be presented at the end of the 4-year reporting period in 2025.

Current situation

We learnt from the Coronavirus (Covid-19) pandemic that there were citizens in Aberdeen who faced significant challenge and inequality with the impact of the virus increasing the negative impacts in their daily life. For some groups this impact was felt far worse due to the existing challenges they are already dealing with. A [Scottish Government research](#) highlighted that prior to the wider impact of the pandemic, there was already an inequality crisis across many domains such as income, wealth, living standards, labour market participation, health, education and life chances (chances of achieving positive outcomes and avoiding negative outcomes throughout the course of your life).

As we work to rebuild and recover from the impacts, there are more concerns and challenges facing many with the current cost of living crisis which has pushed many people into lines of poverty and other inequalities to include social and health inequalities.

Since the development of the outcomes, Aberdeen has seen a change in its demographics as a result of our collective response to international events that has seen many people being displaced from their home countries into new countries and cultures. Aberdeen has been at the forefront of welcoming and supporting refugees and asylum seekers into the city.

Aberdeen currently hosts Ukraine Displaced Person (UDP) Guests in 7 locations in the city, this is a reduction since the initial response as the team have worked hard to close 4 locations and support families into settled homes. Aberdeen city has welcomed over 1800 people to its welcome hubs, who have been housed nationally and locally with more than 600 people choosing to stay in Aberdeen in hosted arrangements, private rents or other accommodation. Education and NHS colleagues have supported GP access ensuring every individual has a CHI number and access to healthcare and every child in temporary or settled accommodation has a school placement.

The Adult learning team has assessed over 400 adult's, ages ranging from 18 to 70, ESOL skills and worked in partnership with Workers Education Association (WEA) and North East Scotland College (NESCOL) to direct learners to the most appropriate class for their learning needs. ABZworks have dedicated workers who have been working directly with the resettled community to support adults into work or training, creating weekly seminars to develop skills and understanding about the Scottish job market. Similar approaches to support have been offered to the Afghan community over the last year who also have been temporarily housed in Aberdeen and housed nationally and locally. Over that span of time Aberdeen has welcomed over 300 individuals who, half of have moved to homes in other local authorities with a small number choosing to settle in Aberdeen. Again the Adult learning team have been pivotal in the support offered, with every female arrival being assessed and offered English for Speakers Of other Language (ESOL) classes on a regular basis, with average attendance reaching close to 100%.

We are building on our learning and experience gained from welcoming new residents to our city. This focused area of work is very important in itself, as this process has also been useful to highlight inequalities experienced by other groups, and to identify solutions that will benefit all.

We have also absorbed the approaches in the [Race equality framework for Scotland](#) (2016 to 2020) into our own practices to advance equality of opportunity, tackling racism and addressing barriers that prevent people from minority ethnic groups from fully participating and achieving their potential. Our Employer outcomes in section 4 of this report has more details.

Our work to progress equality will be strengthened through the newly formed [Anti-Poverty and Inequality committee](#) in 2022 with the purpose to monitor and determine the Council's contribution to alleviating and mitigating all forms of poverty and inequality in the city. Our work around equality, diversity and inclusion is monitored corporately and as a part of this new committee.

1.2 Looking ahead

Some of the key factors that will have an impact on the work we do include updates and actions arising from ongoing reviews and consultations to include:

1.2.1 Scottish Ministers have committed to reviewing the operation of the Public Sector Equality Duty in Scotland, where the areas being reviewed are :


- The effectiveness of the Scottish Specific Duties, for which Scottish Ministers have legislative competence; and
- The implementation environment for the Public Sector Equality Duty in Scotland, in recognition of the fact that regulations alone do not deliver equality, but that factors such as leadership and capacity are critical.

It is expected that by 2025, there will be changes in how and what we will be required to report on pending outcomes of the review.

1.2.2 There will be implications for some groups under the Gender Recognition Reform (Scotland) Bill which is aimed at improving the legal recognition system for trans people.

1.2.3 It remains clear that our commitment and efforts towards mainstreaming equality across all our agendas and as part of our reporting requirements, equality data collection will be a key area of focus and improvement across all our services. We will work to develop better and effective mechanisms for collecting and utilising robust data with clear safeguarding requirements around data collections.

1.2.4 Between 19 January and 4 February 2023, 137 people took part in our online survey entitled '**Equality in Aberdeen**'. The same survey will be carried on



smaller focus groups within communities that are underrepresented as well as a survey specifically designed for our local British Sign Language community.

The survey was developed around the key themes which included: Inclusion and belonging, digital inclusion, barriers, community activities, prejudice and discrimination, civic participation.

Following the final round of the survey and focus groups, the findings will be presented at the Strategic Equality Group (see section 2.2.4) meeting for consideration and actions. The outcomes of this will be presented in our next reporting cycle for the equality outcomes statutory reporting.

2 Mainstreaming Equality

2.1 What does mainstreaming equality mean?

As defined by the Equality and Human Rights Commission (EHRC), mainstreaming equality means integrating the Equality Duty into our daily operations as a public authority.

The benefits of mainstreaming the duty include but are not limited to:

- Ensuring equality becomes a natural part of structures, behaviours and culture of our organisation. Our [Guiding Principles](#) are an important part of ensuring that we work towards equitable outcomes.
- Promoting equality demonstrated and evidenced within our functions.
- Mainstreaming equality contributes to continuous improvement and better performance which benefits all the citizens and stakeholders.
- Improved outcomes for all and better inclusion.

2.2 How are we mainstreaming?

2.2.1 Equality Participation Network (EPN)

As part of our aspirations to advance equality, we commissioned Grampian Regional Equality Council (GREC) to support the development of a networking space that brings together the diverse communities of Aberdeen to address the various equality issues and opportunities around the city.

The EPN is a key vehicle of progress for our engagement with communities and have led on the development of a community-led action plan in relation to the equality outcomes. This network has undertaken key pieces of work to include co-producing documents and developing key equality, diversity and inclusion related resources. The examples of activities undertaken by the network can be viewed at the [Equality Participation Network page](#).

Through this network we gather a log of compliments, complaints and feedback which are then presented to service specific managers to action and input into.

2.2.2 Integrated Impact Assessments (IIAs)

Aberdeen City Council wants Aberdeen to be a place where all people can prosper. We want everyone in Aberdeen to have fair opportunities regardless of their background and circumstances. The aim of this assessment is to allow us to critically assess:

- the impact of the policy / proposal on different communities.
- whether Aberdeen City Council is meeting its legal requirements in terms of [Public Sector Equality Duty](#), [Equality Outcomes](#) and [Human Rights](#);
- whether [Children's Rights](#) have been impacted;
- whether [Socio-economic disadvantage](#) is reduced;

- whether any measures need to be put in place to ensure any negative impacts are eliminated or minimised which will be covered in Stage 2.

Key to our duties is the publishing of our Integrated Impact Assessments (IIA) which is a toolkit we use to understand the impact our policies and practices will have on groups with protected characteristics.

The toolkit has been recently refreshed to look at aspects of cross-sectionality and with more emphasis on consultation especially those with lived in experience.

The assessments can be viewed [here](#).

2.2.3 Policy Planning

The council has also established a Policy Review group which is tasked with ensuring that prior to a policy being published, it is considered by a group of subject area specialists to ensure all aspects are considered. Equality scrutiny is a key part of this group to ensure that any new policy approvals will undergo a robust scrutiny for equality related issues.

2.2.4 Strategic Equality Group

In August 2022, foundations were set to form our new Strategic Equality Group with a key focus:

- To ensure our equality and inclusion offer is cohesive and integrated across our council services.
- To have oversight of and ensure that all legislation and duties are considered in our policies and operations.
- Develop, describe and action our commitment to meet the various legislation.
- To act as a point of reference and provide guidance on emerging and current local and national equality and social inclusion issues.
- To agree, develop and progress the Equality Outcomes and Mainstreaming Report along with all the statutory reporting we do.
- To increase the number and quality of Integrated Impact Assessment (IIAs) completed and scrutinised for impact.
- Increase organisational confidence in equality issues.

The group consists of Chief Officers and key specialists relating to the main outcomes. This will support us in ensuring that equality issues are embedded within operations and all teams have the support from senior leaders.

2.2.5 Data Canvas

Early work has begun on the development of a data canvas to set out data requirements for effective monitoring of equality outcomes and performance across our services. This will develop standard data to be collected to allow analysis of outcomes and performance, with an emphasis on identifying trends, gaps and areas of development focus.

2.2.6 Community Empowerment

The newly refreshed [Community Empowerment Strategy](#) 2023 -2026 provides a framework to guide how we work together in innovative ways for the benefits of our communities through engagement, participation and empowerment.

The strategy recognises and sets a framework for all planning partners to understand the inequalities experienced by our communities and shape our engagement and empowerment approach in a way that actively involves communities to address them. This will support the collective change we need to tackle poverty and inequality.

As part of our progress reporting and case studies for our outcomes, we highlight other areas of work where we have mainstreamed equality to ensure our organisation and city is an inclusive, accessible and prosperous space.

3 Equality Outcomes

3.1 Overview

To develop our new set of outcomes, we had worked to understand the key inequalities and challenges that citizens were facing. We worked to study available local and national inequality evidence, considered our previous activities to look at what worked and what did not and key to this process was the extensive community engagement we undertook via face-to-face meetings, online sessions and surveys.

As a result, the following outcomes were approved and are a framework to all our activity for 2021 to 2025. Listed below are all the outcomes we are reporting progress on.

Service provider outcomes – details in section 3

Equality Outcome 1

All people with protected characteristics will access information, goods and services knowing that social and physical barriers are identified and removed, with a focus on Age, Gender reassignment and Disability.

Equality Outcome 2

Diverse communities in Aberdeen will have an increased sense of safety and belonging within their neighbourhood and City, with a focus on Race (including Gypsy/Travellers), Religion and Sexual Orientation.

Equality Outcome 3

Representation in civic participation of people with protected characteristics will be improved by ensuring our leaders, staff and organisation champion the equality agenda in the City, with a focus on Disability, Race and Sex.

Employer outcomes – details in Section 4

Equality Outcome 1

Improve the diversity of our workforce and address any areas of underrepresentation, ensuring that there are equal opportunities for all protected groups (with consideration for both internal employees and external applicants), with a particular and prioritised focus on Age, Disability, Race and Sex.

Equality Outcome 2

Ensure that all of our employees who have protected characteristics feel fully valued, safe and included at work, with a particular and prioritised focus on Age, Disability, Gender Reassignment, Race, Sex and Sexual orientation.

Education Authority outcomes - details in Section 5

Equality Outcome 1

Increase access to information by ensuring communication barriers are removed for children, young people and families who are disabled.

Equality Outcome 2

Increase the feeling of trust and belonging to schools and communities by reducing bullying of those with protected characteristics, race, disability, LGBT.

Equality Outcome 3

Reduce number of exclusions for children and young people with disabilities.

Licensing Board outcomes details - in Section 6

Equality Outcome 1

Developing the Licensing process to ensure fair access for all, including the development of electronic applications and payments and the implementation of hybrid Licensing Board meetings.

Equality Outcome 2

Licensing Board works in partnership with a range of stakeholders to ensure the most effective decisions are made to meet the aims of the Board and also works with license holders and other Council services to support positive behaviour on and around license premises.

3.2 Progress on Service Provider Outcomes

Three equality outcomes were identified for the 2021-25 period relating to Aberdeen City Council's role as a service provider. Further context and progress against each of these outcomes is noted below.

3.2.1 Equality Outcome 1

Equality Outcome 1

All people with protected characteristics will access information, goods and services knowing that social and physical barriers are identified and removed, with a focus on **Age, Gender reassignment and Disability**.

Objective 1: To improve communication by increasing digital inclusion, improving website accessibility and ensuring a consistent approach to communication support across council services.

The COVID-19 pandemic increased attention on digital inclusion: at a record pace, services were transformed to be delivered online or over the phone. It was recognised that this move towards more digital service delivery, which was already under way, excludes people with some protected characteristics more than the rest of the population.

Between October 2021 and November 2022 Aberdeen City Council, Aberdeenshire Council and Grampian Regional Equality Council were partners on the **New Scots Digital Inclusion Project**, funded by Scottish Government. The project delivered direct support to New Scots (asylum seekers and refugees) to tackle digital exclusion, with a view to providing people with the skills to be able to access services independently in the future.

A case study of this project can be found at Appendix A. The learning from this project will guide our digital participation work in the period 2023-25.

Aberdeen City Council's **Employability Team** supports Aberdeen residents who want to build confidence, knowledge, skills, or experience to help them towards education, training, work, or volunteering. Below is breakdown of groups they supported by protected characteristics.

Number of abz works participants

2021 – 2022	344
2022 – 2023	546

Age profile of participants

Age category	2021 – 2022	2022 – 2023
15 – 19	119	141
20 – 24	74	105
25 – 34	47	97
35 – 49	61	131
50+	43	72

Gender of participants

Gender characteristics	2021 – 2022	2022 – 2023
Female	145	218
Male	197	323
Transgender	Not recorded	1
Non-binary	Not recorded	1

Sexual orientation of participants

Sexual orientation	2021 – 2022	2022 – 2023
Heterosexual / straight	229	392
Gay / lesbian	3	7
Bisexual	14	18
Other	2	5
Prefer not to say	63	122
Not recorded	33	2

Ethnicity of participants

Ethnic groups	2021 – 2022	2022 – 2023
White – Scottish	242	346
White – other British	37	59
White - Irish	2	4
White – Gypsy / Traveller	0	0
White - Polish	0	2
White - other	17	34
Mixed or multiple ethnic group	0	3
Asian - Pakistani, Pakistani Scottish, Pakistani British	1	4
Asian - Indian, Indian Scottish or Indian British	4	8
Asian - Bangladeshi, Bangladeshi Scottish, Bangladeshi British	1	3
Asian - Chinese, Chinese Scottish, Chinese British	1	2
Asian - other	5	6
African, African Scottish, African British	5	16
African - other	1	1
Caribbean, Caribbean Scottish, Caribbean British	1	0
Black, Black Scottish, black British	3	5
Caribbean or Black - other	0	6
Arab, Arab Scottish, Arab British	13	19
Other ethnic group	4	11
Prefer not to say	7	16
Not recorded	0	1

Ethnic minority groups engagement increase

Ethnic minority groups	2021 – 2022	2021 – 2022
Asian	3.4%	4.2%
African, Caribbean and Black	2.9%	5.1%
Irish, Polish and other White	5.5	7.3%
Mixed and other ethnic groups	1%	2.5%

Religion, religious denomination or body of participants

Religion, religious denomination or body	2021 – 2022	2021 – 2022
None	207	337
Church of Scotland	0	2
Roman Catholic	0	3
Other Christian	36	67
Muslim	18	36
Buddhist	2	2
Sikh	0	0
Jewish	0	0
Hindu	3	6
Pagan	0	1
Another religion	10	13
Prefer not to say	20	77
Not recorded	48	2

Gypsy/Traveller communities in Aberdeen were identified as a community that was more likely to face digital exclusion with the move of many services being offered online.

The Council's Gypsy/Traveller Liaison Officer and colleagues in Community Learning and Development, engaged with the community, provided hardware via national schemes to distribute tablets and laptops, and provided digital skills sessions on site at Clinterty Traveller Site. Improving internet access at Clinterty Traveller site is also one of the objectives of the on-going site overhaul.

In addition, the particular inequalities and discrimination experienced by Gypsy/Traveller communities has led to the formation of a new multi-agency group during the reporting period. The "Tackling Gypsy/Traveller Inequalities" partnership was established in June 2021, and a case study around this group and its work to date can be found at Appendix B.

Via the Equalities Participation Network (EPN) (see 2.2.1) representatives of community and third sector equalities-related organisations were able to raise directly their issues relating to accessibility to council services. A key accessibility issue raised was the council website.

Feedback from the Equalities Participation Network (all characteristics) and Disability Equity Partnership (focus mainly on disability and intersectionality) saw collaborative working with the Customer experience and Equalities team which prompted the following progressive outcomes:

- Website regularly checked to ensure compliance with Web Content Accessibility Guidelines version 2.1.
- We continue to ensure documents are accessible and available in alternative formats.
- We review customer feedback submitted on the website on a regular basis. We have recently been working to improve and increase information on our British Sign Language page following feedback from Disability Equity Partnership members.
- We are installing an accessibility tool on our website '**Recite me**' to enable customers with additional support needs to access information more easily. This tool will also provide us analytics regarding which features are used by our customers including translation into various community languages.
- As part of continuous improvement, 2 staff members have attended training sessions this year with Ability Net to develop their knowledge and skills around creating accessible content specifically around web design and InDesign software.

Through Grampian Regional Equality Council's casework service, issues were identified where individuals with limited English language proficiency were unable to access language support – the consequence of this would have meant limited understanding of their tenancy or rights and responsibilities.

Using this example and other feedback, some of the measures undertaken include:

- An accessible communication webinar was delivered to the Early Intervention and Community Empowerment team where awareness was raised on how officers can offer communication support using the in house InterTrans service.
- A new banner highlighting the available communication support at Aberdeen City Council was produced for the customer service centre at Marischal College.
- An internal resource was created especially for housing officers on how to provide communication support for citizens who require it.
- Our corporate training induction was refreshed to ensure new staff are aware of the requirements to be accessible and a resource with useful contacts and links gets shared as part of the induction. A total of 8 corporate inductions have taken place within our reporting period of 2021-23.

InterTrans – Aberdeen City Council’s Translation, Interpreting and Communication Support Service

This service has been a key tool of communication across all our services through the provision of language and communication support.

Top 10 most requested languages

2021- 2022 (April - March)	2022 – 2023 (April – March)
<ol style="list-style-type: none"> 1. Polish 2. Arabic 3. Portuguese 4. Russian 5. Romanian 6. Mandarin 7. Lithuanian 8. BSL 9. Latvian 10. Bengali 	<ol style="list-style-type: none"> 1. Polish 2. Russian 3. Ukrainian 4. Arabic 5. Lithuanian 6. BSL 7. Romanian 8. Kurdish 9. Urdu 10. Mandarin

Support provided to refugees and asylum seekers from Afghanistan, Syria, Iraq and surrounding areas.

Language demand changed to meet the needs of refugees from Ukraine.

Figures on usage show that the service dealt with 2702 requests last year and approximate accounting of 3,120 requests until March 2023. Which marks an increase in the use of the service to make information and services more accessible.

There has been a steady request in the types of documents which are being requested to include: information leaflets, Looked After Children (LAC) reviews, school reports, letters and more recently, support information for the newly

resettled families through the welcome hubs and support workers in accommodation units.

The highest requests for communication support services are from:

- Social Work
- Early Intervention and Community Empowerment
- Children and Families
- Education
- Housing
- Customer Service

The number of British Sign Language videos has reduced in 2022 – 23 as there have been more face-to-face meetings replacing the need for recorded information for some users.

Objective 2: To improve physical access by ensuring proposals are measured against credible toolkits and through consultation with those with lived in experience.

There has been continuous progress to ensure that physical spaces are accessible. The Disability Equity Partnership has been pivotal in ensuring that all council plans are assessed to identify and remove barriers in and around the city.

Some of the key support and assessments include accessibility checks on Broad Street, input into the City Centre Master Plans, site visits and advice to the Aberdeen Art Gallery, toilet provision for people with disabilities and improving the council's communication mechanisms to meet the needs of people with disabilities.

A more detailed description of some of the projects the partnership has been involved in are included in Appendix C.

As a result of consultation with the Disability Equity Partnership and completion of Integrated Impact Assessments, some of the visible changes are highlighted through the council decisions taken at the full Council meeting on [28 February, 2022](#).

"Committee instruction (vii) and (ix) to re-introduce Taxi stands on Back Wynd following intervention by Disability Equity Partnership and also ensure consultation remains ongoing. decision to uphold".

Committee decision to (v) to instruct the Director of Resources and the Head of Commercial and Procurement to continue to engage with stakeholders across the city, including children and young people and the Disability Equity Partnership, in relation to the work packages contained herein.

"(x) to note the Director of Resources would continue to engage with stakeholders across the city, including children and young people and the Disability Equity Partnership, in relation to the work packages instructed through the City Growth and [Resources Committee on 12 November 2021](#). To open up Union Street to allow access for public transport and easier access for those with disabilities. "

Objective 3: To ensure that services and events are promoted, inclusive and accessible.

Accessible spaces checklist (social and physical access)

Via the Equalities Participation Network, community members (from equalities related community and third sector organisations) co-designed a resource for event organisers and service providers aimed at increasing accessibility. A snapshot of the document is included below, and the full version can be found by clicking this linked document on [tips for accessible spaces](#).

Top Tips for Accessible & Welcoming Spaces		Some Practical Ideas	Ideas for Specific Groups & Spaces
<p>This resource has been developed by Aberdeen Equalities Participation Network, to help create spaces that people want to visit (and return to). We consider both physical space and human interactions.</p>			
<p>Different Types of Accessibility</p> <p>Sensory: Well-lit. Clear pathways with contrasting colours. Limited background noise and echoes. Hearing loops and quiet spaces available.</p> <p>Physical: Mobility aids available where necessary (lifts, ramps, railings, etc). Disabled parking. Clear corridors and pavements, without trip hazards. Enough space to move freely. Places to sit down. Accessible toilets and baby changing facilities.</p> <p>Practical: Refreshments available, affordable (or free) and meeting a range of dietary needs. Criche facilities available.</p> <p>Communication: Clear signage. Straightforward booking processes. Staff or volunteers available to help, giving consistent information, and easily identified by badges or uniforms.</p> <p>Financial: Low/no cost for entry. Affordable for low-income people and families. No requirement for expensive clothing or equipment.</p> <p>Geographic: Close to bus routes or based in communities. Easy to find and navigate.</p> <p>Language: Material presented in plain English. Interpreters or materials in different languages where possible. Subtitles for films or videos.</p> <p>Timing: Consider school and work schedules (including shift work), bus timetables, religious days, and daylight hours for safe journeys home.</p>	<p>General Principles</p> <p>Consider all types of accessibility and inclusion, not just physical. Improving access makes a space more welcoming for everyone, often in subtle ways.</p> <p>If possible, invite people to participate on their own terms. Respect their needs and preferences.</p> <p>Be as informal as possible. A relaxed atmosphere is much more inviting and less intimidating.</p> <p>Be friendly. Staff or volunteers should take the first step and speak to visitors, ask if they need help, etc, rather than waiting to be approached. Don't make people feel like a burden.</p> <p>Consider how your activities might encourage people from different communities to mix and get to know each other – but don't force it.</p> <p>Don't segregate people who are 'different,' unless that is their preference.</p> <p>Going into a new space can be intimidating for anyone, and social rules are not always obvious. Where possible, explain expectations.</p> <p>Always challenge prejudice and discrimination in your space. Not just for the sake of the person targeted, but to show everyone that intolerance is not welcome. Seek help from police if necessary.</p>	<p>Extending the opening hours and days makes a space accessible to a wider range of people.</p> <p>Low-cost and flexible room booking encourages community groups to host events, classes and meetings. Local artists can create and rehearse. New organisations and projects can take shape.</p> <p>Being able to move tables and chairs can make space for wheelchairs, buggies, or larger groups.</p> <p>Introductory events can help people take the first step. Consider open days, coffee mornings, youth or child-friendly events, taster sessions, etc. Advertise these beyond your usual clientele.</p> <p>Activities that meet specific needs can reduce barriers. For example, film screenings for families with disabled children, women-only swimming or gym sessions, events designed to fit shift work patterns, museum tours in other languages.</p> <p>Diversity training can help staff and volunteers understand physical and cultural differences, and recognise the barriers people face.</p> <p>'Trails' and 'treasure hunts' give people an excuse to go into different spaces for the first time. Statue trails like the dolphins and lighthouses have been popular, and once someone goes through the door, they're more likely to return. In developing a concept for a trail, ensure it appeals to a range of different people (not just families).</p>	<p>A designated quiet area (perhaps on specific days or times) would benefit people with sensory needs in many kinds of spaces.</p> <p>Arts spaces or cafes might invite local communities to contribute to exhibitions, or create themed mini-exhibitions with their own art. This would give local people a space to showcase their work, attract visitors from their communities, and build towards normalising diversity.</p> <p>A sports or fitness space might host monthly or quarterly taster sessions of different activities, designed for people of all genders, ages and ability levels. 'Satellite events' held at community centres would allow people to enjoy activities in their local area, reducing barriers for the main space.</p> <p>A cafe, restaurant or pub might set aside an alcohol-free area on certain days and times, making it more attractive for religious minorities, young people, recovering addicts, families with children, and those who prefer to avoid alcohol.</p>
<p>Consider New Possibilities</p> <p>Think about your space and what happens there.</p> <p>Who's not coming through your doors? What are the barriers? Reach out to groups that are missing to find out what needs to change.</p> <p>Are there different activities or events that might help attract new people?</p>	<p>Advertising & Representation</p> <p>Who sees your leaflets and social media posts? Consider diverse channels for advertising: ethnic minority shops, places of worship, SHMU radio and magazines, online community forums, etc.</p> <p>Consider content and design. Is the information presented clearly? Are different formats available? (BSL, translations, large print, etc) Are diverse people represented in the images you use?</p> <p>Advertise accessibility. Tell people how your space is accessible. Otherwise they'll never know.</p>	<p>Building Partnerships</p> <p>Reach out and invite community groups to visit your space or attend your event. Ask if there's anything you can do to improve their experience.</p> <p>For example: a tour of the space, refreshments, language interpreters, cricche (or child-friendly activities), vouchers for free or reduced-cost entry, sensory adjustments, different opening hours, etc.</p> <p>Include people from diverse backgrounds in your programme of exhibits, performances, readings, and other events. Showcasing diverse talent will attract a wider range of spectators and improve representation in the wider 'scene'.</p>	<p>Further Resources</p> <p>How Fair is North East Scotland? Information on demographics and inequality: gsc.co.uk/dfines</p> <p>Interpreting and translation services:</p> <ul style="list-style-type: none"> Aberdeen City Council: https://www.aberdeencity.gov.uk/interpreting-translation-services In Trans (social enterprises): intrans.org.uk <p>Community groups in Aberdeen: gsc.co.uk/community-directory</p> <p>More on sensory accessibility: sensorytrust.org.uk/resources/audience-access-chain-an-inclusive-design-tool</p> <p>Equalities Participation Network: gsc.co.uk/epn</p>

Access to funding

A review of distribution and access to funding was also done to have a better understanding of this can be best used to address inequalities.

Discussions were progressed with the **Fairer Aberdeen Fund** team who distribute significant funds to mainly grassroots, community groups and charities in the City. The Fairer Aberdeen Fund have updated their application and reporting systems, to ask organisations to demonstrate how they plan to deliver, and how they have delivered, their projects in an inclusive way. A review of these changes is now under way and there are further plans for training workshops with funded organisations that will promote inclusive practices and an intersectional approach to community projects.

Depending on the outcome of the review and potential further changes implemented, the plan is to widen the implementation of similar changes to other funding models.

[The Community Festival Fund](#) was established to encourage organisations and groups to come together within their own communities during the Christmas and Hogmanay periods and is designed to celebrate community wellbeing and togetherness.

The focus this year was to encourage new and smaller community groups to apply as the current crisis and the pandemic will have taken away capacity and capability from many smaller groups.

In 2021 there were 159 applications made of which 142 were successful . The Covid outbreak around Christmas did have an impact as some people chose to cancel their events so not everyone successful accepted their grant.

In 2022 there were 139 applications of which 134 were successful with payment of funding being processed with valid receipts.

Accessible service provision

Through the engagement exercise that was undertaken as part of the outcome development in 2020, an issue was identified through the barriers that the **Gypsy/Traveller communities** faced which included challenges while accessing recycling and waste facilities.

Since then, the waste and recycling team have refreshed and implemented in September 2021, their [Household Waste and Recycling Centre Policy](#) under section 5.1.5 which states the clear provision for travelling families who require access to the facilities.

Unequal impact

During the COVID-19 pandemic and the current “cost of living” crisis, there has been increased focus on ensuring that groups and communities that face systemic inequalities are getting access to key services, such as employability and financial inclusion services.

Aberdeen City Council has been an active participant in a Community Planning Aberdeen Project to reduce the **unequal impact of COVID-19**. This work has included Council services such as ABZ Works (employability) and the Financial Inclusion Team, looking to address inequalities of access to services.

Work so far has included focus groups with communities, new promotional material, targeted recruitment, engagement at community events (such as the 2022 Aberdeen Mela), and job fairs, with further interventions planned.

The [Financial Inclusion Team](#) has worked to make their pages more user friendly and offer the benefit calculator is also accessible in other community languages.

Sharing opportunities and empowering communities

There has been an increase in our activity to share and promote information which creates awareness in communities and increases their participation, awareness, offers more choice and empowers groups in different ways. A mixture of marketing activity from face-to-face meetings, phone calls, emails, posters, online meetings and social media posts have been used to engage more with our communities.

A list of some of the information shared and how they contribute to the outcomes can be viewed at Appendix D – List of communication and events.

3.2.2 Equality Outcome 2

Equality Outcome 2

Diverse communities in Aberdeen will have an increased sense of safety and belonging within their neighbourhood and City, with a focus on **Race (including Gypsy/Travellers), Religion and Sexual Orientation.**

Objective 1: To develop a robust and strategic approach to hate crime

One of the most significant findings of our community engagement in 2020 was the extent of hate crime and under-reporting. The Council has therefore been actively involved in a Community Planning Aberdeen partnership project which aims to increase the number of hate crimes reported.

The project has had an initial focus on awareness raising with communities, increasing the number of Third-Party Reporting Centres, establishing a network of Third-Party Reporting sites, and improving training for police officers and others likely to be receiving hate crime reports. A case study of this work to date can be found at Appendix E.

A training plan has been developed and offered by Grampian Police and a total of 8 Aberdeen City Council managers with a team of 15-20 members signed up for the sessions.

During this reporting period (2021-23) a pattern emerged within Grampian Regional Equality Council's Casework service, highlighting that people who had experienced prejudice in a housing/neighbourhood setting felt that their cases were being inappropriately dealt as a standard neighbour dispute.

Case examples were presented to council officers which was followed by collaborative meetings between Housing/Locality manager and Grampian Regional Equality Council. Next steps include bringing together individuals and officers to develop improvements in service delivery and implemented in a timely manner.

Hate crime affects different communities in various ways. One of the groups that have often been in the spotlight is the Gypsy/ Traveller community. Media portrayal and lack of awareness has meant that the community faces added barriers in their daily life.

We have 3 sessions provisionally booked in February and March 2023 to offer training on Gypsy/Traveller cultural awareness and hate crime. Our target audience for these sessions are Elected Members and council staff and partners to ensure there is more awareness and partnership working in supporting this community in relation to the challenges and barriers they face.

Objective 2: To promote and celebrate diversity in Aberdeen with Council and leaders supporting civic participation.

Aberdeen City Council and its officers remain committed to celebrating diversity in the City and supporting community events in a variety of ways.

Some of the key events that were commemorated and celebrated in Aberdeen include Holocaust Memorial Day, International Women's Day, Grampian Pride, Mela and the Christmas Village.

A list of events is available at Appendix D.

A review was undertaken to look at the equality and diversity related events that we support in different ways. An area identified where further Council support or activity is required, is contributing to events which celebrate disability and older people.

An event is planned for the 28th of March 2023 with a focus on inclusion and employment for workers with disabilities. Additional work is being progressed with the community learning and development team around inclusion and support for older people.

A case study on our most recent Holocaust Memorial Day commemoration can be viewed at Appendix F.

The council also lights up Marischal college in various theme colours to commemorate and raise awareness of many national and local days for example International awareness days of Disability, Human Rights Day, Holocaust Memorial Day and many more.

3.2.3 Equality Outcome 3

Equality Outcome 3

Representation in civic participation of people with protected characteristics will be improved by ensuring our leaders, staff and organisation champion the equality agenda in the City, with a focus on **Disability, Race and Sex**.

Objective 1: To increase representation and participation of people with protected characteristics by 2024.

Representation

In January 2023, a report on [Citizens' Assembly](#) which referenced a range of engagement activities to ensure that participation in consultation and engagement is representative of the demographics of the city of Aberdeen. One of the potential focus will be on gender inequality.

Other areas of focus could also include:

- Geography
- Age
- **Gender**
- **Ethnic group**
- Educational qualifications
- **Limiting long term conditions/disability**
- Attitudes towards Scottish independence and the UK's membership of the EU
- Scottish Parliament voting preferences.

The proposed socio-economic demographics will be developed in the detailed planning for the assembly and will inform the Terms of Reference.

Understanding barriers

More focus has been put on understanding the barriers faced by local communities to civic participation and representation. What is evident is that there **is lack of sufficient equality data** collection which would better inform the trends we can see. There is a move to address this issue with our leaders and chief officers to develop better mechanisms.

A session was held at the Equalities Participation Network in November 2022, focusing on different areas of civic participation and representation. This included inputs from Elected Members, the Council's Community Council Liaison Officer, and trade unionists.

Next steps are to follow on discussions with a plan, co-designed with communities, to increase diversity amongst community councils.

Listed are some of the sessions that have taken place at the Equality Participation Network to ensure there is continuous engagement with the council and the local community to ensure views and feedback are part of any progress and planning that takes place. A logbook has been developed to track all feedback and progress for accountability and will be presented to the new Strategic Equality Group.

27 May 2021	Customer Service Manager presentation on accessing Aberdeen City Council Services
24 June 2021 and 03 February 2022	Senior Planner's presentation on the City Centre Master Plan
26 August 2021 and 3 November 2022	ACC HR, on recruitment at ACC
30 September 2021:	EPN members attended an online event by Community Planning Aberdeen
24 February 2022	City Voice from the perspective of an improvement project
24 March 2022	presentation + Q&A on Equality Outcomes action plan
24 March 2022	short presentation from Museums and Archives on responding to object labels project
26 May 2022	ACC Locality Inclusion Manager, on council housing
30 June 2022	ACC Financial Inclusion Team, on accessing benefits & support
24 November 2022	Community Councils and Inspirational talks for Elected Members on civic participation

4 Employee Information

4.1 Introduction to Employee Information

One of the duties under the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 is to gather and use employee information. Employees may provide their diversity data during recruitment and may add or update their diversity data at any point during their employment through the Council's HR and Payroll system, CoreHR.

The duty requires the organisation to gather annual information on the composition of its employees as well as annual information on recruitment, development, and retention of employees with respect to the number and relevant protected characteristics of employees. The information must be used to better perform the general equality duty.

The mainstreaming report must include an annual breakdown of the information gathered and must also include details of the progress that the organisation has made in gathering and using the information to enable it to better perform the general equality duty.

The employee information in this 2023 Mainstreaming Report comprises the following by protected characteristic as shown in Appendix G:

- Composition of employees for 2021 and 2022;
- Recruitment information, namely applicants shortlisted applicants and successful applicants for calendar years 2021 and 2022;
- Development information, namely employees who undertook corporate training in calendar years 2021 and 2022;
- Retention information, namely employees who left the organisation in calendar years 2021 and 2022;
- Discipline and grievance data in calendar years 2021 and 2022;
- Gender pay gap data.

In accordance with the requirements stated in the guidance, the above has been produced for the organisation as a whole and in relation to the Education Authority (which comprises teachers and other employees in the Education Service). Appropriate analysis has been undertaken in relation to the figures.

It should be noted that where there were minimal numbers of employees in a category, the actual figure has been removed from the table and replaced with the words 'Under 5'. This is to help ensure that no individual employees can be identified so that confidentiality in relation to sensitive personal data can be maintained.

The employee information contained in this report is to be used in relation to the planning of current and future employment equality related initiatives, in order to make progress towards our Equality Outcomes.

4.2 Equality, Diversity and Inclusion Action Plan

To support with the delivery of our employer equality outcomes, an [Equality, Diversity and Inclusion Action Plan](#) was developed. This Action Plan was co-created following engagement with our workforce, Equality Ambassadors Network and partner organisations. This Action Plan also supports with the organisation's various accreditations and pledges such as Investors in Young People, Disability Confident and Equally Safe at Work.

While proposing [some suggested actions](#), the Action Plan sought to establish employee working groups for the purposes of ongoing listening and development and so that any actions taken forward were meaningful and co-created by our diverse employees.

In 2021, we established five working groups, in addition to maintaining our existing Equality Ambassadors Network:

Age Working Group
Disability Working Group
LGBT+ Working Group
Race Working Group (known as 'RED' – Race Equality and Diversity)
Working Group for Sex as a protected characteristic

Each of these working groups is made up of employees who either have a protected characteristic, are an ally or are interested in Equality, Diversity and Inclusion. Membership of these groups is flexible, with employees giving their time as and when they are able.

Each group is facilitated by a People and Organisational Development Advisor who all form part of an oversight working group which ensures that all of the work is co-ordinated, joined up and takes into consideration intersectionality.

4.3 Existing Employee Equalities Networks

For several years, the organisation has had an Equality Ambassadors Network who regularly communicate and use a Microsoft Teams Channel to share learning, ask questions and organise and promote talks, events and discussions about equality, diversity and inclusion topics. As of January 2023, there are 81 employees who form this network from across the organisation.

The Council also has a Young Employee Network, giving young employees the opportunity to have their voices heard. In the last year the Network has input to the review of the Council's Recruitment and Selection process, the Council's Smarter Working Test and Trial, and has also organised information sessions for young employees on Pensions and Mental Health and Wellbeing.

4.4 Employer Accreditations, Pledges and Commitments

Aberdeen City Council, as an employer, has several accreditations, pledges and commitments which, in addition to the Outcomes, provide frameworks and requirements for equality, diversity and inclusion purposes. These are below:

- *Carer Positive* – acknowledges Aberdeen City Council as a positive employer for those with caring responsibilities.
- *Disability Confident* – acknowledges Aberdeen City Council as a positive employer for disabled people.
- *Equally Safe at Work* – acknowledges Aberdeen City Council as a safe and supportive workplace for women.
- *Investors in Young People* – acknowledges Aberdeen City Council as a positive and supportive employer for young people.
- *Young Person's Guarantee Employer* – acknowledges that Aberdeen City Council has committed to the Young Person's Guarantee 'Asks' in supporting young people into and during employment.
- *Menopause Workplace Pledge* – acknowledges that Aberdeen City Council commits to supporting employees through menopause.
- *Pregnancy Loss Pledge* – acknowledges that Aberdeen City Council is a supportive employer for those who experience pregnancy loss.
- *Public Sector Joint Commitment to Tackling Racism in Employment* – acknowledges Aberdeen City Council as committed to tackling racism in employment practice.

4.5 Existing Council Initiatives

The Council is committed to equality, diversity and inclusion for all current and future employees. Indeed, in the organisation's recent [Workforce Delivery Plan](#), equality, diversity and inclusion continue to be a focus of work for the foreseeable future. In addition, the recently approved and refreshed [Capability Framework](#) for employees focuses on a core capability theme called 'Care' which strengthens the focus on and the importance and visibility of equality, diversity and inclusion across the organisation.

The Council already has a significant number of initiatives and activities which support equality, diversity and inclusion including:

- A range of policies and guidance documents including an equality and diversity policy, flexible working guidance, family friendly policies and guidance, disability in the workplace guidance, supporting carers at work guidance, supporting attendance policy and guidance, transgender equality and transitioning in the workplace guidance, equal pay policy, gender-based violence policy, special leave policy, IVF guidance, and career break policy;
- A robust and fair approach to recruitment and selection, including recruitment and selection guidance for managers covering equality, discrimination and unconscious bias;

- A Guaranteed Interview Scheme which includes schemes for disabled people, young people, care-experienced young people and ‘New Scots’;
- Flexible and smarter working for many roles across the organisation including options such as part-time hours, term-time, flexi-time, compressed working weeks and annualised hours;
- Support for mental health and wellbeing, including a counselling and occupational health service for employees.

4.6 Actions Taken April 2021 – March 2023

The work that the groups have either done themselves or have been supported by People and Organisational Development to do since being established following Staff Governance Committee in April 2021 is:

4.6.1 Equality Outcome 1

Equality Outcome 1

Improve the diversity of our workforce and address any areas of underrepresentation, ensuring that there are equal opportunities for all protected groups (with consideration for both internal employees and external applicants), with a particular and prioritised focus on **Age, Disability, Race and Sex.**

Summary of Actions Taken April 2021 – March 2023

Each of the Equality, Diversity and Inclusion Working Groups that were established undertook sessions, facilitated by People and Organisational Development, in which they reviewed the Council’s existing recruitment and selection process. This provided key feedback around barriers and challenges. The sessions were also made open to key contacts from external equalities groups such as Autism Understanding Scotland and North-East Sensory Services so that subject matter expertise could be included. As a result, guidance was created for recruiting managers on making their processes more inclusive. In addition, the recruitment and selection training available is being updated to reflect key points raised by our working groups. This training, along with the Council’s Code of Conduct, has already been updated recently to reflect the Council’s Equally Safe at Work accreditation.

In addition to the above, the Council’s Race working group, RED (Race Equality and Diversity) has reviewed the Council’s recruitment and selection process against the Scottish Government’s Minority Ethnic Recruitment Toolkit to ensure that it follows best practice.

Representatives from People and Organisational Development have also joined the University of Aberdeen’s Anti-Racism Roundtable with other local organisations to address racism in employment, including exploring how joined up working with other organisations can support more people from minority ethnic backgrounds into employment with the Council.

This further supports the Public Sector Joint Commitment that Aberdeen City Council committed to, to tackle racism in employment.

We have been committed to sharing all senior vacancies and development opportunities with our equalities groups and Equality Ambassadors Network to ensure that the vacancies are visible and to allow for any queries or questions about support. This has included programmes such as the Association of Chief Officers of Scottish Voluntary Organisations (ACOSVO) Leadership Exchange Programme for which ten out of fourteen participants over the last two years have been women.

We are committed to attracting, retaining and to be an employer of choice for young people. Our Apprenticeship Programme continues to develop and since 2019 we have introduced 10 new Modern Apprentice Frameworks (it has traditionally been trades apprentices we have recruited) to the Council increasing the options and opportunities for young people. In 2022 we worked nationally to introduce a new Building Standards Framework and recruited a new Modern Apprentice to this role. Of the new Modern Apprentice frameworks (non-craft / trades) introduced in 2019, 16 of the 19 apprentices secured roles after successfully completing their Apprenticeship. We work closely with our Employability Team and recently supported the UK Government Kickstart Scheme which provided funding to employers, with the aim of employing young people aged 16-24, at risk of long-term unemployment. Over the duration of the highly successful scheme, we employed 83 young people who met the criteria for the scheme on 6 month paid Internships at the Living Wage rate. Of these, as at January 2023, 34 are still employed by the Council, having secured either a further fixed term contract or permanent employment, 3 of those starting Modern Apprenticeships. We continue to link with Schools, Colleges and Universities and attend events such as careers fairs. We also support the Career Ready Programme providing Mentors and paid internships as part of the 2-year mentoring programme.

Conversations have started with Grampian Regional Equalities Council as well as with other public sector partners such as NHS Grampian and Police Scotland to co-ordinate and join together on further employer engagement activities with communities so as to support and encourage applications to the Council, as well as get feedback and undertake active listening, whilst at the same time avoiding 'consultation fatigue'.

Our recruitment and selection data in relation to equalities now includes details of shortlisted candidates throughout the process by protected characteristic so that the Council can further monitor and report on this.

It is worth noting that many of those actions whose primary impact is on our Outcome 2 will have an indirect impact on Outcome 1 as they serve as 'Employer of Choice' activity for Aberdeen City Council, positively impacting our 'employer brand', which will encourage more applicants from diverse backgrounds to apply for our vacancies or to continue / progress their career with Aberdeen City Council.

4.6.2 Equality Outcome 2

Equality Outcome 2

Ensure that all of our employees who have protected characteristics feel fully valued, safe and included at work, with a particular and prioritised focus on **Age, Disability, Gender Reassignment, Race, Sex and Sexual orientation**.

Summary of Actions Taken April 2021 – March 2023

To support with making our workplaces as inclusive as possible, People and Organisational Development have been working closely with our staff working groups. The initial meetings reflected on the Equality, Diversity and Inclusion Action Plan and suggested actions and then the groups have been taking forward some of those actions, or others they felt to be of higher priority to make our workplace more inclusive. Some of these actions are included below:

Disability

- Introduction of Deaf Awareness and British Sign Language for Beginners to 99 targeted employees
- Guidance on reasonable adjustments launched.
- Mental Health Awareness Intranet page created for managers.
- Various internal communications on topics such as neurodiversity, Tinnitus, Parkinson's, Autism, Access to Work, Carers Week, Tourette's, UK Disability History Month, Scottish Learning Disability Week, International Day of Disabled Persons, Multiple Sclerosis Society
- Posters created to raise awareness of Sensory Awareness
- Reasonable Adjustments Passports approved at Committee (due to be implemented)
- Promotion of 'quiet space' virtual working sessions organised by Autism Understanding Scotland
- Confidential survey undertaken on mental health & wellbeing during the Covid-19 pandemic
- Implementation new online courses on mental health in the workplace and a series of mental health and wellbeing webinars for staff were run in partnership with the Scottish Association for Mental Health (SAMH).

Race

- Race terminology document created for People and Organisational Development Advisors
- 2021 and 2022 Intranet posts for Black History Month
- Internal promotion and staff tours of the Art Gallery's 'Reframing the Collection' exhibition.

Sex

- Staff communications and Intranet awareness raising for International Women's Day 2022
- Launch of a colleague recognition / celebration nomination process for International Women's Day 2023
- University of Aberdeen webinars for International Women's Day promoted to ACC employees

- Intranet posts on Empowering Women in Digital Leadership including an example of a woman's experience as a conference panellist in a digital transformation / cyber security environment
- During the Covid-19 pandemic, communications were issued to staff about domestic violence and support available, including the Council's Gender-Based Violence policy

Multiple

- CoreHR imaging amended to reflect Lunar New Year 2023 (Race, Religion or Belief)
- A large focus has been placed on supporting employees through menopause including:
 - A menopause intranet page created with advice and guidance
 - Menopause co-lab café's organised and promoted in partnership with partner organisations
 - Internal menopause peer group created on Yammer
 - Promotion of event for autistic people going through menopause run by Autism Understanding Scotland (Age, Disability, Sex)
- Black History Month 2022 – panel discussions organised including employees and external partners, including a panel on the intersectionality of race and disability (Disability, Race)
- Updating of the Employee Maternity Checklist to ensure that those who are breastfeeding get access to a private room in the workplace for expressing (Pregnancy and Maternity, Sex)
- 'Mx' introduced as a title option on CoreHR (Gender Reassignment, Sex)
- Grampian Pride promoted to internal employees and experiences of staff attendees shared with the workforce (Gender Reassignment, Sexual Orientation)
- Introduction of a number of initiatives which focus on digital inclusion and accessibility including accessibility bot, live captions, immersive reader and translate in teams (Disability, Race)

All

- Introduction of a Star Award for Diversity and Inclusion, the first winner of which was selected at the Star Awards 2022
- Creation of various Yammer employee peer support groups in topics such as mental health and wellbeing, tinnitus and hearing loss and general equality, diversity and inclusion
- Input from staff working groups into the Smarter Working review and creation of an intranet page with guidance and advice for managers on ensuring inclusivity when considering smarter working options for their team(s)
- Socially inclusive events for employees interested in diversity and inclusion, organised by our LGBT+ working group
- Creation of a Microsoft Teams channel for equality, diversity and inclusion communications with the development of a shared diversity calendar
- Introduction of a Dignity and Respect at Work policy and guidance to replace the Council Managing Bullying and Harassment at Work policy and guidance.

4.7 Employee Data Summaries

The data for 2021 and 2022, which is outlined in Appendix G, has been used for the below key point summaries to support and reflect progress towards our employer equality outcomes (shown under 3.1) and further areas for improvement, in addition to [2020 data](#) provided from the most recent mainstreaming report to allow for trend analysis.

Whole Council

The percentage of the Council's workforce has remained constant at approximately 70% female to 30% male. 2021 saw an increase in females represented across all stages of the recruitment process from application to successful hire. While this has since fallen in 2022, there is still an upwards trend since 2020. At the same time, the percentage of females leaving the organisation has also decreased from 73.07% of leavers in 2020 to 65.57% of leavers in 2022. On the reverse, we are seeing an increase in the proportion of males leaving the organisation from 26.93% in 2020, to 34.43% in 2022. While there has been an increase in successful male applicants since 2021, from 20.72% to 28.13% in 2022, it is worth exploring this further to determine if this is something to address. For training and development purposes, the majority of those who undertake training in the organisation are female, in line with our workforce population, though we have seen an increase in more males attending training from 12.33% in 2020 to 22.21% in 2022.

The percentage of those under 20 in the workforce has slightly increased since 2020 coming out of the Covid-19 pandemic. 2019 had a higher number within this category due to the early years expansion which resulted in a large number of modern apprenticeships available. The largest group in the Council remains at 50-59, closely followed by 30-39. These numbers have remained relatively consistent over last 3 years. We have seen an increase in the number of applications from under 20s, from 217 in 2020 (1.38% of applications) to 612 in 2022 (3.7% of applications). This may evidence that the Council is improving its employer brand with this age category or that more roles suitable to the younger workforce are being made available. At the same time, under 20s made up 2.53% of successful hires in 2022, while the highest proportion were in the 30-39 age category. Under 20s were 1.51% of leavers in 2022, which evidences that we are recruiting and retaining at a higher rate within this category than the rate at which they are leaving the organisation. In addition, we are seeing an increase in 20–29-year-olds undertaking training, up from 11.2% in 2020 to 17.88% in 2022. With an older workforce, there is an added importance on ensuring that there is sufficient talent pipelining and knowledge transfer across the organisation.

While we have increased the number of disabled people employed by the Council since 2020, the proportion of the workforce declaring themselves to have a disability has decreased very minimally. The number of those who choose not to disclose their disability has also increased minimally. It is worth noting that our grievance data shows that 7.14% of people who raised a grievance are those who also have a disability. Compared to disabled people making up 3.65% of the workforce, this

seems disproportionate. Given the small number of grievances, it may just need some further exploration to ensure that there is nothing which is the cause of this which disproportionately affects disabled employees, if we are seeing an increase in people confident to raise issues and concerns or if this is just coincidental given the small number of grievances in the organisation. The proportion of leavers who are disabled has decreased since 2021 from 4.71% to 3.70%. This shows that currently any impact on grievances may not be having an impact on retention or turnover but should still be explored, alongside more exploration around recruitment of disabled people.

Since 2020, we have seen a very slight increase in number of non-white employees from 2.57% of the workforce to 3.34% of the workforce. Headcount across these different groups has also increased, showing an upwards trend. The successful recruitment of non-white groups is currently sitting at 9.53% of all recruits which supports the upward trend. To further support this, we have seen an increase in applications from non-white groups with candidates from these groups making up 19.9% of applicants in 2022. Data from 2021 shows that this was previously 13.94%. However, it is also worth noting that the proportion of leavers from these groups has increased since 2020 from 1.68% to 3.44%. This will need to be explored further to ensure that we are retaining ethnically diverse employees at the same time as recruiting them.

There has been a year on year increase in the workforce population across all sexual orientation categories except for heterosexual which has seen a slight drop. There has also been a year on year increase for successful recruitment and training access for people from these groups. It is worth noting that grievances made by Gay or Bisexual employees made up 14.28% of total grievances, compared to these two groups making up only 2.14% of the workforce combined. This should also be explored further to determine if the cause of this is something which may disproportionately affect gay or bisexual employees, if we are seeing an increase in people confident to raise issues and concerns or if this is just coincidental given the small number of grievances in the organisation. Leavers data is showing a slight proportional increase of leavers who are Gay and Bisexual but only minimally, but this further supports the need to explore this.

Education Authority

The percentage of the Education workforce has remained consistent at approximately 87% female to 13% male. This is a large difference to the overall proportions of the Council workforce as a whole. While we have seen a slight increase in the proportion of male successful hires which now sits at 18.77%, similarly to the Council workforce as a whole, Education has also seen an increase in the proportion of males leaving the organisation from 15.49% in 2020 to 20.93% in 2022. It may be worth exploring if this is something to address. For training and development purposes, the majority of those who undertake training in the Education Authority are female, in line with the workforce population, though we have seen an increase in more males attending training from 4.94% in 2020 to 10.88% in 2022.

The current gender pay gap for Education employees in this council is 18.95% (in favour of men). There is a significant gender pay gap for this group with male employees being paid, on average, a higher hourly rate than females. This gender pay gap results from an under-representation of men in the lower pay bands, particularly in school administration and support roles. This compares with a gender pay gap of 18.65% reported in the Mainstreaming Report of 2021 (hence a moderate increase of 0.3%). This should also be addressed in considering the above alongside occupational segregation and any potential underrepresentation at leadership and management levels.

The percentage of those under 20 in the Education workforce has slightly increased since 2020, though this took a dip in 2021. The largest group remains the 30-39 group with 50-59 second. Numbers across the different age groups have remained relatively consistent over the last 3 years. While 2022 has seen a very slight decrease in applications from under 20s for Education roles since 2021, there is an overall increase when compared to 2020 from 0.88% to 1.70%. We have also seen a slight decrease in successful applications from under 20s since 2021. This number is expected to be lower compared to the workforce as a whole given the volume of roles in the Education Authority being teachers which require a university qualification, though it is still worth exploring this further. The 20-29 age group has seen an increase in applications since 2021 from 23.54% to 27.57% in 2022. This age group has also seen the largest increase in training uptake since 2020, from 11.22% to 17.48% in 2022. We are, at the same time, seeing fewer leavers in this age category since 2020, from 20.09% to 22.38% in 2022.

Since 2020 the number of disabled people employed within Education has increased and the proportion of the Education workforce declaring themselves to have a disability has also slightly increased, albeit minimally. At the same time, we have seen a very slight decrease since 2020 of job applications for Education roles from those who have a disability, as well as a very slight increase in those not disclosing anything related to disability at application stage. This is therefore worth exploring further.

We have seen a very slight increase in the number of non-white employees from 2% of the workforce to 3% of the Education workforce since 2020. Headcount across these different groups has also increased, showing an upwards trend. At the same time, we are seeing an increase in job applications for Education roles from non-White groups, increasing from 9.26% in 2020 to 18.85% in 2022. Successful hires from these groups in 2022 also sits at 9.1% of all successful hires across Education. While we have seen a very slight increase in the proportion of leavers from non-White groups since 2020, from 1.32% to 2.03%, these numbers are still low in comparison to the Education workforce profile and our successful hires.

4.8 Gender Identity Data

It should be noted that Gender Identity figures are currently not available due to an identified inaccuracy with this data. This is in the process of being corrected alongside the full data improvement on our HR and Payroll system, CoreHR. This

improvement will see a change to diversity questions and categories in line with the Scottish Government guidance on best-practice diversity data collection and analysis. Work is currently underway to implement this improvement.

We are, however, currently able to analyse Gender Identity data within TalentLink, our recruitment management system.

4.9 Further Action

To support with achieving the employer equality outcomes based on the above summaries, the Council:

- Has plans to introduce Diversity Packs for recruitment adverts which support candidates with any requests for reasonable adjustments to our selection processes, as well as guidance on what to do if trans or transitioning;
- Is developing an 'Accelerator' leadership development programme for those underrepresented at leadership level. This will provide additional support for employees from these groups to ensure training and development is delivered in a way that is accessible, inclusive and meaningful, removing the barriers from traditional development programmes. This is being co-designed with our staff working groups;
- Has included occupational segregation as part of its review into workforce planning and training spend for 2023/24 to address areas of highest need
- Will work closely with community groups and partner organisations to address underrepresentation;
- On 28th March, will host an event for employees and employers on supporting disabled people in the workplace (this was rescheduled to 2023 from December 2022 as a result of adverse weather);
- Will be undertaking a review of its family friendly policies and procedures
- Will create an ED&I Intranet Hub;
- Will create a function as part of the Hub which allows employees to provide feedback, ideas and suggestions for inclusion outwith working groups;
- Is reviewing its ED&I training in light of Staff Governance Committee approving Job Families on 30th January 2023.

People and Organisational Development will also review the data analysis with our staff working groups and relevant areas to gather feedback and take forward further actions for improvement.

5 Education Outcomes

Aberdeen City Council Education Authority:

5.1 Equality Outcome 1

Equality Outcome 1

Increase access to information by ensuring communication barriers are removed for children, young people and families who are disabled.

Activities and progress

Digital Inclusion

Children and Families have good access to provision of IT and community connectivity.

Disabled learners have increased opportunity to fully access the curriculum through digital technology and resources. Dongles and devices included with Accessibility Software training package. This has enabled disabled learners to personalise their support and access the curriculum as independently as possible.

Activities/Actions

TextHelp Read&Write ensures that all devices have accessibility tools available. Mote is available city wide which provides voice notes for both pupils and staff with transcription.

Online training on child's plan/child's voice delivered.

Write Right About Me (WRAM) is a multi-agency improvement team aimed at developing ways of writing about children, young people and adults so that their voices are more strongly heard, and they can exercise their rights in their records.

Orchard Brae and Communication Access and Learning (CALL) Scotland:

The pandemic highlighted a significant need for investment in professional learning, provision of resources and general hardware across the school and the school worked in partnership with CALL Scotland to undertake an audit to help determine next steps.

Given the changes in senior management appointments, a temporary post of Principal Teacher Pupil Equity Fund Digital was established in August 2021 to support delivery of the plan. Following an initial visit to classes to establish pupil needs, CALL trainers provided a range of devices on loan to enable decisions to be made about hardware purchases and a series of online training sessions were provided for teachers, including with simple Augmentative and Alternative Communication for learners with complex needs, accessible digital tools for all, iPad app Alternative Communication (ACC)s for communication and learning, and eye gaze technology and environmental control.

All sessions were recorded enabling teachers to revisit them as required. CALL Scotland will continue work with us this session in order to support the continuing development of our digital strategy for learners and staff.

All teachers now have laptops with appropriate specification and through engagement and training from CALL Scotland a suite of programmes are being explored for both staff and pupils to aid learning and teaching. The development of

the curriculum pathway for Information Communication Technology (ICT) has started with the senior phase curriculum offer with the incorporation of Scottish Qualification Awards (SQA) and National Progression awards.

A Pupil Equity Funded (PEF) funded teacher is supporting in developing skills of staff in Information and communication technology (ICT). Training through CALL Scotland has begun to support staff in learning the technology that is required to support learners in school, enabling them to be included in wider society and supporting closing the gap through access to appropriate digital interventions.

School Estates:

All our new schools are physically accessible and there are several features which we have designed in to enhance users' needs and experience within the school learning environment.

- Direct access from classrooms to outdoor spaces (where this is not feasible, we would provide a lift to upper floor and also ensure an accessible open terraced space for learning and play)
- Discreet positioning of accessible toilets (i.e., Not opening out onto main corridors)
- Low level sinks in activity areas
- Adjustable height interactive panels in teaching spaces
- Hygiene room (fully accessible)
- Flexible height desks/tables
- Induction loop
- Dyslexia friendly font type
- Outdoor planters at various heights
- Outdoor hard/soft landscaping to accommodate a variety of needs.

5.2 Equality Outcome 2

Equality Outcome 2

Increase the feeling of trust and belonging to schools and communities by reducing bullying of those with protected characteristics, race, disability, LGBT.

Increase the feeling of trust and belonging to schools and communities by reducing bullying of those with protected characteristics, race, disability, LGBT. Aberdeen City has richly diverse school communities.

Aberdeen is increasingly becoming more multi-cultural with a variety of different cultures and nationalities. Although the number of children and young people in our schools who identify as being Polish has remained consistent over the last 4 years, the number of families of African descent has nearly doubled (from 967 in 2019 to 1756 in 2022). There is also a considerable increase in the number of children who identify as being 'white-other' due to an increase in the number of families making Aberdeen their home whilst fleeing conflict.

All our schools promote diversity and inclusion to ensure that all members of the school community feel included, and our practices and policies support this.

A key measure which indicates that children are thriving in inclusive schools is the level of bullying incidents reported. The data identifies that data has been relatively static when you take account of school building closures.

In 2020 there were 70 recorded incidents attributed to racism. 2021=39 and 2022=36.

	2020	2021	% Diff +/-	2022	% Diff +/-
Number of Bullying Incidents Recorded as Racism	70	39	-44%	36	-7.6%

Bullying incidents where racism was recorded as the perceived reason have reduced. In September 2022 there were 7. October 2022 11. November 20 and December 2022 there were 6.

	September 2022	October2022	% Diff +/-	November 2022	% Diff +/-	December 2022	% Diff +/-
Number of Bullying incidents where racism recorded as perceived reason	7	11	+57%	20	+81%	6	-70%

In terms of the number of incidents of pupils experiencing bullying which are recorded as having protected characteristics, this is also a declining trend. The data reports that in:

Sept 2022 =173, October=126, November = 135, December = 42

	September 2022	October2022	% Diff +/-	November 2022	% Diff +/-	December 2022	% Diff +/-
Number of Bullying incidents recorded as having protected characteristics	173	126	-27%	135	+7.1%	42	-68%

Further scrutiny of the data has identified changed trends in bullying incidents. For example, there has been a significant increase in the number of bullying incidents which refer to body image/physical appearance. Additionally, there is a gender

aspect which is evident and identifies that 70% of bullying incidents are raised by girls. The impact of Covid-19 and the subsequent lockdown has witnessed a rise in the number of incidents recorded around mental health.

Bullying – The perceived reasons and nature is changing: Increase in recording of incidents around Gender identity; Actual or perceived sexual orientation; Body image: there were 93 incidents recorded in 2020, 230 in 2021 and 227 in 2022.

	2020	2021	% Diff +/-	2022	% Diff +/-
Number of Body Image/Physical Appearance incidents	93	230	+147%	227	-1.3%

Next steps will be to implement strategies to support identified areas

The data highlights that the nature of bullying has changed considerably and that there is a need to review the Anti-bullying policy to ensure that we proactively respond. This will be prioritised by the Education Service over session 23/24.

The Scottish Government will commence work on the refresh of its Anti-Bullying strategy and guidance in the early part of 2023 and are currently considering the scope and scale of the task in terms of consultation with all stakeholders.

Ensure that there is a consistent approach to the reporting and monitoring of Bullying and Discriminatory Incidents/Alleged Incidents and that all incidents of bullying behaviour are logged on the SEEMIS Bullying and Equalities Module. Consistent recording will support our quality assurance processes and ensure that the data collected and analysed is accurate. Schools will be reminded to revisit the Scottish Government’s Supplementary Guidance on Recording and Monitoring of Bullying Incidents in Schools.

This will be a focus area/item for Quality Assurance School Visits on Indicators 2.3 Learning, Teaching and Assessment and 3.1 Ensuring Wellbeing Equality and Inclusion.

Actions taken:

Bullying is everyone’s responsibility, and we all have a role to play to keep young people safe. We want children and young people to be able to thrive and achieve their full potential and this needs learning environments which are safe, nurturing, respectful and free from fear, abuse and discrimination. We want all our staff to understand that bullying is not an acceptable part of growing up and that it is a clear breach of children’s rights.

Aberdeen City Engagement with ‘respectme’, Scotland’s Anti-Bullying Service. Aberdeen City schools signed up to the respectme’s new Anti-Bullying Learning Academy which supports and is designed for adults to gain the knowledge and

confidence to understand and respond effectively to bullying in line with “Respect for All: The National Approach to Anti-Bullying for Scotland’s Children & Young People.” The free online learning modules offer a convenient and flexible way to access up to date guidance on recognising, preventing and responding to bullying behaviour. The eLearning modules are aimed at all adults who have a role to play in the lives of children and that we develop the understanding of how promoting positive relationships is essential to preventing bullying.

Colleagues at [respectme created a special link](#) for schools from Aberdeen City to sign up and engage with the eLearning Academy. 17 Schools have indicated an interest and shared with staff.

Over 100 staff have registered and are working through the eLearning modules.

Module 1: Understanding Bullying Completed: 75

Module 2: Responding to Bullying Completed: 16

A further 22 staff have enrolled and created an account with a view to commencing the modules.

We shall continue to roll out the programme through 2023 and support schools gain accreditation.

Change Maker Series – Inclusion and Diversity 2023

Building on the foundational learning within respectme’s Anti-Bullying Learning Academy eLearning modules (ref: <https://respectme.org.uk/training>), this new national online series will explore the connection between prejudice and bullying, promote diversity and inclusion as a key prevention strategy for bullying and inspire change within children and young people’s settings.

Each webinar event in the series will offer change makers and those working in leadership roles the unique opportunity to learn about research and best practice approaches from relevant youth and partner experts working in their fields. Aberdeen City Education staff attended respectme’s ‘Change Maker Series’ Webinar 1 ‘**Body Image, Appearance and Bullying**’ (1 February 2023)

Case Study: Danestone Primary School: Appendix 8

Danestone started working on the Respect Me accreditation in March 2022. It was used to review their existing policies and work in school. Most of our work can be found on our website.

We used the Respect Me site to support our creation of a Child friendly Promotion.

[Positive Behaviour Thinglink](#)

[Child Friendly Anti Bullying Policy](#)

We also use the Children’s parliament resources to focus on [Dignity](#)
Case Study AGS Anti-Bullying Documents

Supporting our LGBTQ Communities:

In 2021–22, the [Life in Scotland research](#) took place during a challenging time for young people, following almost two years of disruption due to the global COVID-19 pandemic. It has been particularly important to reach as many Lesbian, Gay, Bisexual, Transgender, questioning (LGBTQ) young people as possible in this

research, to find out how life in Scotland for this group is changing alongside these discussions. An increase in participant numbers has been reached each time the Life in Scotland for LGBTQ Young People survey has been run, and this year a total of 1279 participants took part in the research, almost doubling the previous participant numbers and making this the largest piece of research to date focusing on Scottish LGBTQ young people.

There were some key findings which included the following:

COMMUNITY

There has been a reduction overall in the percentage of participants rating Scotland a good place to be LGBTQ over the last five years. This was 81% in 2017 and has fallen to 65% in 2022.

Just 28% of rural-based participants rated their local area as a good place to be LGBTQ as compared to 62% of urban-based participants.

COMING OUT

82% of participants received a supportive or very supportive reaction from the first person they had come out to about their sexual orientation, an increase from 75% in 2017

HOMOPHOBIA/BIPHOBIA/TRANSPHOBIA

Most participants believe that homophobia, biphobia, and transphobia are a problem, both across Scotland as a whole, and in their local area
69% of participants believe that transphobia is a big problem in Scotland.

EDUCATION

Only 10% of participants rated the experience of school for LGBT people as 'good'.
70% of gay/lesbian participants report experiencing bullying due to their sexual orientation at school

The key messages and data resonated with the data and intelligence which we had collated. This indicated an increase of incidents recorded which are related to gender identity and sexual orientation.

2019=16 incidents. 2022-72 incidents

The Equalities Working Group Survey in April 2022 identified that school staff wanted to develop their knowledge and skills through professional learning to better support LGBTQ pupils and staff in our schools.

- We wanted to do more to support a more positive education experience for our LGBTQ communities.
- We engaged with partners at LGBT Youth Scotland in promoting the LGBT Charter programme.
- There were a small number of schools who had already signed up to the programme, where there were successful and positive outcomes for our LGBTQ communities.
- With a view to further promoting the programme all Aberdeen City Head teachers attended a session presented by LGBT Youth Scotland, focusing on the Charter Programme and awards.

- The LGBT Charter helps safeguard lesbian, gay, bisexual and transgender young people's rights.
- The LGBT Charter is a straight-forward programme that enables schools to proactively improve LGBT (lesbian, gay, bisexual and transgender) inclusion for staff and learners. This includes LGBT inclusive teaching and learning and supporting and better understanding the experiences of your LGBT learners.
- Schools are guided through the programme with the help of LGBT Youth Scotland expert facilitators and a dedicated LGBT Charter Manager.
- Being awarded the LGBT Charter enables us to send a positive message, with confidence, that our school is a champion of LGBT inclusion where LGBT staff, parents and learners will be safe, supported and included. The LGBT Charter makes a clear statement that equality and diversity are at the heart of the school.

<https://lgbtyouth.org.uk/resources/>

Aberdeen City currently has 2 Secondary Schools (St Machar Academy and Hazlehead Academy) and 1 Primary School (Milltimber) who had previously signed up for the Charter.

Hazlehead Academy have achieved the Silver Award, St Machar Academy have achieved the Bronze Award and are working towards the silver level. Moving forward we are encouraging more schools sign up at the Bronze and Silver Levels with a view to commencing the programme in August 2023. Officers and Charter Manager identifying individual or cluster model approach. Aberdeen Grammar School have signed up to the Charter and are on their journey. We have a planned meeting with the Denominational schools to explore a collective approach for the 3 Schools. See Appendix: H

Actions: Grampian Regional Equalities Council (GREC) Partnership Working

We have continued to work in partnership with third sector groups such as GREC who have an expertise and are a valuable resource. In Collaboration with GREC we have been promoting Anti-Discriminatory Awareness Training (ADAPT) Tool more widely across our schools.

The data indicates that most reports which they receive relate to ethnicity and sexual orientation. 25 cases in 2022, which is an increase from 21 in 2022. Majority are Secondary 19 (76%) Secondary. Primary 5 (19%), Other 1 (4%). Race ethnicity =12, Sexual Orientation =11.

GREC Case workers are engaging with schools and are involved in collaborative inputs with several schools following up support requests after incidents have been reported. Following the lifting of Covid-19 restrictions, GREC staff have now been able to visit schools in person.

Schools involved include Northfield Academy, Harlaw Academy, Dyce Academy, Milltimber and Woodside Primary Schools. GREC have been pro-active in delivering sessions on anti-racism; anti misogynist and de-colonisation of the curriculum.

There are planned meetings held on regular basis with Aberdeen city Equalities Lead and GREC officer which supports the evaluation of data from our schools and implementation of appropriate inputs to schools.

Next Steps

It is important that we continue to monitor and review the current reporting system and how this can be improved to support the accurate recording of incidents. There needs to be more specific recording options available which will allow more granularity and consistency in the grouping of categories. For example, an option to record specific transphobic or faith-based incidents.

Revisit communication with education staff to ensure that all incidents/cases are reported both through the school system and GREC. This will enable GREC to target schools/staff and pupils and offer the appropriate supports and interventions including advice, workshops, counselling and the Anti-Discriminatory Awareness Practice Training (ADAPT).

We have identified the following key activities for 2023/24

- conducting a staff survey to better understand experiences of prejudice and reporting (including if discouragement to report is widespread).
- Delivering a trans focused Professional Development session for teachers, with the support of Four Pillars.
- Coordinated GREC-ACC promotional and awareness campaign, including information on support services available.

Building Racial Literacy

To further support the reduction of racist incidents in our city schools, Aberdeen City engaged and participated in the Building Racial Literacy Professional Learning Programme. Nominated staff from Education, Early Learning (ELC) and Community Learning Development (CLD) joined the first cohort which ran from November 2021-April 2022.

The Scottish Government's Race Equality and Anti-Racism in Education Programme (REAREP) identified racial literacy as a key area of development for the teaching and education workforce. To respond to this need, the Building Racial Literacy professional learning programme will support education practitioners to increase their understanding of racism and develop their skills and confidence to embed antiracism in their everyday practice.

Key areas covered included:

- A recognition of racism as a contemporary, not just historical, problem
- A consideration of intersectionality (the ways racism intersects with other factors such as class and gender)
- An understanding of the cultural value of whiteness
- An understanding that racial identity is a social construct.
- The development of language to discuss race, racism and anti-racism.
- The ability to decode race and racial micro-aggressions.
- The initial cohort successfully completed the programme and were awarded certificates.

The next step is to cascade and widen out the opportunity for more educators to participate in the Building Racial Literacy programme. The long-term vision is for all staff in ACC have anti-racism as a baseline professional value, empowering our staff to identify and implement anti-racist behaviours and processes in their everyday practice. We will continue to promote and develop race equality and anti-racist education in our schools.

[Promoting race equality and anti-racist education | Learning resources | National Improvement Hub](#)

5.3 Equality Outcome 3

Equality Outcome 3

Reduce number of exclusions for children and young people with disabilities.

We need to continue to focus on reducing exclusion.

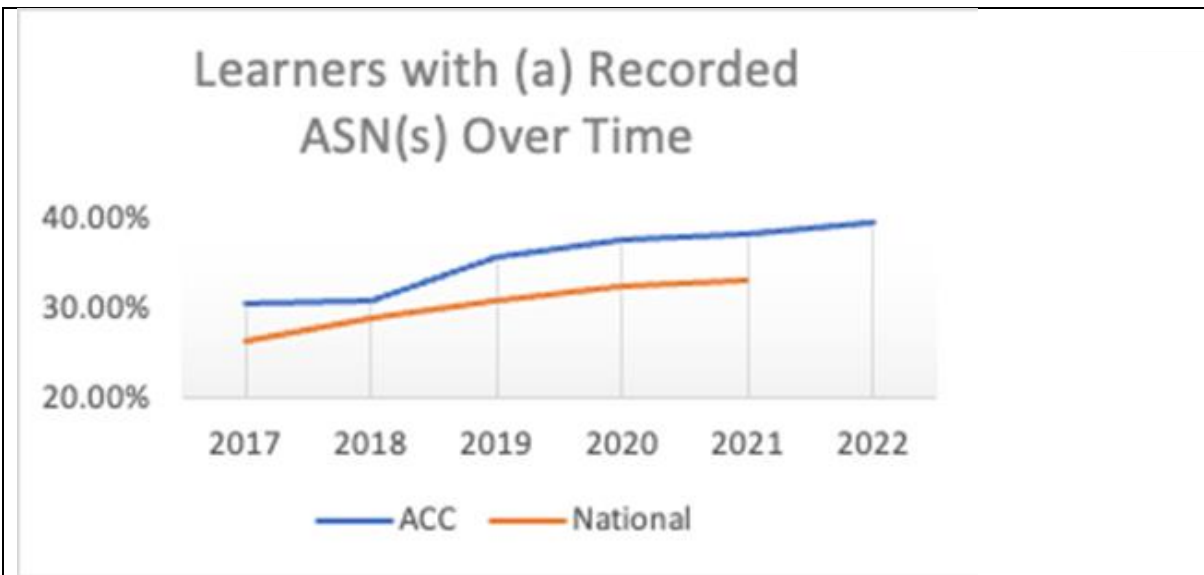
Exclusion levels continue to reduce. 17.2 children (per 1000) were excluded over school session 2020/21 compared to the national average of 11.9 per 1000. The number of exclusions for those living in Scottish Index of Deprivation (SIMD) 1 is significantly higher than those living in SIMD 5 (25.1 compared to 4.7 per 1000). The exclusion of those who are Looked after is considerably higher again and currently sits at 194.5 per 1000 which is above the national level (152 per 1000).

The data

- From August 2022-January 2023, there were 209 exclusions in Secondary schools and 21 Primary schools.
- Those pupils excluded who were assessed or declared disabled 7 total exclusions which is 4%. Autistic 33 in the same period.
- Additional Support Needs (ASN) Exclusions = 177, 77% of exclusions
- 3.2% of Aberdeen City's learners are recorded as having an Autistic Spectrum Condition (ASC) by our schools.

More children are now identified as having additional support needs.

Around 36.8% of primary pupils and 44% of secondary pupils are identified as having at least 1 additional support need (ASN), this represents an increase over the last few years. There is also an increase in the number of children declared disabled from 280 in 2019 to 373 in 2020 and 406 in 2021. (241 in Secondary and 165 in Primary Schools).



The exclusion of those with additional support needs is lower than national averages (22.5 compared to 25.5 per 1000). There is a need to continue to monitor this data taking cognisance of mental health and wellbeing.

We need to continue to focus on mental health and wellbeing

43.9% of Requests for Assistance (RFA) pertain to children/young people recorded as having a Social, Emotional, Mental Health Need (“SEMHN”). This triangulates against school data, whereby 8.0% of learners in Aberdeen City are recorded as such, the second most prolific Pupil Need Category

Aberdeen City promotes The Compassionate and Connected Classroom which is a resource which aims to develop teacher confidence and support the emotional and mental wellbeing of all young people recognise the importance of positive, nurturing relationships in protecting children from the impact of adversity and trauma.

- to understand that experiencing adversity and trauma can happen to anyone
- to understand the possible impact of adversity and trauma on their wellbeing
- to develop compassion, empathy and tolerance in their relationships with others
- to understand that they have the right to be protected and supported by the adults in their lives
- to provide them with strategies and personal coping skills to help them deal with challenge and develop resilience.

[Compassionate and Connected Communities](#) (CCC) training has been rolled out to education and health staff across the city. This provides training at individual school level designed to enhance the consistency in approaches to understanding the wellbeing needs of a school’s community and building a greater number of trauma informed staff within the system.

The initial group of trainers (20) were trained in collaboration with Education Scotland during Term 3 and 4 of session 2020-2021.

Training was delivered to Central Officers through session 2021-2022 and subsequently another 2 cohorts of trainers were trained (40). The delivery of the training has been ongoing, and most schools have at least one member of staff who has engaged and undergone the training,
Next Steps: Review and refresh of the minimising exclusion policy 2020 (due for review 2023)
Continue the offer of professional learning through delivery of Compassionate and Connected Classrooms
The increase in the number of children with additional support needs and declared disabled triggers a need to better understand the lived experiences of this large group and then consider our multi-agency continuum of provision more holistically across children and adult services. We must collectively deliver against the Autism and Carers Strategy.

6 Licensing Outcomes

Aberdeen City Licensing Board is a separate legal entity from the Local Authority. The Board, therefore, is a relevant public body under the 2010 Act and the Board is required to prepare and monitor the progress towards achieving Equality Outcomes.

The Licensing Board has taken steps to ensure the mainstreaming of the general equality duty as an integral part of the exercise of its functions.

The Board set new Equality Outcomes for the period 2021 -2025 in April 2021. They are as follows.

6.1 Equality Outcome 1

Equality Outcome 1

Developing the Licensing process to ensure fair access for all, including the development of electronic applications and payments and the implementation of hybrid Licensing Board meetings.

6.2 Equality Outcome 2

Equality Outcome 2

The Licensing Board works in partnership with a range of stakeholders to ensure the most effective decisions are made to meet the aims of the Board and also works with license holders and other Council services to support positive behaviour on and around license premises.

Hybrid Meetings

All meetings of the Licensing Board are now hybrid. Meetings are now held in the Council Chamber which allows access to the relevant equipment to allow participation in hybrid meetings. Hybrid meetings have been taking place in the Council Chamber since the start of 2022.

The Council Chamber is accessible to wheelchair users and persons with restricted mobility as there is a lift located close to the entrance to the building, which itself has wheelchair accessibility outside. The room also have a hearing loop facility for persons with hearing impairment who use hearing aid devices. Hybrid Licensing Board meetings now means that the applicant does not have to physically attend the Board Meeting. Applicants and their representatives and Board Members can either attend the meeting Licensing Board in person or may attend remotely online.

Electronic Applications

Applicants can submit certain applications and payment online using the UK Government Service; .Gov.UK. Premises Licence Variations and Taxi Driver applications can be applied for by applicants using Aberdeen City Council online services portal. The Licensing team will also accept applications sent by email and payment can be made on the Council's Civica payment portal.

Progress on developing electronic applications will require either (a) an upgrade to the existing licensing system, (b) a new licensing system to be procured or (c) the expansion of application types on the Council's Online Service portal.

Effective Decision Making

The Licensing Board is required to publish a new Statement of Licensing Policy by November 2023. The Policy will set out the Licensing Board's approach to decision making and support the 5 Licensing Objectives. The policy will also set out what the Board expects of licence holders.

The Board has commenced consultation on the new policy and a range of stakeholders have been invited to contribute to its development.

The Local Licensing Forum keeps the operation of the Licensing (Scotland) Act 2005 under review and gives advice and makes recommendations to the Licensing Board. The Board must have regard to any advice given, or recommendations made by the Forum, and where the Board decides not to follow the advice or recommendation, it must give the Forum reasons for the decision.

The Board and Forum hold a joint meeting on an annual basis.

The Board works with a range of Stake holders on an ongoing basis. The Stakeholders include Police Scotland, Grampian Health Board, Scottish Fire and Rescue Service, Community Councils, and licence holders.

Behaviour in and around Licensed Premises

Licensing Standard Officers (LSO) work with licence holders to ensure compliance with licence conditions and to promote good practices in and around licenced premises.

The LSOs work with a range of partners including but not limited to Police Scotland, Environmental Health and Trading Standards. LSOs will carry out inspection visits to licensed premises and where necessary can issue compliance notices and report to the Board any concerns they may have about a particular premises.

7 Next Steps

We will continue to build on how listen to and engage with communities. To do this we will strengthen links with the Community Empowerment Group of Community Planning Aberdeen and the work being taken forward in the recently published Community Empowerment Strategy.

As highlighted through this report, we have identified better collection and sharing of equalities data as an important step forward that we need to take. Crucial in this will be making strong links with the Health Determinants Research Collaboration, a new multi-partner approach in Aberdeen, funded by the National Institute for Health and Care Research, to explore what can be done to address the wider drivers of population health and health inequalities of groups and areas within the city.

Feedback from the Equality in Aberdeen survey will be analysed and used to inform our improvement actions and development plan for the next reporting cycle.

8 Contact

Should you like to know more about this report or require the document in an alternative format, please contact:

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Early Intervention and Community Empowerment

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9 Appendixes

Outcomes as a service provide – Corporate outcomes.

Appendix A: New Scots Digital Inclusion

From October 2021 to November 2022 Aberdeen City Council and partnered with Aberdeenshire Council and Grampian Regional Equality Council on the New Scots Digital Inclusion Project. Grampian Regional Equality Council led on the project and hosted a project co-ordinator whose main objectives were around community engagement as well as building partnerships with other organisations who had a role around digital skills in the region.

The aim of the project was to assess the digital skills of New Scots and build an understanding of the digital barriers to inclusion and accessing services. As well as being a New Scots focused project, it was also seen as opportunity to learn about ways of working that reduce digital barriers more broadly experience by people from minority ethnic communities and people whose first language is not English.

The Project Co-ordinator undertook group assessments and focus groups of skills and barriers experienced. Regular drop-in digital clinics and drop-ins were delivered, and individuals experiencing digital barriers were supported throughout the project. The Project Co-ordinator engaged directly with different providers of digital inclusion initiatives, and there were attempts to bring partners together across the region, though this was largely unsuccessful.

As part of the project, New Scots were engaged in helping out organisations and spaces that have been helpful in their integration. This information has been used to develop a digital welcome pack for new arrivals in the City, and it is hoped that this can be a meaningful legacy of the project.

The demographics of Aberdeen in relation to New Scots changed dramatically following the initial funding application (the project was funded by the Asylum, Migration and Integration Fund), with significant numbers of people fleeing Afghanistan and Ukraine being resettled in City Centre hotels. This led to the project having a more reactive focus, and on partners of the project being more stretched in terms of dealing with the most immediate needs of New Scots newly arrived in the City.

The main things that we learned from this work were:

language is clearly tied closely with barriers to digital inclusion. Most people who have strong digital skills but limited English who arrive in Aberdeen will be able to find ways (though not always ideal) to access online services, e.g. using online

translation services. However, the combination of limited English language proficiency and low digital skills is particularly challenging. Learning English is generally a required first step in order to address this, but there has been significant pressure on English language provision in the city, given the significant numbers of individuals who have resettled in the 2021-22 period. It also means that it will likely take time for some people to get to the point where they are independent and confident to use online, digital services. It should also be noted that the project worked with a number of people with low or no literacy skills, which also added to the sense of multiple barriers where there is no “quick fix”. There are organisations with varied capacity and will to develop partnerships around this area of work.

Over the next 2 years we will look to embed the above learning into our planning and approach relating to digital inclusion. We will work with colleagues in Community Learning and Development and partners such as North East Scotland College to ensure that the link between learning English and digital skills is made, and that there is a clear pathway of support for those individuals experiencing barriers to digital inclusion.

Appendix B: Tackling Gypsy/Traveller Inequalities

Aberdeen City Council has long recognised that Gypsy/Traveller communities experience some of the highest levels of inequality, discrimination and prejudice in Scotland. During the reporting period a new multi-agency group has been established to better understand these inequalities, and develop, where possible, interventions that will help tackle them.

Building on previous multi-agency partnerships that focused on education-related outcomes, a new “Tackling Gypsy/Traveller Inequalities” partnership was established. As well as representation from the equalities team, education, housing and Community Learning and Development with the Council, other partners include Grampian Regional Equality Council, Aberdeen City Health and Social Care Partnership, and Police Scotland. In addition, there has been community involvement in the partnership, via the inclusion of MECOPP (Minority Ethnic Carers of People Project).

A range of issues and inequalities were mapped out against themes of education, health, community safety/cohesion, poverty/financial inclusion and housing. We used this range of issues to identify who was missing around the table and actions that were needed to start tackling inequalities.

Although it is still early days for the new partnership, we are already seeing a positive impact in terms of better joined up working across practitioners. It has been particularly beneficial to look at the links between different areas, like health

and education, and identify opportunities to get the most out of community engagement and outreach opportunities.

One challenge for the new partnership has been the temporary closing of Clinterty Travellers Site for refurbishment. Although the site will be greatly improved by the works being done, the temporary closure has made community engagement and involvement more challenging, as well as having a negative mental health impact on those who are not used to living in “settled” accommodation.

So far we have learned that there are significant gains to be made around better communication and more joined up working between services when it comes to engaging with Gypsy/Traveller communities and addressing inequalities. We have also found that there are national health and education related initiatives that Aberdeen can better link in with order to speed the process of tackling long-standing inequalities. In terms of next steps for this new partnership, we will continue quarterly meetings, bringing on new representatives as appropriate, and prioritise getting more community involvement in the group.

Appendix C: Disability Equity Partnership (DEP) - A Year in Review 2021-2022

Over the past 12 - 18 months, the Disability Equity Partnership has had the privilege of speaking up for disabled people on a range of topics and projects being pursued by Aberdeen City Council.

Much of the work is still ongoing, and will be for many months and years ahead, however, to date there have been some notable decisions which DEP have been able to influence for the betterment of the lives of disabled people.

Below are a list of projects which have had input from DEP, they are in no particular order other than how they appear on our Business Statement.

Public Toilet provision

This item has been on the agenda since 2019 and was originally being progressed by colleagues in the Equalities Team at Aberdeen City Council who were working with local businesses to try and reach agreement whereby members of the public, in particular those with protected characteristics, would be able to use their toilet facilities without having to be a paying customer.

More recently however, DEP has taken this on as an action and preliminary discussions are happening with levy payers in the Belmont Street Quarter of the Business Improvement District who are, in the main, willing to support such a scheme. DEP still has to talk to business owners and operators in other parts of the city centre, but discussions so far are encouraging.

Broad Street

The outstanding item for Broad Street was the installation of a crossing at the Upperkirkgate end of Broad Street as per Council instruction in 2019. Unfortunately, a subsequent Council decision means that it is no longer going to be installed. This is disappointing as the crossing would have served as a way finding point for people with visual impairments as well as improving the safety of the area and the perception of safety for those who currently feel excluded. Additionally, full pedestrianisation of Broad Street has been tabled. DEP would not support full pedestrianisation at this time due to the rerouting of public transport and the additional distances this would add for those trying to access that part of the city.

Union Terrace Gardens

The gardens finally opened to the public in December 2022. All the hard landscaping, ramps, lighting, paths etc are complete and are affording greater access to the Gardens for people with mobility difficulties. DEP were heavily involved at the design phase of the Gardens to ensure that they would be as accessible as possible for everyone. A lift and accessible toilets were to be provided in the Gardens, however these have been installed inside the Burns Pavilion which remains closed to the public until such time as a tenant is found for it.

This gives DEP cause for concern as the lift and accessible toilet, both of which are vital to the success of the park for disabled people, will be under the control of any future tenant and may only be open at very restricted hours and reserved for the use of the customers of the Burns Pavilion business only. We are very much looking forward to seeing Union Terrace Gardens lit up for the Spectra Festival and in their full glory in the Summer.

Art Gallery

DEP conducted a mini access audit (Oct 2022) of the recently refurbished Gallery and passed their findings on to the Team there. A copy of the findings can be found [here](#) . A follow up meeting is arranged to discuss the findings and help implement some of the suggestions.

Schoolhill / Upperkirkgate

As per Council decision 14/12/22, The section of Schoolhill/Upperkirkgate is to be closed to vehicles from Harriet St/ Back Wynd to Flourmill Lane. The Blue Badge parking spaces at the Schoolhill end of Back Wynd will remain for disabled drivers and additional spaces will be created on Schoolhill where the loading bay/drop off recess is. DEP went on a site visit to this area Sept 2019 and the majority of the changes were discussed and commented on then, the findings can be found [here](#). This area has long been difficult to access for disabled people who rely on public transport as the closest bus stops are far outside the 50m range for those who would qualify for a Blue Badge. None of the proposed interventions will improve this, but for those with access to a car, it is hoped that the Art Gallery and the shops and cafes closest to Schoolhill will become more accessible.

Aberdeen City Council Communications

This is an ongoing piece of work to help improve the communications between Aberdeen City Council and its disabled citizens. A number of broken links,

incorrect information and difficult to read areas of the council web site have been identified by DEP and changes have been made in response to this. It is important to note that while DEP are pleased to see positive improvements being made to the Councils digital offering, there is very real concern that there is a significant number of people for whom this isn't an options and that more traditional methods of communication must be maintained in order that our most vulnerable citizens are still able to keep up to date, make inquiries, reach out for assistance etc.

City Centre Masterplan

This is a vast piece of work which aims to transform Aberdeen City Centre, in particular but not limited to Union Street. The City Centre Masterplan extends the full length of Union Street, The West End (Chapel St,Rose St, Thistle St), The Belmont Quarter (Back Wynd, Belmont St, Little Belmont St, Schoolhill/Upperkirkgate) the Green (New Market, streetscape surrounding the proposed market, Queen Street (proposed Urban Village) and even extends to Castlegate and the connectivity to the Beach.

DEP has been very involved in all the design work and the transport planning for the City Centre, making numerous deputations to Council to advocate on behalf of disabled people most notably to retain buses on the Central section of Union Street between Bridge Street and Market Street.

DEP has asked for Blue Badge parking to be made available as close to the area as possible to afford close proximity access to this busy section of Union Street, and assurances have been given that there will be no net loss of available parking in the city centre. DEP is determined that these should be spaces which are useful and not just a numbers game. DEP has asked that where possible, the footways should be widened and be kept clear of clutter, street furniture, movable objects etc so that disabled people don't have to navigate numerous obstacles to do their shopping, visit cafes and restaurants, use the services of the banks etc.

Beach Masterplan

Aberdeen Beach is an important community resource and as such should be as open and accessible as possible to everyone living, working in or visiting Aberdeen. The proposed Masterplan for the Beach sees the Boulevard being closed between Links Road and the Esplanade (Prom). This will create a very large area which can be used for parks, a pump track, seating and event spaces. DEP fully supports the creation of new amenities at the beach on the understanding that disabled people are not excluded from receiving the full benefit of these simply because of the distances involved in getting to the various areas of interest.

DEP is working closely with the design team and traffic management consultants to ensure that bus stops and parking spaces are created at various points around the new pedestrian area, that interventions such as rest stops are created which afford people somewhere to sit and which have shelter from the elements, that the paths are as straight and short as possible so that those with restricted mobility don't have any further to travel than necessary etc.

The first phase of the Beach Masterplan will be the creation of the Urban Park, the Events Park and the Broadhill Landscaping and structures. As yet it is not clear how disabled people are going to be able to access Broad Hill. Eventually, the Beach Masterplan hopes to include the Beach Ballroom, the closure of part of the Boulevard to increase pedestrian space, New Canopies, Landscape Mounding,

Reconfigured Beach Landscaping, Beach Village, Slipway, Boardwalk, Beach Ballroom, New Leisure Facility and Energy Centre and Stadium. DEP will be involved in these discussions and will be strongly advocating for full unfettered access for everyone.

George Street Mini Masterplan

Views are currently being sought from residents, businesses and other stakeholders to ascertain how George Street can be brought back to its former glory. The progress for this are in the early stages and will take many weeks of evidence gathering and fact finding before the beginnings of a plan are created. DEP have already suggested interventions which would immediately improve the area for all at little cost to the local authority.

DEPs suggestions focus on the removal of unnecessary street furniture, improvements to the lighting scheme and the improvement of the paved areas especially on the side streets. These basic interventions would improve the experience of George Street and make it more inviting for all those who use it. In addition, members of DEP contributed to online and paper consultations for the above and many other projects, including active travel consultations, The Low Emissions Zone, Walking and Cycling index, Aberdeen Rapid Transit.

DEP members participated in site visits and mini access audits (including the access ramp at the Town House) participation at other related groups including Accessible City Transport Users Partnership (ACTUP), Aberdeen Inspired, NHS Grampian, Aberdeen Performing Arts, Sport Aberdeen and Aberdeen Health and Social Care Partnership.

DEP will continue to work alongside Aberdeen City Council and their partner organisations to improve the conditions of life of disabled people and the general public with the aim of making our beautiful, historic and welcoming city even greater still.

All the work carried out by DEP, as evidenced above, is undertaken with the intention that Aberdeen City Council achieves its objectives with regard to its stated Equality Outcomes 1, 2 and 3 by improving accessibility, increasing the feeling of belonging and safety and ensuring that leaders and staff are working with those with lived in experience to improve the quality of life for people in Aberdeen.

Appendix D: List of events and communication

Activity	Outcome	Evidence
City Centre Masterplan Update - RES/22/057	1,2 and 3	Committee instruction (vii) and (ix) to re-introduce Taxi stands on Back Wyn following intervention by DEP and also ensure consultation remains ongoing. decision to uphold
Beach Masterplan Progress Report - COM/22/064	1, 2 and 3	Committee decision to (v) to instruct the Director of Resources and the Head of Commercial and Procurement to continue to engage with stakeholders across the city, including children and young people and the Disability Equity Partnership, in relation to the work packages contained herein
Public Realm Improvement	1, 2 and 3	(x) to note the Director of Resources would continue to engage with stakeholders across the city, including children and young people and the Disability Equity Partnership, in relation to the work packages instructed through the City Growth and Resources Committee on 12 November 2021. To open up Union Street to allow access for public transport and easier access for those with disabilities.
10.3 Councillor Stewart	1, 2 and 3	for installing a pedestrian crossing on Springfield Road in the area/vicinity of the petrol station and of Craigiebuckler Avenue to make the road safer and accessible for the identified groups.
Rape Crisis Grampian Sexual Violence Support Worker Vacancy	1 and 2	Creating awareness around job opportunities to that address social barriers and increase the sense of safety and belonging.
Customer Service Centre	1	Query raised via DEP on opening times, Lucy McKenzie responded
Holocaust Memorial Day 2022	1, 2 and 3	1. Information about the event was produced in an accessible format for online viewing due to Covid-19 and a BSL version was also produced. 2. The event was shared with and contributed to by diverse members of the communities. 3. Lord Provost supported the agenda and opened the event and attended other sessions as part of the HMD, Marischal College was lit up to commemorate this day with the community.
Gaelic information on Budget update	1 and Gaelic Language Plan	Budget info translated into Gaelic shared with contacts listed in the Plan
BSL information on Budget update	1 and British Sign Language Plan	Budget info translated into BSL and shared onto BSL Page and social Media

Recruitment of DEP Members	1, 2 and 3	Applications received from community members and organisations
Sensory Awareness Training Opportunity	1 and 3	Opportunities shared wide to increase awareness on training that will benefit people to be more aware about how to work with people with dual sensory loss.
International Women's day	2 and 3	1 director and 1 Chief Officer created messages for the public and employees supporting the day and the Theme for this year - Break The Bias.
Chief Officer Blog: Digital And Technology	1 and 3	Chief Officer highlights the need of being inclusive and accessible through introducing live captions to improve accessibility. In his blog, Steve also appreciates the value of diversity and women in the workplace.
Co presented a readiness session to Super Digital Champs	1 and 3	Digital Super Champs and Equalities teamed up to share Why accessibility and inclusivity is important and How it can be done. This information will then be shared across the council teams facilitated by the service specific digital champ.
Presentation of ACC's approach to Integrated Impact Assessments to improve policy and decision making for the impacted groups.	3	Championing the Equality Agenda through presenting the value of IIAs to the Local Housing Strategy Forum
Information for candidates and agents - Local Elections	1 and 3	Groups received information on how to stand for elections (increased information and awareness on how to) and by having such information, groups with PCs will be better enabled to take part in civic affairs.
PSED Training	3	Elected Member Training on the PSED
Sign Language Week	3 and British Sign Language	Sign Language Week - awareness campaign and resources shared over the days
Accessibility Check at Town House	1, 2 and 3	Town House access was tested by wheelchair user on behalf of DEP to ensure accessibility improving civic participation. The new ramp enables safe access to the Town House from Broad Street. (removal of barriers, safety and belonging, and civic participation) Other areas of improvement were also identified and are being progressed.
Gender Pronouns	1, 2 and 3	Social barriers on identity, a sense of belonging and being led by corporate customer experience team and Organisation and Development team, shows organisational leadership.

Finger Spelling Week	1, 2, 3 and British Sign Language	Social barriers removed through awareness raising, increased sense of belonging as a result of the awareness and acceptance, led by a BSL user, the campaign highlights a BSL user leading the work & BSL Plans for raising awareness of BSL as a language in its own right.
Neurodiversity Week	1 and 2	Neurodiversity Week 21-27th March - awareness raised to empower people with knowledge on neurodiversity, how to deal with it in schools, homes, workplaces , etc. The increased sense of awareness nurtures the sense of belonging.
BSL Page awareness	1 and British Sign Language	Awareness of BSL webpage on council website raised via social media with stakeholders tagged
BSL Awareness Training		Staff Training for all services
Easy Read Training		Training plan being devised
Cultural Awareness Training		Training plan being devised
Integrated Impact Assessment	3	Training given to elected members on the purpose and importance of IIAs and scrutiny
PSED Training for new Elected Members	All Equality Streams	Delivered with a briefing note created
Dual Sensory Loss Awareness Training for Elected Members		Dates to be confirmed
Gaelic Language Plan		Briefing to Elected members
Resettlement Scheme Awareness Raising and Training session		Resources circulated
Religious Representatives on Educational Operational Delivery Committee	1 and 3	Civic participation in representation in council and education agendas
Triage for Women		Support for women accessing employment, skills and support for employment
Scottish Women's Convention - empowering	1 and 3	Information shared to increase awareness and encourage participation

women in policy decisions		
Children and Young People's Rights	1, 2 and 3	Presentation to Internal Staff to raise awareness and action in their services
Refugees, Syrian Scots and Asylum seekers	1,2 and 3	Postponed
Representation in Art and Culture	1	Chaired discussion panel on the importance of representation in Arts
People and Organisation Equalities Market Place	1, 2 and 3	Presentation given to internal staff
16 Days of Action	1,2 and 3	Event held to increase sense of belonging, raise awareness of support with senior leaders participating and supporting the agendas.
International Day for the Elimination of Racial Discrimination	1 and 2	Raising awareness around the issues and work around racial discrimination
How to approach a conversation on conflict and war	2	Awareness raising to support and understand young people, human rights, mental health and war
Grampian Pride 2022	1, 2 and 3	Information sharing on Grampian Pride ahead of the event , recruit potential volunteers
Invitation to attend and know more about the Community Empowerment Network	1 and 3 and British Sign Language	Promote participation in community and local issues through various platforms , inclusive to BSL
Film screenings in British Sig Language at the Belmont Filmhouse - information shared to networks	1, 2, 3 and British Sign Language	Information shared to raise awareness of opportunities. Increased participation, reduced isolation and supports economy.
No Recourse Northeast Partnership	2	Funding received via ACC and Fairer Aberdeen for Tackling and Preventing Destitution project.
Deaf Awareness Week	1, 3 and British Sign Language	Raising awareness of hearing loss and BSL

Paws for Applause	3 and British Sign Language	Information sharing about an event by people with hearing loss and visual impairment - appreciation of social activities for those with disabilities.
LGBT Awareness Training	1,2 and 3	Staff training sessions across the council
Deaf Awareness and BSL for beginners	1,2 and 3	Staff training sessions across the council
Scottish Association of Minority Ethnic Educators	2 and 3	Information shared on building capacity in education and workplace dialogue supporting race equality and anti-racist education
Changing Places - Inchgarth Community Centre	1	ACC supported and funded the upgrading of a new changing places facility at Inchgarth Community Centre
Deputation by DEP and Union Street decision	1, 2 and 3	Consultation with DEP and officers to ensure accessibility remains key for those with disability and reduced mobility.
Aberdeen Mela	1, 2 and 3	ACC participated at the Mela serving communities with information about services and benefits.
Advert to join the BSL Board	3	Sharing opportunities to join BSL board to increase civic participation of people with PC.
Educational Venue Hire for Sudanese Community School	1,2 and 3	Supporting the request to ensure the cultures are retained and young people have access to their own cultural education in Aberdeen
Community Festive Fund 2022	1, 2 and 3	Sharing funding opportunities to celebrate community wellbeing and togetherness.
Supported the development of an access panel	1, 2 and 3	Supported through info sharing and local knowledge on setting up and access panel to increase accessibility in Aberdeen
PSED Training for ACC officers provided by Morton Fraser Lawyers	1 and 2	Increased understanding and application of the PSED in our operations and polices.
Recruitment for Aberdeen Citizens Panel	1 and 3	Increased information shared to improve participation and representation
Young people taking active role in housing advice	1,2 and 3	Innovative move to involve young people of Aberdeen in delivering the housing strategy.
Reclaim the Night	2 and 3	March to increase awareness of safety for women and girls. Led by Cllr MacDonald, Bonsell, Radley

Festive Funding	1 and 2	Information was shared on available funding for festive funds which saw an increase in interest from community groups to apply and deliver events locally.
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Appendix E: Improvement project to tackle hate crime.

Improvement project to tackle hate crime.

Hate crime continues to be recorded at a high level in Aberdeen City, with 305 crimes reported in 2020-21, and 306 in 2021-22. We know from the community survey undertaken in 2020, as well as other local and national sources of data, that such crimes are significantly underreported though. Data suggests that around 15-20% of hate crimes are reported.

It has also been recognised that the system of Third Party Reporting Centres is not working as it is intended. The idea of Third Party Reporting is that individuals experiencing or witnessing hate crime can report it to organisations other than Police Scotland. However, there is limited community awareness of this option to report, and generally it is very seldom used.

We also knew from the 2020 community survey and other evidence gathering (e.g. from Grampian Regional Equality's Casework service) that not everyone who'd experienced a hate crime was satisfied with the way that the police or other organisations dealt with their case. In terms of Aberdeen City Council, this was most often in relation to prejudice and hate crime in the context of a "neighbour dispute".

The main aims of the project were to:

- Increase the number of hate crimes reported, and more importantly the proportion of hate crimes that are committed.
- Improve the systems that are in place when hate crimes are reported.
- Increase community awareness of the different ways in which hate crime can be **reported**.
- Increase community confidence in the hate crime reporting process.

The project is at the halfway stage. So far positive results are that the number of Third Party Reporting Centres has increased from 14 to 19, and the number of police officers trained as hate crime advisors or champions has risen from 31 to 43. Although there is some data to suggest that more hate crime is being reported, we don't yet have data to substantiate whether that is due to higher rates of crime, or a greater proportion of crimes being reported.

Community safety and belonging are important priorities for many communities who experience inequalities and discrimination. It was therefore identified as an appropriate multi-partner improvement project within Community Planning

Aberdeen's Local Outcome Improvement Plan. Several council officers have been involved in the work to date, including officers from the equalities, community safety, housing and data teams, as well as Police Scotland and third sector representatives.

So far the project has been beneficial in terms of establishing relationships across organisations that are aiming to ensure residents of Aberdeen feel safer and live free from prejudice and hate crime. In terms of next steps:

Departments with the City Council (and other public bodies) appropriate for training around Third Party Reporting have been identified.

The need for Aberdeen City Council to better understand the experience of those experience the hate crime and prejudice in a "neighbour dispute" setting has been recognised, and plans are in place for relevant council officers to meet with those with lived experience of these issues.

A campaign to raise awareness of Third Party Reporting Centres and the importance of reporting hate crime is in the planning stages.

Appendix F: Holocaust Memorial Day 2023

Holocaust Memorial Day 2023

Aberdeen City Council has formally committed to marking Holocaust Memorial Day since 2001. and most recently the Council has delivered on this by being an active member of the Aberdeen Holocaust Memorial Day Organising Committee.

Since 2020 this has included organising a civic ceremony in the Cowdray Hall within Aberdeen Art Gallery, as well as other events and activities across the City. The 2023 events were some of the most successful in recent years on a number of levels.

The main aims of marking Holocaust Memorial Day are:

- to ensure that the lessons of history are learned, to do all we can to prevent similar genocides and atrocities occurring again
- to make links with modern day prejudice and discrimination and highlight the important of the values of equality and human rights.

More specifically, the improvements we wanted to for the 2023 commemorative activity were as follows:

- reaching a wider audience, particularly schools and young people
- increasing the recognition of the commemoration by leaders within the City, including elected officials.

A range of activities were held across the City, some of these led by individual partners, by with all information coo-ordinated and promoted by the Aberdeen Holocaust Memorial Day Organising Committee. 2023 events included:

- a webinar for school teachers, to hear inputs from the Holocaust Memorial Day Trust, Vision Schools Scotland and the Montgomery Development Education Centre.
- the Passport for Life Exhibition held in the Council's Central Library, and associated lecture by Professor Roger Moorhouse, in partnership with the Polish Association Aberdeen.
- a book discussion group organised by Aberdeen Interfaith. The book discussed was *The River Runs Salt, Runs Sweet: A Memoir of Visegrad, Bosnia* by Jasmina Dervisevic-Cesic.
- a civic event held in the Cowdray Hall. The event included young dancers, musicians, readers and speakers from five different Aberdeen City schools, and there were around 40 young people in an audience of 120. There was also good representation of political representatives, marking the importance of the event, with at least 5 Aberdeen City Councillors, one MSP and one MP.
- a screening of a play and online link-up with an academic, hosted by Four Pillars, highlighting the persecution of LGBT+ communities in the Holocaust.

The project is another example of effective partnership working, with the Organising Committee made up of representatives of: Aberdeen Interfaith Group, Aberdeen Trades Union Council, Four Pillars, Grampian Regional Equality Council, Polish Association Aberdeen, UNITE the union and the University of Aberdeen.

Some key learning from this year's event include the need to engage earlier in the year with schools before the focus turns to exams and other pressures. Only 3 schools were represented at our November webinar, and so we plan to run another similar session in September 2023, encouraging schools to embed learning around the Holocaust and other genocides in their teaching plans.

As in previous years, there was agreement on the Organising Committee that information about events needs to be circulated earlier. However, save the date emails were widely circulated in December 2022, and all events were well attended, with standing room only in the Cowdray Hall.

We need to be mindful to keeping the format of events around Holocaust Memorial Day engaging, particularly for a young audience where we feel a lot of the emphasis should be placed.

Appendix G: Employee Data

Council Workforce - Composition of Employees for period 2021 (01/01/21 – 31/12/21) & for period 2022 (01/01/22 - 31/12/22)

Employees in Post by Sex

Sex	2021		2022	
	Numbers	%	Numbers	%
Female	5829	70.20	6015	69.90
Male	2475	29.80	2590	30.10
Not Completed	0	0.00	0	0.00
Total	-	100.00	-	100.00

The table shows that the majority of Aberdeen City Council's workforce is female and continues to remain at approximately 70%.

Employees in Post by Age

Age	2021		2022	
	Numbers	%	Numbers	%
Under 20	44	0.53	50	0.58
20-29	1015	12.22	1109	12.89
30-39	2028	24.42	2155	25.04
40-49	1909	22.99	1989	23.11
50-59	2310	27.82	2272	26.40
60+	998	12.02	1030	11.97
Total	-	100.00	-	100.00

The table shows that most of our employees fall between the age brackets of 30 – 59. The group making up the largest proportion of the workforce - at approximately 26% - are within the age bracket of 50 – 59 years old.

Employees in Post by Marital Status

Marital Status	2021		2022	
	Numbers	%	Numbers	%
Divorced	331	3.99	325	3.78
Separated	154	1.85	143	1.66
Living with Partner	964	11.61	1017	11.82
Married/Civil Partnership	3343	40.26	3385	39.34
Single	1545	18.61	1671	19.42
Widowed	87	1.05	83	0.96
Not Completed	1621	19.52	1728	20.08
Prefer Not to Answer	259	3.12	253	2.94
Total	-	100.00	-	100.00

The table shows that those that are Married/Civil Partnership make up the largest group of employees in the organisation at roughly 39%. 23.02% employees have either not completed this question or have answered 'Prefer Not to Answer'.

Employees in Post by Disability

Disability	2021		2022	
	Numbers	%	Numbers	%
Yes	307	3.70	314	3.65
No	5076	61.13	5216	60.62
Not Completed	2637	31.76	2792	32.45
Prefer Not to Answer	284	3.42	283	3.29
Total	-	100.00	-	100.00

The table shows that 3.6% of the council workforce have self-identified as having a disability. Nearly 61% of our workforce states that they do not have a disability and 32.45% have not answered this question.

Employees in Post by Ethnicity

Ethnicity	2021		2022	
	Numbers	%	Numbers	%
African	40	0.48	43	0.50
African - Other	17	0.20	30	0.35
Other - Arab	16	0.19	16	0.19
Asian -Bangladeshi	8	0.10	11	0.13
Asian - Chinese	20	0.24	20	0.23
Asian - Indian	50	0.60	55	0.64
Asian - Other	24	0.29	27	0.31
Asian - Pakistani	11	0.13	15	0.17
Black	16	0.19	17	0.20
Caribbean	Under 5	0.05	5	0.06

Other Caribbean or Black	8	0.10	6	0.07
Mixed or Multiple	38	0.46	42	0.49
Other	30	0.36	29	0.34
White - Polish	109	1.31	116	1.35
White - Eastern European	65	0.78	72	0.84
White - Gypsy/Traveller	Under 5	0.01	Under 5	0.02
White - Irish	79	0.95	78	0.91
White - Other White Ethnic Group	383	4.61	389	4.52
White - Other British	1965	23.66	2001	23.25
White - Scottish	3324	40.03	3340	38.81
Not Completed	1440	17.34	1697	19.72
Prefer Not to Answer	656	7.90	594	6.90
Total	-	100.00	-	100.00

The table suggests that the largest proportion of our workforce is White – Scottish (38.81%), followed by White – Other British (23.25%). The rest of the data may be grouped in two ways:

- Those who are in non-White categories make up 3.68% of our workforce.
- The above in addition to those who are grouped into other ethnic groups so as to include White – Polish, White – Eastern European, White – Gypsy / Traveller and White – Other White ethnic group make up 10.41% of our workforce.

Employees in Post by Religion

Religion	2021		2022	
	Numbers	%	Numbers	%
Buddhist	18	0.22	21	0.24
Other Christian	734	8.84	760	8.83

Church of Scotland	979	11.79	916	10.64
Roman Catholic	368	4.43	357	4.15
Hindu	23	0.28	28	0.33
Humanist	53	0.64	54	0.63
Jewish	Under 5	0.05	Under 5	0.05
Muslim	47	0.57	58	0.67
None	3146	37.89	3268	37.98
Other Religion or Belief	79	0.95	77	0.89
Pagan	27	0.33	24	0.28
Sikh	Under 5	0.04	Under 5	0.03
Not Completed	1667	20.07	1951	22.67
Prefer Not to Answer	1156	13.92	1084	12.60
Total	-	100.00	-	100.00

The table suggests that the largest proportion of our workforce has no religion (37.98%). There is also a large proportion of employees not completing this question (22.67%). The largest religions in the workforce according to our data are Church of Scotland (10.64%), Other Christian (8.83%) and Roman Catholic (4.15%). With other religions and beliefs being less than 1% of the workforce each.

Employees in Post by Sexual Orientation

Sexual Orientation	2021		2022	
	Numbers	%	Numbers	%
Bisexual	66	0.79	88	1.02
Gay	82	0.99	96	1.12
Heterosexual/Straight	5134	61.83	5199	60.42
Lesbian	39	0.47	46	0.53
Other	22	0.26	28	0.33
Not Completed	1749	21.06	2010	23.36
Prefer Not to Answer	1212	14.60	1138	13.22
Total	-	100.00	-	100.00

The data shows that the largest proportion of our workforce are heterosexual (60.42%). Those who do not identify as heterosexual, and who have answered this question, total 3% of the organisation's workforce. 36.58% of our workforce have either not completed this question have preferred not to answer.

Employees in Post by Gender Identity

It should be noted that Gender Identity figures are currently not available due to an identified inaccuracy with this data. This is in the process of being corrected alongside the full data improvement on our HR and Payroll system, CoreHR. This improvement will see a change to diversity questions and categories in line with the Scottish Government guidance on best-practice diversity data collection and analysis. Work is currently underway to implement this improvement.

**Education Authority - Composition of Employees for period 2021
(01/01/21 – 31/12/21) & for period 2022 (01/01/22 - 31/12/22)**

Education Authority: Employees in Post by Sex

Sex	2021		2022	
	Numbers	%	Numbers	%
Female	3128	86.41	3496	86.62
Male	492	13.59	540	13.38
Not Completed	0	0	0	0
Total	-	100.00	-	100.00

The table shows that the majority of Aberdeen City Council's Education Authority is female at approximately 86.62%. This differs from the whole Council workforce data breakdown which shows the whole workforce as 69.90% female.

Education Authority: Employees in Post by Age

Age	2021		2022	
	Numbers	%	Numbers	%
Under 20	Under 5	0.03	9	0.22
20-29	552	15.25	599	14.84
30-39	971	26.82	1127	27.92
40-49	868	23.98	975	24.16
50-59	925	25.55	992	24.58
60+	303	8.37	334	8.28
Total	-	100.00	-	100.00

The table shows that the majority of Aberdeen City Council’s Education Authority fall between the age brackets of 30 – 59, with the largest section of the workforce - approximately 28% - within the age bracket of 30 – 39 years old.

Education Authority: [Employees in Post by Marital Status](#)

Marital Status	2021		2022	
	Numbers	%	Numbers	%
Divorced	129	3.56	143	3.54
Separated	74	2.04	0	0.00
Living with Partner	375	10.36	432	10.70
Married/Civil Partnership	1540	42.54	1670	41.38
Single	605	16.71	712	17.64
Widowed	0	0.00	0	0.00
Not Completed	33	0.91	34	0.84
Prefer Not to Answer	766	21.16	858	21.26
Total	-	100.00	-	100.00

The table shows that those who are Married/Civil Partnership are the largest group of employees of Aberdeen City Council Education Authority at 41.38%. 21.26% of Education employees opted not to provide a response to this question.

Education Authority: Employees in Post by Disability

Disability	2021		2022	
	Numbers	%	Numbers	%
Yes	98	2.71	118	2.92
No	2086	57.62	2408	59.66
Not Completed	1334	36.85	1395	34.56
Prefer Not to Answer	102	2.82	115	2.85
Total	-	100.00	-	100.00

This table shows that 2.92% of Aberdeen City Council's Education Authority have self-identified as having a disability, compared to 3.65% in the Council workforce as a whole. Nearly 60% of Aberdeen City Council's Education workforce states that they do not have a disability and 34.56% have not answered this question.

Education Authority: Employees in Post by Ethnicity

Ethnicity	2021		2022	
	Numbers	%	Numbers	%
African	16	0.44	17	0.42
African - Other	Under 5	0.08	7	0.17
Other - Arab	5	0.14	8	0.20
Asian -Bangladeshi	Under 5	0.11	6	0.15
Asian - Chinese	7	0.19	11	0.27
Asian - Indian	15	0.41	25	0.62
Asian - Other	7	0.19	9	0.22
Asian - Pakistani	7	0.19	11	0.27
Black	Under 5	0.11	Under 5	0.07

Caribbean	Under 5	0.03	Under 5	0.07
Other Caribbean or Black	Under 5	0.06	Under 5	0.02
Mixed or Multiple	14	0.39	22	0.55
Other	10	0.28	10	0.25
White - Polish	27	0.75	38	0.94
White - Eastern European	13	0.36	14	0.3
White - Gypsy/Traveller	0	0.00	0	0.00
White - Irish	48	1.33	47	1.16
White - Other white ethnic group	113	3.12	138	3.42
White - Other British	943	26.05	1054	26.11
White - Scottish	1375	37.98	1537	38.08
Not Completed	796	21.99	879	21.78
Prefer Not to Answer	210	5.80	196	4.86
Total	-	100.00	-	100.00

The table suggests that the largest proportion of our workforce is White – Scottish (38.08%), followed by White – Other British (26.11%). The rest of the data can be grouped in two ways:

- Those who are in non-White categories: 3.28% of Aberdeen City Council's Education Authority.
- The above with the addition of those who are grouped into other ethnic groups so as to include White – Polish, White – Eastern European, White – Gypsy / Traveller and White – Other White ethnic group: 5.87% of Aberdeen City Council's Education Authority.

Education Authority: Employees in Post by Religion

Religion	2021		2022	
	Numbers	%	Numbers	%
Buddhist	6	0.16	9	0.22
Other Christian	375	10.01	387	9.59
Church of Scotland	484	12.91	456	11.30
Roman Catholic	177	4.72	184	4.56
Hindu	8	0.22	15	0.37
Humanist	30	0.80	29	0.72
Jewish	Under 5	0.03	Under 5	0.02
Muslim	17	0.47	31	0.77
None	1240	34.25	1448	35.88
Other Religion or Belief	28	0.77	31	0.77
Pagan	Under 5	0.08	5	0.12
Sikh	Under 5	0.03	Under 5	0.02
Not Completed	916	25.30	1042	25.82
Prefer Not to Answer	401	11.08	397	9.84
Total	-	100.00	-	100.00

The table suggests that the largest proportion of Aberdeen City Council's Education Authority has no religion (35.88%). Additionally, a large proportion of employees opted to not complete this question (25.82%). The largest religions in the workforce according to our data are Church of Scotland (11.30%), Other Christian (9.59%) and Roman Catholic (4.56%). With other religions and beliefs being less than 1% of Aberdeen City Council's Education Authority each.

Education Authority: Employees in Post by Sexual Orientation

Sexual Orientation	2021		2022	
	Numbers	%	Numbers	%
Bisexual	23	0.64	40	0.99
Gay	29	0.80	43	1.07
Heterosexual/Straight	2182	61.52	2444	60.56
Lesbian	15	0.41	18	0.45
Other	6	0.17	13	0.32
Not Completed	948	26.19	1042	25.82
Prefer Not to Answer	417	11.52	436	10.80
Total	-	100.00	-	100.00

The table shows that the largest proportion of Aberdeen City Council's Education Authority are heterosexual (60.56%). Those who do not identify as heterosexual, and who have answered this question, total 2.83% of Aberdeen City Council's Education Authority.

Education Authority: [Employees in Post by Gender Identity](#)

It should be noted that Gender Identity figures are currently not available due to an identified inaccuracy with this data. This is in the process of being corrected alongside the full data improvement on our HR and Payroll system, CoreHR. This improvement will see a change to diversity questions and categories in line with the Scottish Government guidance on best-practice diversity data collection and analysis. Work is currently underway to implement this improvement.

Council Workforce – Recruitment Information for period 2021 (01/01/21 – 31/12/21) & for period 2022 (01/01/22 - 31/12/22)

Please note that in April 2021, TalentLink, our recruitment management system owned by CoSLA, changed its diversity questions and categories. This therefore means that we have a mixture of data which takes into account those who were recruited between January and March 2021. As the questions and categories were worded differently, they are presented separately within tables.

Recruitment Information by Sex

Sex	2021						2022					
	Applicants for Employment		Shortlisted Applicants		Successful Applicants		Applicants for Employment		Shortlisted Applicants		Successful Applicants	
	Numbers	%	Numbers	%	Numbers	%	Numbers	%	Numbers	%	Numbers	%
Female	12624	76.67	3459	77.71	686	77.69	11266	68.18	2509	68.89	476	70.83
Male	3702	22.48	954	21.43	183	20.72	5125	31.01	1103	30.29	189	28.13
Prefer Not to Answer	118	0.72	27	0.61	6	0.68	108	0.65	19	0.52	Under 5	0.45
Not Completed	22	0.13	11	0.25	8	0.91	26	0.16	11	0.30	Under 5	0.60
Total	-	100	-	100	-	100	-	100	-	100	-	100

The table suggests that in 2021, when it came to sex, the proportion of those who applied for roles at the Council, who were shortlisted and who were successful remained relatively consistent with those who were female - increasing in proportion through the selection process by 1.02% and those who are male decreasing in proportion by 1.76%. A similar pattern could be seen in the data for the 2022 period.

Recruitment Information by Age

Age	2021						2022					
	Applicants for Employment		Shortlisted Applicants		Successful Applicants		Applicants for Employment		Shortlisted Applicants		Successful Applicants	
	Numbers	%	Numbers	%	Numbers	%	Numbers	%	Numbers	%	Numbers	%
Under 20	245	1.49	82	1.84	25	2.83	612	3.70	139	3.82	17	2.53
20-29	4385	26.63	1095	24.60	204	23.10	4850	29.35	1026	28.17	194	28.87
30-39	5108	31.02	1348	30.29	261	29.57	4765	28.84	1007	27.65	199	29.61
40-49	3709	22.53	1022	22.96	203	23.00	3610	21.85	815	22.38	153	22.77
50-59	2003	12.16	629	14.13	123	13.92	1703	10.31	432	11.86	75	11.16
60+	467	2.84	132	2.97	39	4.41	466	2.82	93	2.55	15	2.23
Not Completed	549	3.33	143	3.21	28	3.17	519	3.14	130	3.57	19	2.83
Total	-	100	-	100	-	100	-	100	-	100	-	100

The table shows that in 2021 that the largest age grouping, throughout each stage of the recruitment process in 2021 was the 30-39 category – which made up roughly 30% of successful applicants for the period. In 2022, the largest group applying; and shortlisted for

roles within the council were in the 20-29 group, whereas those that made up the highest proportion of successful applicants were 30-39.

Recruitment Information by Marital Status

Marital Status	2021						2022					
	Applicants for Employment		Shortlisted Applicants		Successful Applicants		Applicants for Employment		Shortlisted Applicants		Successful Applicants	
	Numbers	%	Numbers	%	Numbers	%	Numbers	%	Numbers	%	Numbers	%
Divorced	683	4.15	211	4.75	29	3.28	683	4.15	211	4.75	29	3.28
Divorced (Pre Apr 21)	109	0.66	22	0.50	6	0.68	109	0.66	22	0.5	6	0.68
Formally in a civil partnership which is now legally dissolved	38	0.23	13	0.29	Under 5	0.23	38	0.23	13	0.29	Under 5	0.23
In a registered civil partnership	147	0.89	48	1.08	6	0.68	147	0.89	48	1.08	6	0.68
Married	4659	28.29	1456	32.71	271	30.70	4659	28.29	1456	32.71	271	30.7
Married/Civil Partnership (Pre Apr 21)	1442	8.76	239	5.37	80	9.06	1442	8.76	239	5.37	80	9.06
Living With Partner (Pre Apr 21)	541	3.29	69	1.55	22	2.49	541	3.29	69	1.55	22	2.49

Never married and never registered in a civil partnership	5927	36.00	1721	38.66	336	38.05	5927	36	1721	38.66	336	38.05
Single (Pre Apr 21)	1320	8.01	175	3.93	57	6.46	1320	8.01	175	3.93	57	6.46
Separated but still legally in a civil partnership	20	0.12	Under 5	0.07	Under 5	0.11	20	0.12	Under 5	0.07	Under 5	0.11
Separated but still legally married	360	2.19	122	2.74	21	2.38	360	2.19	122	2.74	21	2.38
Separated (Pre Apr 21)	85	0.52	10	0.22	Under 5	0.11	85	0.52	10	0.22	Under 5	0.11
Surviving partner from registered civil partnership	17	0.10	6	0.13	0	0.00	17	0.1	6	0.13	0	0
Widowed	59	0.36	25	0.56	Under 5	0.45	59	0.36	25	0.56	Under 5	0.45
Widowed (Pre Apr 21)	30	0.18	7	0.16	Under 5	0.11	30	0.18	7	0.16	Under 5	0.11
Not Completed	36	0.22	11	0.25	6	0.68	36	0.22	11	0.25	6	0.68
Prefer not to say	993	6.03	313	7.03	40	4.53	993	6.03	313	7.03	40	4.53
Total	-	100	-	100	-	100	-	100	-	100	-	100

The table shows that both in 2021 and 2022, the largest proportion of those across all stages of the recruitment process were Never married and never registered in a civil partnership.

Recruitment Information by Disability

Disability	2021						2022					
	Applicants for Employment		Shortlisted Applicants		Successful Applicants		Applicants for Employment		Shortlisted Applicants		Successful Applicants	
	Numbers	%	Numbers	%	Numbers	%	Numbers	%	Numbers	%	Numbers	%
Yes (Pre April 2021)	205	1.24	54	1.21	8	0.90	-	-	-	-	-	-
Yes, limited a little	409	2.48	145	3.26	18	2.04	647	3.92	141	3.87	20	2.98
Yes, limited a lot	37	0.22	11	0.25	Under 5	0.22	79	0.48	10	0.27	0	0.00
No	15511	94.20	4149	93.21	834	94.45	15486	93.71	3415	93.77	641	95.39
Not Completed	26	0.16	12	0.27	6	0.69	26	0.16	11	0.30	Under 5	0.60
Prefer not to say	278	1.70	80	1.80	15	1.70	287	1.74	65	1.78	7	1.04
Total	-	100	-	100	-	100	-	100	-	100	-	100

This table shows that roughly 3% of Aberdeen City Council's successful applicants in 2022 have self-identified as having a disability. Those with a disability decrease in proportion through the selection process by 1.06% and those who do not have a disability increase in proportion through the process.

Recruitment Information by Disability Type (January – March 2021)

Disability Types** (Jan – Mar 2021)	2021					
	Applicants for Employment		Shortlisted Applicants		Successful Applicants	
	Number	%	Number	%	Number	%
Learning disability	56	1.54%	10	1.86%	Under 5	1.72%
Longstanding illness	31	0.85%	12	2.23%	0	0.00%
Mental health condition	37	1.02%	13	2.42%	Under 5	1.15%
Physical impairment	25	0.69%	7	1.30%	Under 5	0.57%
Sensory impairment - Hearing	11	0.30%	Under 5	0.19%	0	0.00%
Prefer not to answer	14	0.39%	Under 5	0.37%	0	0.00%
Not Completed	3462	95.21%	492	91.62%	168	96.55%
Total	3636	100.00%	537	100.00%	174	100.00%

** Each category is the number of people who said they either have each disability from the total number of applications/shortlisted/hired during the period January – March 2021 only – not the percentage of the whole year.

Recruitment Information by Disability Type (April – December 2021)

Disability Types* (APR-DEC 2021)	2021					
	Applicants for Employment		Shortlisted Applicants		Successful Applicants	
	Number	%	Number	%	Number	%
No Condition						
Yes	190	1.48%	74	1.89%	15	2.12%
No	12640	98.52%	3840	98.11%	694	97.88%
Physical						
Yes	121	0.94%	37	0.95%	9	1.27%
No	12709	99.06%	3877	99.05%	700	98.73%
Sight						
Yes	24	0.19%	6	0.15%	Under 5	0.14%
No	12806	99.81%	3908	99.85%	708	99.86%
Learning Disability						
Yes	127	0.99%	40	1.02%	7	0.99%
No	12703	99.01%	3874	98.98%	702	99.01%
Developmental Disorder						
Yes	68	0.53%	23	0.59%	Under 5	0.56%
No	12762	99.47%	3891	99.41%	705	99.44%
Mental Health						
Yes	598	4.66%	180	4.60%	29	4.09%
No	12232	95.34%	3734	95.40%	680	95.91%
Hearing						
Yes	112	0.87%	26	0.66%	Under 5	0.56%
No	12718	99.13%	3888	99.34%	705	99.44%

Speech						
Yes	19	0.15%	Under 5	0.05%	0	0.00%
No	12811	99.85%	3912	99.95%	709	100.00%
Learning Difficulty						
Yes	190	1.48%	74	1.89%	15	2.12%
No	12640	98.52%	3840	98.11%	694	97.88%
Long-Term						
Yes	515	4.01%	174	4.45%	26	3.67%
No	12315	95.99%	3740	95.55%	683	96.33%
Prefer not to say						
Yes	547	4.26%	186	4.75%	26	3.67%
No	12283	95.74%	3728	95.25%	683	96.33%

*Each category is the number of people who said they either have or do not have each disability from the total number of applications/shortlisted/hired during the period April – December 2021 only – not the percentage of the whole year.

Recruitment Information by Disability Type (2022)

Disability Types (2022)*	2022					
	Applicants for Employment		Shortlisted Applicants		Successful Applicants	
	Number	%	Number	%	Number	%
No Condition						
Yes	14101	85.33%	3045	83.61%	576	85.71%
No	2424	14.67%	597	16.39%	96	14.29%
Physical						
Yes	181	1.10%	30	0.82%	2	0.30%

No	16344	98.90%	3612	99.18%	670	99.70%
Sight						
Yes	43	0.26%	15	0.41%	3	0.45%
No	16482	99.74%	3627	99.59%	669	99.55%
Learning Disability						
Yes	208	1.26%	35	0.96%	3	0.45%
No	16317	98.74%	3607	99.04%	669	99.55%
Developmental Disorder						
Yes	67	0.41%	21	0.58%	0	0.00%
No	16458	99.59%	3621	99.42%	672	100.00%
Mental Health						
Yes	833	5.04%	212	5.82%	32	4.76%
No	15692	94.96%	3430	94.18%	640	95.24%
Hearing						
Yes	161	0.97%	18	0.49%	4	0.60%
No	16364	99.03%	3624	99.51%	668	99.40%
Speech						
Yes	11	0.07%	0	0.00%	0	0.00%
No	16514	99.93%	3642	100.00%	672	100.00%
Learning Difficulty						
Yes	319	1.93%	92	2.53%	12	1.79%
No	16206	98.07%	3550	97.47%	660	98.21%
Long-Term						
Yes	661	4.00%	155	4.26%	23	3.42%
No	15864	96.00%	3487	95.74%	649	96.58%
Prefer not to say						
Yes	644	3.90%	170	4.67%	28	4.17%
No	15881	96.10%	3472	95.33%	644	95.83%

The tables show that over the two years reported, the proportion of employees by disability type remained consistent throughout the recruitment process.

Recruitment Information by Ethnicity

Ethnicity	2021						2022					
	Applicants for Employment		Shortlisted Applicants		Successful Applicants		Applicants for Employment		Shortlisted Applicants		Successful Applicants	
	Number s	%	Number s	%	Number s	%	Number s	%	Number s	%	Number s	%
A White	10598	64.36	3346	75.19	627	71.01	12472	75.47	3047	86.66	593	88.24
White - Eastern European E.g. Polish (Pre Apr 21)	73	0.44	6	0.13	Under 5	0.11	-	-	-	-	-	-
White – Irish (Pre Apr 21)	16	0.09	Under 5	0.09	Under 5	0.11	-	-	-	-	-	-
White - Other British (Pre Apr 21)	310	1.88	60	1.35	22	2.50	-	-	-	-	-	-
White - Gypsy/Traveler	0	0.00	0	0.00	0	0.00	-	-	-	-	-	-

White - Other White Ethnic Group (Pre Apr 21)	207	1.26	22	0.49	Under 5	0.34	-	-	-	-	-	-
White – Polish (Pre Apr 21)	84	0.51	8	0.18	Under 5	0.34	-	-	-	-	-	-
White – Scottish (Pre Apr 21)	2423	14.71	366	8.22	128	14.50	-	-	-	-	-	-
B Mixed Or Multiple Ethnic Groups	205	1.25	44	0.99	6	0.68	216	1.31	37	1.02	9	1.34
Any Mixed Or Multiple (Pre Apr 21)	31	0.19	Under 5	0.09	Under 5	0.11	-	-	-	-	-	-
C Asian, Scottish Asian Or British Asian	894	5.43	196	4.40	31	3.52	1415	8.56	201	5.52	21	3.13
Asian - Bangladeshi Inc. Scottish/British (Pre Apr 21)	19	0.12	5	0.11	Under 5	0.22	-	-	-	-	-	-
Asian - Chinese Inc. Scottish/British (Pre Apr 21)	14	0.09	Under 5	0.07	Under 5	0.11	-	-	-	-	-	-
Asian - Indian Inc. Scottish/British (Pre Apr 21)	99	0.60	11	0.25	Under 5	0.45	-	-	-	-	-	-

Asian - Other Inc. Scottish/British (Pre Apr 21)	45	0.27	Under 5	0.09	0	0.00	-	-	-	-	-	-
Asian - Pakistani Inc. Scottish/British (Pre Apr 21)	41	0.25	Under 5	0.04	0	0.00	-	-	-	-	-	-
D African, Scottish African Or British African	587	3.57	175	3.93	20	2.27	1526	9.23	185	5.08	22	3.27
African - Inc. Scottish/British (Pre Apr 21)	37	0.22	9	0.20	0	0.00	-	-	-	-	-	-
African – Other (Pre Apr 21)	42	0.26	Under 5	0.07	0	0.00	-	-	-	-	-	-
E Caribbean Or Black	46	0.28	20	0.45	Under 5	0.11	99	0.60	12	0.33	Under 5	0.60
Black - Inc. Scottish/British (Pre Apr 21)	32	0.19	Under 5	0.02	0	0.00	-	-	-	-	-	-
Caribbean - Inc. Scottish/British (Pre Apr 21)	6	0.04	Under 5	0.02	0	0.00	-	-	-	-	-	-
Caribbean Or Black Other (Pre Apr 21)	Under 5	0.02	Under 5	0.02	Under 5	0.11						

F Other Ethnic Group	191	1.16	44	0.99	10	1.13	344	2.0	51	1.40	8	1.19
Other - Arab Inc. Scottish/British (Pre Apr 21)	14	0.09	0	0.00	0	0.00	-	-	-	-	-	-
Not Completed	95	0.58	24	0.54	8	0.91	26	0.16 %	11	0.30	Under 5	0.60
Prefer not to say	353	2.14	92	2.07	13	1.47	427	2.58	98	2.69	11	1.64
Total	-	100	-	100	-	100	-	100	-	100	-	100

In both 2021 and 2022, the proportion of White employees increased throughout the recruitment process, with a 6.65% increase in 2021 and 12.77% increase in 2022. The proportion of White hires in 2022 was greater than the proportion of White current employees, at 88.24% to 69.7%.

As part of TalentLink's changes to their diversity questions and categories, they included optional sub-options for candidates to select if they chose 'White', 'Asian' or 'Other Ethnic Group'. This means that if a candidate chose 'White' they would then get various additional options if they wished to select one of them to better describe their ethnicity. The below outlines those selections and shows the number of people who provided a sub-option and the percentage breakdown for that specific ethnicity category:

		April – December 2021						
WHITE	Applicants for Employment	Shortlisted Applicants	Successful Applicants					
	Number	%		Number	%	Number	%	
Gypsy / Traveller	11	0.09%	Under 5	0.08%	Under 5	0%		
Irish	91	0.71%	33	0.84%	9	1.27%		
Other British	780	6.08%	276	7.05%	51	7.19%		
Other white ethnic group	238	1.86%	73	1.87%	10	1.41%		
Polish	449	3.50%	143	3.65%	21	2.96%		
Roma	7	0.05%	Under 5	0.05%	0	0%		
Scottish	8156	63.57%	2572	65.71%	492	69.39%		
Showman / Showwoman	0	0%	0	0%	0	0%		

	April – December 2021					
ASIAN, SCOTTISH ASIAN OR BRITISH ASIAN	Applicants for Employment		Shortlisted Applicants		Successful Applicants	
	Number	%	Number	%	Number	%
Bangladeshi, Scottish Bangladeshi or British Bangladeshi	62	0.48%	17	0.43%	Under 5	0.14%
Chinese, Scottish Chinese or British Chinese	61	0.48%	16	0.41%	Under 5	0.56%
Indian, Scottish Indian or British Indian	461	3.59%	98	2.50%	16	2.26%
Pakistani, Scottish Pakistani or British Pakistani	146	1.14%	30	0.77%	Under 5	0.28%

	April – December 2021					
OTHER ETHNIC GROUP	Applicants for Employment		Shortlisted Applicants		Successful Applicants	
	Number	%	Number	%	Number	%
Arab, Scottish Arab or British Arab	88	0.69%	16	0.41%	0	0%

	2022					
WHITE	Applicants for Employment		Shortlisted Applicants		Successful Applicants	
	Number	%	Number	%	Number	%
Gypsy/Traveller	Under 5	0.01%	0	0.00%	0	0.00%
Irish	95	0.57%	24	0.66%	9	1.34%

Other British	973	5.89%	238	6.53%	49	7.29%
Other White ethnic group	453	2.74%	77	2.11%	13	1.93%
Polish	647	3.92%	117	3.21%	14	2.08%
Roma	8	0.05%	0	0.00%	0	0.00%
Scottish	9242	55.93%	2372	65.13%	465	69.20%
Showman / Showwoman	0	0.00%	0	0.00%	0	0.00%

	2022					
ASIAN, SCOTTISH ASIAN OR BRITISH ASIAN	Applicants for Employment		Shortlisted Applicants		Successful Applicants	
	Number	%	Number	%	Number	%
Bangladeshi, Scottish Bangladeshi or British Bangladeshi	116	0.70%	16	0.44%	Under 5	0.15%
Chinese, Scottish Chinese or British Chinese	103	0.62%	14	0.38%	Under 5	0.30%
Indian, Scottish Indian or British Indian	754	4.56%	103	2.83%	14	2.08%
Pakistani, Scottish Pakistani or British Pakistani	187	1.13%	29	0.80%	Under 5	0.15%

	2022					
OTHER ETHNIC GROUP	Applicants for Employment		Shortlisted Applicants		Successful Applicants	
	Number	%	Number	%	Number	%

Arab, Scottish Arab or British Arab	123	0.74%	26	0.71%	Under 5	0.30%
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Recruitment Information by Religion

Religion	2021						2022					
	Applicants for Employment		Shortlisted Applicants (April - December only)		Successful Applicants		Applicants for Employment		Shortlisted Applicants		Successful Applicants	
	Numbers	%	Numbers	%	Numbers	%	Numbers	%	Numbers	%	Numbers	%
Buddhist	106	0.64	17	0.38	Under 5	0.34	100	0.61	11	0.30	Under 5	0.45
Church of Scotland	1482	9.00	427	9.59	104	11.78	1259	7.62	283	7.77	52	7.74
Hindu	326	1.98	59	1.33	12	1.36	488	2.95	61	1.67	7	1.04
Jewish	5	0.03	Under 5	0.07	0	0.00	20	0.12	Under 5	0.05	0	0.00
Humanist (Pre Apr 21)	51	0.31	6	0.13	Under 5	0.34	-	-	-	-	-	-
Muslim	450	2.73	84	1.89	9	1.02	624	3.78	79	2.17	11	1.64
None	10043	61.00	2809	63.11	554	62.74	9362	56.65	2318	63.65	450	66.96
Other Religion or Belief	38	0.23	Under 5	0.09	0	0.00	16	0.10	Under 5	0.05	0	0.00
Other Christian	844	5.13	185	4.16	36	4.08	1352	8.18	189	5.19	31	4.61

Pagan	37	0.22	14	0.31	5	0.57	58	0.35	8	0.22	Under 5	0.15
Roman Catholic	1527	9.27	416	9.35	73	8.27	1460	8.84	301	8.26	53	7.89
Sikh	9	0.06	0	0.00	0	0.00	11	0.07	Under 5	0.05	0	0.00
Not completed	728	4.42	199	4.47	32	3.62	826	5.00	183	5.02	30	4.46
Prefer not to say	820	4.98	228	5.12	52	5.88	949	5.74	203	5.57	34	5.06
Total	-	100	-	100	-	100	-	100	-	100	-	100

The highest proportion of applicants; shortlisted applicants and successful hires were non-religious across both reported years. With proportion of successful applicants in this category increasing from 62.74% in 2021 to 66.96% in 2022.

Recruitment Information by Sexual Orientation

Sexual Orientation	2021						2022					
	Applicants for Employment		Shortlisted Applicants		Successful Applicants		Applicants for Employment		Shortlisted Applicants		Successful Applicants	
	Numbers	%	Numbers	%	Numbers	%	Numbers	%	Numbers	%	Numbers	%
Bisexual	542	3.29	143	3.21	21	2.38	558	3.38	123	3.38	23	3.42
Gay or Lesbian	430	2.61	119	2.67	24	2.72	443	2.68	122	3.35	23	3.42

(Previously Split)												
Gay (Pre April 2021)	-	-	-	-	-	-	-	-	-	-	-	-
Lesbian (Pre Apr 2021)	-	-	-	-	-	-	-	-	-	-	-	-
Straight / Heterosexual	14434	87.66	3893	87.47	771	87.31	14579	88.22	3181	87.34	583	86.76
Other	13	0.08	6	0.13	0	0.00	33	0.20	9	0.25	Under 5	0.3
Not Completed	104	0.63	31	0.70	10	1.13	100	0.61	28	0.77	7	1.04%
Prefer not to say	943	5.73	259	5.82	57	6.46	812	4.91	179	4.91	34	5.06
Total	-	100	-	100	-	100	-	100	-	100	-	100

The highest proportion of applicants; shortlisted applicants and successful hires were heterosexual across both reported years. Heterosexual employees made up a higher proportion number of hires across both years compared to workforce diversity as a whole, making up 61.83% of current employees in 2021 and 87.31% of hires; and 60.42% of current employees in 2022 and 86.76% of hires.

Recruitment Information by Sexual Orientation

Sexual Orientation	2021						2022					
	Applicants for Employment		Shortlisted Applicants		Successful Applicants		Applicants for Employment		Shortlisted Applicants		Successful Applicants	
	Numbers	%	Numbers	%	Numbers	%	Numbers	%	Numbers	%	Numbers	%
Bisexual	542	3.29	143	3.21	21	2.38	558	3.38	123	3.38	23	3.42
Gay or Lesbian (Previously Split)	430	2.61	119	2.67	24	2.72	443	2.68	122	3.35	23	3.42
Gay (Pre April 2021)	-	-	-	-	-	-	-	-	-	-	-	-
Lesbian (Pre Apr 2021)	-	-	-	-	-	-	-	-	-	-	-	-
Straight / Heterosexual	14434	87.66	3893	87.47	771	87.31	14579	88.22	3181	87.34	583	86.76
Other	13	0.08	6	0.13	0	0.00	33	0.20	9	0.25	Under 5	0.3
Not Completed	104	0.63	31	0.70	10	1.13	100	0.61	28	0.77	7	1.04%
Prefer not to say	943	5.73	259	5.82	57	6.46	812	4.91	179	4.91	34	5.06
Total	-	100	-	100	-	100	-	100	-	100	-	100

The table shows that those that are heterosexual make up the largest proportion of applicants at all stages of the recruitment process. In 2022, this group made up 88.22% of applicants; 87.34% of shortlisted applicants and 86.76% of successful candidates – for the same period, this group made up 60.42% of current employees.

Recruitment Information by Gender Identity

Gender Identity*	2021						2022					
	Applicants for Employment		Shortlisted Applicants		Successful Applicants		Applicants for Employment		Shortlisted Applicants		Successful Applicants	
*Considering self to be trans or have a trans history	Numbers	%	Numbers	%	Numbers	%	Numbers	%	Numbers	%	Numbers	%
Yes	8	0.05	Under 5	0.02	Under 5	0.11	57	0.34	7	0.19	Under 5	0.15
No	16159	98.14	4369	98.16	860	97.40	16151	97.74	3556	97.64	659	98.07
Not Completed	76	0.46	22	0.49	7	0.79	255	1.54	60	1.65	8	1.19
Prefer not to say	223	1.35	59	1.33	15	1.70	62	0.38	19	0.52	Under 5	0.60
Total	-	100	-	100	-	100	-	100	-	100	-	100

The table shows that the proportion of individuals in each of the gender identity groupings remains consistent throughout each stage of the recruitment process. Those that answered “No” to considering self to be trans or have a trans history make up the largest proportion of individuals with 98.07% of successful applicants making up this category in 2022.

Education Authority - Recruitment Information for period 2021 (01/01/21 – 31/12/21) & for period 2022 (01/01/22 - 31/12/22)

Please note that in April 2021, TalentLink, our recruitment management system owned by CoSLA changed its diversity questions and categories. This therefore means that we have a mixture of data which takes into account those who were recruited between January and March 2021.

Education Authority: Recruitment Information by Sex

Sex	2021						2022					
	Applicants for Employment		Shortlisted Applicants		Successful Applicants		Applicants for Employment		Shortlisted Applicants		Successful Applicants	
	Numbers	%	Numbers	%	Numbers	%	Numbers	%	Numbers	%	Numbers	%
Female	8921	87.62	2248	88.68	450	87.55	6550	85.24	1472	83.83	274	80.35
Male	1208	11.87	276	10.89	58	11.28	1095	14.25	274	15.60	64	18.77
Prefer Not to Answer	38	0.37	6	0.24	Under 5	0.39	28	0.36	6	0.34	Under 5	0.59
Not Completed	14	0.14	5	0.19	Under 5	0.78	11	0.14	Under 5	0.23	Under 5	0.29
Total	-	100	-	100	-	100	-	100	-	100	-	100

This table suggests that in 2021, when it came to sex, the proportion of those who applied for Education roles at the Council, who were shortlisted and who were successful remained relatively consistent and closely in line with our Education workforce statistics. The data shows that those at shortlisting stage, men made up 10.89% of candidates compared to 11.87% at application stage, while women made up 88.68% compared to 87.62% at application stage.

Education Authority: Recruitment Information by Age

Age	2021						2022					
	Applicants for Employment		Shortlisted Applicants		Successful Applicants		Applicants for Employment		Shortlisted Applicants		Successful Applicants	
	Numbers	%	Numbers	%	Numbers	%	Numbers	%	Numbers	%	Numbers	%
Under 20	139	1.37	51	2.01	18	3.50	131	1.70	30	1.17	Under 5	1.17
20-29	2668	26.21	645	25.44	121	23.54	2316	30.14	482	27.45	94	27.57
30-39	3302	32.43	773	30.50	157	30.54	2405	31.30	569	32.40	112	32.84
40-49	2484	24.39	625	24.65	122	23.74	1830	23.82	414	23.58	79	23.17
50-59	1129	11.09	326	12.86	68	13.23	685	8.91	186	10.59	38	11.14
60+	179	1.76	51	2.01	15	2.92	122	1.59	30	1.71	9	2.64
Not Completed	280	2.75	64	2.53	13	2.53	195	2.54	45	2.56	5	1.47
Total	-	100	-	100	-	100	-	100	-	100	-	100

The table shows a consistency across the proportion of employees by age throughout the recruitment process. In both years reported, those in the 30-39 age category made up the highest proportion of applicants and successful applicants – accounting for a total of 32.8% of successful hires in 2022.

Education Authority: Recruitment Information by Marital Status

Marital Status	2021						2022					
	Applicants for Employment		Shortlisted Applicants		Successful Applicants		Applicants for Employment		Shortlisted Applicants		Successful Applicants	
	Numbers	%	Numbers	%	Numbers	%	Numbers	%	Numbers	%	Numbers	%
Divorced	350	3.43	103	4.06	14	2.72	319	4.15	87	4.95	17	4.99
Divorced (Pre Apr 21)	75	0.74	13	0.51	4	0.80	-	-	-	-	-	-
Formally in a civil partnership which is now legally dissolved	31	0.31	9	0.36	Under 5	0.19	6	0.08	0	0.00	0	0.00
In a registered civil partnership	87	0.85	23	0.91	Under 5	0.19	98	1.28	14	0.80	Under 5	0.88
Married	2955	29.02	866	34.16	163	31.71	3173	41.29	685	39.01	135	39.59
Married/Civil Partnership (Pre Apr 21)	1101	10.81	157	6.19	53	10.31	-	-	-	-	-	-
Living With Partner (Pre Apr 21)	401	3.94	44	1.74	12	2.33	-	-	-	-	-	-
Never married and never registered in a civil partnership	3289	32.31	921	36.33	191	37.16	3386	44.07	811	46.18	156	45.75

Single (Pre Apr 21)	904	8.88	109	4.29	37	7.19	-	-	-	-	-	-
Separated but still legally in a civil partnership	13	0.13	Under 5	0.08	Under 5	0.19	9	0.12	Under 5	0.11	0	0.00
Separated but still legally married	225	2.21	70	2.76	13	2.53	191	2.49	42	2.39	10	2.93
Separated (Pre Apr 21)	69	0.68	6	0.24	Under 5	0.19	-	-	-	-	-	-
Surviving partner from registered civil partnership	8	0.08	Under 5	0.12	0	0.00	20	0.26	8	0.46	0	0.00
Widowed	31	0.30	9	0.36	Under 5	0.19	35	0.46	9	0.51	Under 5	0.29
Widowed (Pre Apr 21)	23	0.23	6	0.24	0	0.00	-	-	-	-	-	-
Not Completed	26	0.26	5	0.19	Under 5	0.80	11	0.14	Under 5	0.23	Under 5	0.29
Prefer not to say	593	5.82	189	7.46	18	3.50	436	5.67	94	5.35	18	5.28
Total	-	100	-	100	-	100	-	100	-	100	-	100

The table shows a consistency in the proportion of employees by marital status through the recruitment process. Those that have never been married/registered in a civil partnership make up the highest proportion of overall applicants and successful hires (at 44.07% and 45.75% respectively in 2022)

Education Authority: Recruitment Information by Disability

Disability	2021						2022					
	Applicants for Employment		Shortlisted Applicants		Successful Applicants		Applicants for Employment		Shortlisted Applicants		Successful Applicants	
	Numbers	%	Numbers	%	Numbers	%	Numbers	%	Numbers	%	Numbers	%
Yes (Pre April 2021)	138	1.35	29	1.14	6	1.17	-	-	-	-	-	-
Yes, limited a little	206	2.02	71	2.80	12	2.33	231	3.01	44	2.51	9	2.64
Yes, limited a lot	19	0.19	5	0.20	0	0.00	25	0.33	Under 5	0.06	0	0.00
No	9672	95.00	2389	94.24	486	94.55	7296	94.95	1682	95.79	328	96.19
Not Completed	18	0.18	6	0.24	Under 5	0.78	11	0.14	Under 5	0.23	Under 5	0.29
Prefer not to say	128	1.26	35	1.38	6	1.17	121	1.57	25	1.42	Under 5	0.88
Total	-	100	-	100	-	100	-	100	-	100	-	100

The table shows a consistency in the proportion of employees by disability across each stage of the recruitment process for both years reported. Applicants without a disability made up the largest proportion of figures for both years, rising from 94.55% in 2021 to 96.18% in 2022.

Education Authority: Recruitment Information by Disability Type (January 2021 – March 2021)

Disability Types** (Jan – Mar 2021)	2021					
	Applicants for Employment		Shortlisted Applicants		Successful Applicants	
	Number	%	Number	%	Number	%
Learning disability	39	1.47%	Under 5	1.17%	Under 5	1.80%
Longstanding illness	17	0.64%	5	1.47%	0	0.00%
Mental health condition	27	1.02%	8	2.35%	Under 5	1.80%
Physical impairment	14	0.53%	Under 5	1.17%	Under 5	0.90%
Sensory impairment - Hearing	10	0.38%	Under 5	0.29%	0	0.00%
Prefer not to answer	11	0.41%	Under 5	0.59%	0	0.00%
Not Completed	2537	95.56%	317	92.96%	106	95.50%
Total	2655	100.00%	341	100.00%	111	100.00%

** Each category is the number of people who said they either have each disability from the total number of applications/shortlisted/hired during the period January – March 2021 only – not the percentage of the whole year.

Education Authority: Recruitment Information by Disability Type (April 2021 – December 2021)

Disability Types* (APR-DEC 2021)	2021					
	Applicants for Employment		Shortlisted Applicants		Successful Applicants	
	Number	%	Number	%	Number	%
No Condition						
Yes	6561	87.18%	1878	85.60%	344	85.36%
No	965	12.82%	316	14.40%	59	14.64%
Physical						
Yes	70	0.93%	24	1.09%	6	1.49%
No	7456	99.07%	2170	98.91%	397	98.51%
Sight						
Yes	8	0.11%	Under 5	0.09%	0	0.00%
No	7518	99.89%	2192	99.91%	403	100.00%
Learning Disability						
Yes	59	0.78%	20	0.91%	Under 5	0.74%
No	7467	99.22%	2174	99.09%	400	99.26%
Developmental Disorder						
Yes	38	0.50%	8	0.36%	0	0.00%
No	7488	99.50%	2186	99.64%	403	100.00%
Mental Health						
Yes	297	3.95%	92	4.19%	14	3.47%
No	7229	96.05%	2102	95.81%	389	96.53%
Hearing						
Yes	68	0.90%	13	0.59%	Under 5	0.50%
No	7458	99.10%	2181	99.41%	401	99.50%

Speech						
Yes	6	0.08%	0	0.00%	0	0.00%
No	7520	99.92%	2194	100.00%	403	100.00%
Learning Difficulty						
Yes	106	1.41%	39	1.78%	10	2.48%
No	7420	98.59%	2155	98.22%	393	97.52%
Long-Term						
Yes	279	3.71%	91	4.15%	12	2.98%
No	7247	96.29%	2103	95.85%	391	97.02%
Prefer not to say						
Yes	279	3.71%	97	4.42%	15	3.72%
No	7247	96.29%	2097	95.58%	388	96.28%

*Each category is the number of people who said they either have or do not have each disability from the total number of applications/shortlisted/hired **during the period April – December 2021 only – not the percentage of the whole year.**

Education Authority: [Recruitment Information by Disability Type \(2022\)](#)

Disability Types*	2022					
	Applicants for Employment		Shortlisted Applicants		Successful Applicants	
	Number	%	Number	%	Number	%
No Condition						
Yes	6689	87.05%	1509	85.93%	289	84.75%
No	995	12.95%	247	14.07%	52	15.25%
Physical						
Yes	50	0.65%	4	0.23%	1	0.29%

No	7634	99.35%	1752	99.77%	340	99.71%
Sight						
Yes	12	0.16%	3	0.17%	3	0.88%
No	7672	99.84%	1753	99.83%	338	99.12%
Learning Disability						
Yes	62	0.81%	11	0.63%	0	0.00%
No	7622	99.19%	1745	99.37%	341	100.00%
Developmental Disorder						
Yes	31	0.40%	10	0.57%	0	0.00%
No	7653	99.60%	1746	99.43%	341	100.00%
Mental Health						
Yes	339	4.41%	93	5.30%	20	5.87%
No	7345	95.59%	1663	94.70%	321	94.13%
Hearing						
Yes	60	0.78%	6	0.34%	4	1.17%
No	7624	99.22%	1750	99.66%	337	98.83%
Speech						
Yes	0	0.00%	0	0.00%	0	0.00%
No	7684	100.00%	1756	100.00%	341	100.00%
Learning Difficulty						
Yes	135	1.76%	39	2.22%	5	1.47%
No	7549	98.24%	1717	97.78%	336	98.53%
Long-Term						
Yes	269	3.50%	63	3.59%	11	3.23%
No	7415	96.50%	1693	96.41%	330	96.77%
Prefer not to say						
Yes	269	3.50%	1681	95.73%	15	4.40%
No	7415	96.50%	75	4.27%	326	95.60%

The tables show that in early 2021 those with no condition made up the highest proportion of total applicants at each stage of the recruitment process (making up 85.36% of successful applicants). A similar finding can be reported for the April-December period of 2021 – with 85.36% of successful applicants reporting to have no condition; and in 2022 at 84.75% of successful candidates.

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Education Authority: Recruitment Information by Ethnicity

Ethnicity	2021						2022					
	Applicants for Employment		Shortlisted Applicants		Successful Applicants		Applicants for Employment		Shortlisted Applicants		Successful Applicants	
	Number s	%	Number s	%	Number s	%	Number s	%	Number s	%	Number s	%
A White	6257	61.56	1887	74.43	353	68.70	6048	78.71	1507	85.82	303	88.86
White - Eastern European E.g. Polish (Pre Apr 21)	51	0.50	Under 5	0.12	Under 5	0.19	-	-	-	-	-	-
White – Irish (Pre Apr 21)	8	0.08	Under 5	0.04	0	0.00	-	-	-	-	-	-
White - Other British (Pre Apr 21)	228	2.24	39	1.54	10	1.95	-	-	-	-	-	-
White - Gypsy/Traveller	0	0.00	0	0.00	0	0.00	-	-	-	-	-	-
White - Other White Ethnic Group (Pre April 2021)	163	1.60	13	0.51	Under 5	0.39	-	-	-	-	-	-
White – Polish (Pre Apr 21)	61	0.60	Under 5	0.16	Under 5	0.39	-	-	-	-	-	-

White – Scottish (Pre Apr 21)	1778	17.46	243	9.59	86	16.7 3	-	-	-	-	-	-
B Mixed Or Multiple Ethnic Groups	112	1.10	26	1.03	Under 5	0.78	92	1.20	18	1.03	5	1.47
Any Mixed Or Multiple (Pre Apr 21)	17	0.16	Under 5	0.12	Under 5	0.19	-	-	-	-	-	-
C Asian, Scottish Asian Or British Asian	603	5.92	139	5.48	21	4.08	765	9.96	108	6.15	11	3.23
Asian - Bangladeshi Inc. Scottish/British (Pre Apr 21)	15	0.14	Under 5	0.12	Under 5	0.19	-	-	-	-	-	-
Asian - Chinese Inc. Scottish/British (Pre Apr 21)	8	0.07	Under 5	0.04	0	0.00	-	-	-	-	-	-
Asian - Indian Inc. Scottish/British (Pre Apr 21)	80	0.78	8	0.32	Under 5	0.78	-	-	-	-	-	-
Asian - Other Inc. Scottish/British (Pre Apr 21)	27	0.26	0	0.00	0	0.00	-	-	-	-	-	-
Asian - Pakistani Inc. Scottish/British (Pre Apr 21)	30	0.29	Under 5	0.04	0	0.00	-	-	-	-	-	-

D African, Scottish African Or British African	269	2.64	55	2.17	9	1.75	398	5.18	48	2.73	9	2.64
African - Inc. Scottish/British (Pre Apr 21)	24	0.23	7	0.27	0	0.00	-	-	-	-	-	-
African – Other (Pre Apr 21)	25	0.24	Under 5	0.04	0	0.00	-	-	-	-	-	-
E Caribbean Or Black	14	0.13	8	0.32	0	0.00	29	0.38	5	0.28	Under 5	0.59
Black - Inc. Scottish/British (Pre Apr 21)	23	0.22	0	0.00	0	0.00	-	-	-	-	-	-
Caribbean - Inc. Scottish/British (Pre Apr 21)	Under 5	0.02	0	0.00	0	0.00	-	-	-	-	-	-
Caribbean Or Black Other (Pre Apr 21)	Under 5	0.03	Under 5	0.04	Under 5	0.19	-	-	-	-	-	-
F Other Ethnic Group	117	1.14	27	1.06	6	1.17	164	2.13	26	1.48	Under 5	1.17
Other - Arab Inc. Scottish/British (Pre Apr 21)	13	0.12	0	0.00	0	0.00	-	-	-	-	-	-
Not Completed	68	0.67	12	0.47	5	0.97	11	0.14	Under 5	0.23	Under 5	0.29

Prefer not to say	183	1.80	53	2.09	8	1.55	177	2.30	40	2.28	6	1.76
Total	-	100	-	100	-	100	-	100	-	100	-	100

The table shows that White employees made up the largest proportion of those represented throughout each stage of the recruitment process, increasing in proportion at each stage to contribute to 88.86% of new hires for 2022.

As part of TalentLink's changes to their diversity questions and categories, they included optional sub-options for candidates to select if they chose 'White', 'Asian' or 'Other Ethnic Group'. This means that if a candidate chose 'White' they would then get various additional options if they wished to select one of them to better describe their ethnicity. The below outlines those selections and shows the number of people who provided a sub-option and the percentage breakdown for that specific ethnicity category:

	April – December 2021					
	Applicants for Employment		Shortlisted Applicants		Successful Applicants	
WHITE	Numbers	%	Numbers	%	Numbers	%
Gypsy / Traveller	10	0.13%	Under 5	0.14%	0	0%
Irish	55	0.73%	21	0.96%	7	1.74%
Other British	406	5.39%	152	6.93%	29	7.20%
Other white ethnic group	147	1.95%	38	1.73%	Under 5	0.99%
Polish	240	3.19%	69	3.14%	8	1.99%
Roma	5	0.07%	Under 5	0.05%	0	69.48%
Scottish	4894	65.03%	1475	67.23%	280	0%

	April – December 2021					
ASIAN, SCOTTISH ASIAN OR BRITISH ASIAN	Applicants for Employment		Shortlisted Applicants		Successful Applicants	
	Numbers	%	Numbers	%	Numbers	%
Bangladeshi, Scottish Bangladeshi or British Bangladeshi	40	0.53%	12	0.55%	Under 5	0.25%
Chinese, Scottish Chinese or British Chinese	33	0.44%	9	0.41%	Under 5	0.74%
Indian, Scottish Indian or British Indian	326	4.33%	74	3.37%	12	2.98%
Pakistani, Scottish Pakistani or British Pakistani	100	1.33%	24	1.09%	Under 5	0.5%

	April – December 2021					
OTHER ETHNIC GROUP	Applicants for Employment		Shortlisted Applicants		Successful Applicants	
	Number	%	Number	%	Number	%
Arab, Scottish Arab or British Arab	64	0.85%	13	0.59%	0	0%

	2022					
WHITE	Applicants for Employment		Shortlisted Applicants		Successful Applicants	
	Number	%	Number	%	Number	%
Gypsy / Traveller	0	0.00%	0	0.00%	0	0.00%

Irish	59	0.77%	14	0.80%	5	1.47%
Other British	521	6.78%	122	6.95%	26	7.62%
Other White ethnic group	188	2.45%	36	2.05%	5	1.47%
Polish	259	3.37%	46	2.62%	Under 5	0.88%
Roma	Under 5	0.03%	0	0.00%	0	0.00%
Scottish	4517	58.78%	1181	67.26%	248	72.73%
Showman / Showwoman	0	0.00%	0	0.00%	0	0.00%

	2022					
ASIAN, SCOTTISH ASIAN OR BRITISH ASIAN	Applicants for Employment		Shortlisted Applicants		Successful Applicants	
	Number	%	Number	%	Number	%
Bangladeshi, Scottish Bangladeshi or British Bangladeshi	73	0.95%	13	0.74%	Under 5	0.29%
Chinese, Scottish Chinese or British Chinese	33	0.43%	5	0.28%	Under 5	0.29%
Indian, Scottish Indian or British Indian	445	5.79%	65	3.70%	7	2.05%
Pakistani, Scottish Pakistani or British Pakistani	90	1.17%	11	0.63%	Under 5	0.29%

	2022					
OTHER ETHNIC GROUP	Applicants for Employment		Shortlisted Applicants		Successful Applicants	

	Number	%	Number	%	Number	%
Arab, Scottish Arab or British Arab	72	0.94%	16	0.91%	Under 5	0.29%
Not Completed	7612	99.06%	1740	99.09%	340	99.71%
Total	7684	100.00%	1756	100.00%	341	100.00%

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Education Authority: Recruitment Information by Religion

Religion	2021						2022					
	Applicants for Employment		Shortlisted Applicants (April - December only)		Successful Applicants		Applicants for Employment		Shortlisted Applicants		Successful Applicants	
	Numbers	%	Numbers	%	Numbers	%	Numbers	%	Numbers	%	Numbers	%
Buddhist	68	0.67	7	0.28	Under 5	0.19	62	0.81	5	0.28	0	0.00
Church of Scotland	900	8.84	251	9.90	62	12.06	583	7.59	149	8.49	31	9.09
Hindu	235	2.31	45	1.78	9	1.76	283	3.68	36	2.05	Under 5	0.88
Jewish	Under 5	0.02	Under 5	0.04	0	0.00	15	0.20	Under 5	0.06	0	0.00
Humanist (Pre Apr 21)	43	0.42	Under 5	0.12	Under 5	0.39	-	-	-	-	-	-
Muslim	317	3.11	60	2.37	7	1.36	327	4.26	48	2.73	5	1.47
None	6141	60.32	1590	62.72	310	60.31	4416	57.47	1107	63.04	222	65.10
Other Religion or Belief	29	0.28	Under 5	0.16	0	0.00	Under 5	0.03	0	0.00	0	0.00
Other Christian	587	5.77	107	4.23	25	4.87	471	6.13	75	4.27	13	3.81

Pagan	11	0.11	5	0.19	Under 5	0.39	29	0.38	Under 5	0.11	0	0.00
Roman Catholic	1005	9.87	247	9.74	49	9.53	671	8.73	141	8.03	28	8.21
Sikh	7	0.07	0	0.00	0	0.00	9	0.12	Under 5	0.11	0	0.00
Not completed	413	4.06	99	3.90	20	3.89	394	5.13	95	5.41	19	5.57
Prefer not to say	423	4.15	116	4.57	27	5.25	422	5.49	95	5.41	20	5.87
Total	-	100	-	100	-	100	-	100	-	100	-	100

The table shows an even distribution of employees by religion across both years. Across the 2021-2022 period there was an ever so slight increase in applicants not completing or checking “Prefer not to say”.

Education Authority: Recruitment Information by Sexual Orientation

Sexual Orientation	2021						2022					
	Applicants for Employment		Shortlisted Applicants		Successful Applicants		Applicants for Employment		Shortlisted Applicants		Successful Applicants	
	Number s	%	Number s	%	Number s	%	Number s	%	Number s	%	Number s	%
Bisexual	280	2.75	73	2.88	14	2.72	192	2.50	53	3.02	6	1.76
Gay or Lesbian (Previously Split)	250	2.46	58	2.29	14	2.72	185	2.41	60	3.42	12	3.52
Gay (Pre April 2021)	-	-	-	-	-	-	-	-	-	-	-	-
Lesbian (Pre Apr 2021)	-	-	-	-	-	-	-	-	-	-	-	-
Straight / Heterosexual	9067	89.05 %	2250	88.76 %	449	87.36 %	6933	90.23	1548	88.15	294	86.22
Other	Under 5	0.04	Under 5	0.04	0	0.00	15	0.20	5	0.28	Under 5	0.29
Not Completed	50	0.49%	11	0.43%	6	1.17%	38	0.49	12	0.68	Under 5	0.88
Prefer not to say	530	5.21%	142	5.60%	31	6.03%	321	4.18	78	4.44	25	7.33

Total	-	100	-	100	-	100	-	100	-	100	-	100
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The table shows an even distribution of applicants progressing through the recruitment process by sexual orientation. Those that are heterosexual made up the largest proportion of applicants in 2021 and 2022.

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Education Authority: Recruitment Information by Gender Identity

Gender Identity*	2021						2022					
	Applicants for Employment		Shortlisted Applicants		Successful Applicants		Applicants for Employment		Shortlisted Applicants		Successful Applicants	
*Considering self to be trans or have a trans history	Numbers	%	Numbers	%	Numbers	%	Numbers	%	Numbers	%	Numbers	%
Yes	Under 5	0.01	0	0.00	0	0.00	5	0.07	0	0.00	0	0.00
No	10061	98.82	2506	98.86	504	98.05	7571	98.53	1729	98.46	334	97.95
Not Completed	33	0.33	8	0.31	Under 5	0.78	88	1.15	22	1.25	6	1.76
Prefer not to say	86	0.84	21	0.83	6	1.17	20	0.26	5	0.28	Under 5	0.29
Total	-	100	-	100	-	100	-	100	-	100	-	100

The table shows that the proportion of employees across each category remained consistent throughout the process for both 2021 and 2022. Across both reported years, no individual that self-identified as trans or having a trans history was a successful applicant.

**Training Information for the Council as a whole for period 2021
(01/01/21 – 31/12/21) & for period 2022 (01/01/22 - 31/12/22)**

Training Completion by Sex

Sex	2021		2022	
	Numbers	%	Numbers	%
Female	13,275	78.11	20,276	77.79
Male	3,720	21.89	5,788	22.21
Total	-	100.00	-	100.00

The table shows that for both years reported, despite making up roughly 70% of the workforce, female employees made up approximately 80% of training completion. Male employees made up roughly 30% of the workforce whilst accounting for 20% of training completion.

Training Completion by Age

Age	2021		2022	
	Numbers	%	Numbers	%
Under 20	88	0.52	209	0.80
20-29	2643	15.55	4,661	17.88
30-39	4143	24.38	6,952	26.67
40-49	4088	24.05	6,408	24.59
50-59	4723	27.79	5,963	22.88
60+	1310	7.71	1,871	7.18
Total	-	100.00	-	100.00

This table shows there to be little difference in training completion across age categories between the two reported years. In 2021, the group with the highest proportion of training completion were the 50-59 age category at 27.79% - this group made up the highest proportion of employees at the time (at 27.82%).

In 2022, the group with the highest proportion of training completion were the 30-39 age category at 26.67% - for the same period, this group makes up the second highest proportion of employees at 25.04% (those in the 50-59 age category being the highest proportion at 26.40%).

Training Completion by Marital Status

Marital Status	2021		2022	
	Numbers	%	Numbers	%
Divorced / Separated	1262	7.43	1,482	5.69
Living with Partner	2406	14.16	3,552	13.63
Married/Civil Partnership	6908	40.65	10,555	40.50
Single	3449	20.29	5,602	21.49
Widowed	148	0.87	183	0.70
Not Completed	2369	13.94	4,051	15.54
Prefer Not to Answer	453	2.67	639	2.45
Total	-	100.00	-	100.00

The table shows that consistently over the two-year period, those Married/Civil Partnership make up the highest proportion of those accessing and completing training. This is harmonious with the workforce population – showing 39.34% of employees to be Married/Civil Partnership in 2022, with a 40.50% rate of training completion.

Training Completion by Disability

Disability	2021		2022	
	Numbers	%	Numbers	%
Yes	871	5.13	1,051	4.03
No	11074	65.16	17,127	65.71
Not Completed	4398	25.88	7,080	27.16
Prefer Not to Answer	652	3.84	806	3.09
Total	-	100.00	-	100.00

The table shows that consistently over the two-year period, those that do not have a disability make up the highest proportion of those accessing and completing training. This is in fitting with the overall employee population – showing 60.62% of employees reported to not being disabled in 2022, with a 65.71% rate of training completion.

Training Completion by Ethnicity

Ethnicity	2021		2022	
	Numbers	%	Numbers	%
African	88	0.52	163	0.63
African - Other	51	0.30	166	0.64
Other - Arab	0	0.00	50	0.19
Asian -Bangladeshi	27	0.16	26	0.10
Asian - Chinese	70	0.41	54	0.21
Asian - Indian	196	1.15	179	0.69
Asian - Other	97	0.57	137	0.53
Asian - Pakistani	10	0.06	42	0.16

Black	45	0.26	38	0.15
Caribbean	11	0.06	19	0.07
Other Caribbean or Black	25	0.15	7	0.03
Mixed or Multiple	93	0.55	148	0.57
Other	107	0.63	107	0.41
White - Polish	299	1.76	390	1.50
White - Eastern European	117	0.69	279	1.07
White - Gypsy/Traveller	0	0.00	0	0.00
White - Irish	157	0.92	271	1.04
White -Other white ethnic group	545	3.21	1,081	4.15
White - Other British	5151	30.31	6,995	26.84
White - Scottish	6503	38.26	10,237	39.28
Not Completed	2866	16.86	4,878	18.72
Prefer Not to Answer	537	3.16	797	3.06
Total	-	100.00	-	100.00

The table shows a consistency in training completion by ethnicity across the two years reported. Those reported to be White – Scottish made up the highest proportion by training completion at 39.28% for 2022, this group makes up the highest proportion of employees at 38.81% for the same period.

Training Completion by Religion

Religion	2021		2022	
	Numbers	%	Numbers	%
Buddhist	56	0.33	55	0.21
Other Christian	1457	8.57	2,713	10.41
Church of Scotland	1963	11.55	2,264	8.69
Roman Catholic	769	4.52	1,083	4.16
Hindu	107	0.63	108	0.41
Humanist	115	0.68	154	0.59
Jewish	Under 5	0.02	0	0.00
Muslim	65	0.38	170	0.65
None	7410	43.60	11,278	43.27
Other Religion or Belief	143	0.84	243	0.93
Pagan	73	0.43	102	0.39
Sikh	13	0.08	8	0.03
Not Completed	3339	19.65	5,782	22.18
Prefer Not to Answer	1481	8.71	2,104	8.07
Total	-	100.00	-	100.00

The table shows a consistency in training completion by religion across the two years reported. Those with no religious affiliation made up the highest proportion by training completion at 43.27% for 2022, this group makes up the highest proportion of employees at 37.98% for the same period.

Training Completion by Sexual Orientation

Sexual Orientation	2021		2022	
	Numbers	%	Numbers	%
Bisexual	284	1.67	513	1.97
Gay	202	1.19	381	1.46
Heterosexual/Straight	11196	65.88	16,629	63.80
Lesbian	136	0.80	223	0.86
Other	114	0.67	123	0.47
Not Completed	3441	20.25	5,977	22.93
Prefer Not to Answer	1622	9.54	2,218	8.51
Total	-	100.00	-	100.00

The table shows a consistency in training completion by sexual orientation across the two years reported. Heterosexual employees made up the highest proportion by training completion at 63.80% for 2022, this group makes up the highest proportion of employees at 60.42% for the same period.

Training Completion by Gender Identity

It should be noted that Gender Identity figures are currently not available due to an identified inaccuracy with this data. This is in the process of being corrected alongside the full data improvement on our HR and Payroll system, CoreHR. This improvement will see a change to diversity questions and categories in line with the Scottish Government guidance on best-practice diversity data collection and analysis. Work is currently underway to implement this improvement.

**Training Information for Education Authority for period 2021
(01/01/21 – 31/12/21) & for period 2022 (01/01/22 - 31/12/22)**

Education Authority: Training completion by Sex

Sex	2021		2022	
	Numbers	%	Numbers	%
Female	7,599	90.31	12,208	89.12
Male	815	9.69	1,491	10.88
Not Completed	0	0.00	0	0.00
Total	-	100.00	-	100.00

The table shows that the proportion of female employees who completed training in 2022 was closely aligned with the workforce demographic at 89.12% for a group making up 86.62% of the overall workforce.

A similar relationship exists between training completion and workforce make-up for males, with a population of 13.38% completing 10.88% of training in 2022.

Education Authority: Training completion by Age

Age	2021		2022	
	Numbers	%	Numbers	%
Under 20	31	0.37	66	0.48
20-29	1,331	15.82	2,395	17.48
30-39	2,010	23.89	3,717	27.13
40-49	2,042	24.27	3,547	25.89
50-59	2,487	29.56	3,054	22.29
60+	513	6.10	920	6.72

Total	-	100.00	-	100.00
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The table shows training completion to remain consistent across the age categories for the two years reported. In 2022 the group with the highest proportion of training completion were those in the 30-39 category at 27.13% – this group makes up 27.92% of the overall Education workforce.

Education Authority: [Training completion by Marital Status](#)

Marital Status	2021		2022	
	Numbers	%	Numbers	%
Divorced	538	6.39	791	5.77
Living with Partner	991	11.78	1,545	11.28
Married/Civil Partnership	3,630	43.14	5,694	41.57
Single	1,443	17.15	2,529	18.46
Widowed	51	0.61	93	0.68
Not Completed	1,579	18.77	2,764	20.18
Prefer Not to Answer	182	2.16	283	2.07
Total	-	100.00	-	100.00

The table shows training completion to remain consistent across the marital status groupings for the two years reported. The group with the greatest proportion of training completion (at 43.14% in 2021, and 41.57% in 2022) were Married/Civil Partnership. This same slight decrease across the two-year period for this category can be shown in the Education workforce population figures (at 42.54% in 2021, and 41.38% in 2022).

Education Authority: Training completion by Disability

Disability	2021		2022	
	Numbers	%	Numbers	%
Yes	341	4.05	444	3.24
No	5,101	60.63	8,423	61.49
Not Completed	2,761	32.81	4,398	32.10
Prefer Not to Answer	211	2.51	434	3.17
Total	-	100.00	-	100.00

The table shows training completion for the Education workforce to remain consistent across the groupings by disability for the two-year period. In 2022, the largest proportion of employees did not have a disability – at 59.66% of the population – this group made up 61.49% of training completion.

Education Authority: Training completion by Ethnicity

Ethnicity	2021		2022	
	Numbers	%	Numbers	%
African	41	0.49	82	0.60
African - Other	9	0.11	19	0.14
Other - Arab	0	0.00	50	0.36
Asian -Bangladeshi	16	0.19	19	0.14
Asian - Chinese	38	0.45	38	0.28
Asian - Indian	108	1.28	68	0.50
Asian - Other	13	0.15	63	0.46
Asian - Pakistani	Under 5	0.01	37	0.27

Black	Under 5	0.05	5	0.04
Caribbean	11	0.13	16	0.12
Other Caribbean or Black	10	0.12	0	0.00
Mixed or Multiple	47	0.56	74	0.54
Other	10	0.12	36	0.26
White - Polish	122	1.45	152	1.11
White - Eastern European	53	0.63	52	0.38
White - Gypsy/Traveller	0	0.00	0	0.00
White - Irish	61	0.72	160	1.17
White -Other white ethnic group	305	3.62	518	3.78
White - Other British	2,575	30.60	3,746	27.35
White - Scottish	3,104	36.89	5,192	37.90
Not Completed	1,580	18.78	2,965	21.64
Prefer Not to Answer	306	3.64	407	2.97
Total	-	100.00	-	100.00

The table shows training completion to remain consistent across the ethnicity groupings for the two years reported. Within the Education workforce, White Scottish employees made up the highest proportion of those completing training, at 37.90% for 2022 – this group made up 38.08% of the workforce for the same period.

Education Authority: Training completion by Religion

Religion	2021		2022	
	Numbers	%	Numbers	%
Buddhist	20	0.24	32	0.23
Other Christian	836	9.94	1,449	10.58

Church of Scotland	997	11.85	1,263	9.22
Roman Catholic	360	4.28	609	4.45
Hindu	62	0.74	49	0.36
Humanist	72	0.86	75	0.5
Jewish	Under 5	0.01	0	0.00
Muslim	25	0.30	129	0.94
None	3,412	40.55	5,424	39.59
Other Religion or Belief	50	0.59	88	0.64
Pagan	22	0.26	19	0.14
Sikh	Under 5	0.04	Under 5	0.03
Not Completed	1,874	22.27	3,596	26.25
Prefer Not to Answer	680	8.08	962	7.02
Total	-	100.00	-	100.00

The table shows training completion to remain consistent across the religion groupings for the two years reported. Within the Education workforce, those with no religious affiliation made up the highest proportion of those completing training, at 39.59% for 2022 – this group made up 35.88% of the workforce for the same period.

Education Authority: [Training Completion by Sexual Orientation](#)

Sexual Orientation	2021		2022	
	Numbers	%	Numbers	%
Bisexual	89	1.06	147	1.07
Gay	61	0.72	147	1.07
Heterosexual/Straight	5,412	64.32	8,506	62.09
Lesbian	36	0.43	103	0.75
Other	13	0.15	78	0.57
Not Completed	1,953	23.21	3,557	25.97
Prefer Not to Answer	850	10.10	1,161	8.48
Total	8,414	100.00	13,699	100.00

The table shows a consistency in training completion by sexual orientation across the two years reported. Heterosexual employees made up the highest proportion by training completion at 62.09% for 2022, this group makes up the highest proportion of employees at 60.56% for the same period.

Education Authority: [Training Completion by Gender Identity](#)

It should be noted that Gender Identity figures are currently not available due to an identified inaccuracy with this data. This is in the process of being corrected alongside the full data improvement on our HR and Payroll system, CoreHR. This improvement will see a change to diversity questions and categories in line with the Scottish Government guidance on best-practice diversity data collection and analysis. Work is currently underway to implement this improvement.

**Leavers Information for the Council as a whole for period 2021
(01/01/21 – 31/12/21) & for period 2022 (01/01/22 - 31/12/22)**

Leavers Information by Sex

Sex	2021		2022	
	Numbers	%	Numbers	%
Female	440	71.43	478	65.57
Male	176	28.57	251	34.43
Total	-	100.00	-	100.00

The table shows that the proportion of female employees who left the organisation in 2022 was less than the workforce demographic at 65.57% compared to 69.90% of the workforce. For males, the proportion leaving the organisation is slightly higher than the workforce demographic at 34.43% compared to 30.10% of the workforce.

Leavers Information by Age

Age	2021		2022	
	Numbers	%	Numbers	%
Under 20	11	1.78	11	1.51
20-29	119	19.32	159	21.81
30-39	142	23.05	153	20.99
40-49	80	12.98	117	16.05
50-59	83	13.47	120	16.46
60+	181	29.40	169	23.18
Total	-	100.00	-	100.00

The table shows that the proportion of leavers by age remained consistent across the two years reported. The group with the highest proportion of leavers were the 60+ category, making up 29.4% of leavers in 2021 and 23.18% in 2022.

Leavers Information by Marital Status

Marital Status	2021		2022	
	Numbers	%	Numbers	%
Divorced	22	3.57	32	4.39
Separated	5	0.81	11	1.51
Living with Partner	56	9.09	59	8.09
Married/Civil Partnership	221	35.88	272	37.31
Single	120	19.48	162	22.2
Widowed	0	0.00	0	0.00
Not Completed	10	1.62	Under 5	0.41
Prefer Not to Answer	165	26.79	175	24.01
Total	-	100.00	-	100.00

The table shows that the proportion of leavers by marital status remained consistent across the two years reported. Those that are Married/Civil Partnership make up the highest population of employees for the 2021 and 2022 periods, these groups also make up the highest proportion of leavers (at 35.88% and 37.31% for 2021, 2022 respectively).

Leavers Information by Disability

Disability	2021		2022	
	Numbers	%	Numbers	%
Yes	29	4.71	27	3.70
No	354	57.47	410	56.24
Not Completed	213	34.58	266	36.49
Prefer Not to Answer	20	3.25	26	3.57
Total	-	100.00	-	100.00

The table shows that the proportion of leavers by disability remained consistent across the two years reported. Employees with a disability made up 3.65% of the employee population in 2022 and a corresponding 3.7% of the leaver's population for the same period.

Leavers Information by Ethnicity

Ethnicity	2021		2022	
	Numbers	%	Numbers	%
African	Under 5	0.65	Under 5	0.55
African - Other	Under 5	0.16	Under 5	0.55
Other - Arab	Under 5	0.32	0	0.00
Asian -Bangladeshi	0	0.00	Under 5	0.14
Asian - Chinese	0	0.00	Under 5	0.27
Asian - Indian	Under 5	0.32	Under 5	0.55
Asian - Other	0	0.00	Under 5	0.14
Asian - Pakistani	Under 5	0.32	Under 5	0.14
Black	Under 5	0.65	Under 5	0.27

Caribbean	0	0.00	0	0.00
Other Caribbean or Black	0	0.00	Under 5	0.14
Mixed or Multiple	Under 5	0.65	5	0.69
Other	Under 5	0.49	Under 5	0.41
White - Polish	5	0.81	Under 5	0.27
White - Eastern European	Under 5	0.32	5	0.69
White - Gypsy/Traveller	0	0.00	0	0.00
White - Irish	8	1.30	5	0.69
White -Other white ethnic group	33	5.36	29	3.98
White - Other British	128	20.78	168	23.05
White - Scottish	234	37.99	252	34.57
Not Completed	133	21.59	195	26.75
Prefer Not to Answer	51	8.28	45	6.17
Total	-	100.00	-	100.00

The table shows that the proportion of leavers by ethnicity remained consistent across the two years reported. The highest proportion of leavers identified as White – Scottish (at 34.57% for the 2022 period), this group made up 38.81% of the employee population for the same period.

Leavers Information by Religion

Religion	2021		2022	
	Numbers	%	Numbers	%
Buddhist	Under 5	0.16	0	0.00
Other Christian	72	11.69	70	9.62
Church of Scotland	89	14.45	81	11.13

Roman Catholic	31	5.03	26	3.57
Hindu	Under 5	0.16	Under 5	0.27
Humanist	Under 5	0.32	Under 5	0.55
Jewish	Under 5	0.16	0	0.00
Muslim	Under 5	0.32	Under 5	0.41
None	174	28.25	245	33.65
Other Religion or Belief	Under 5	0.49	Under 5	0.27
Pagan	Under 5	0.16	Under 5	0.41
Sikh	Under 5	0.16	0	0.00
Not Completed	158	25.65	209	28.71
Prefer Not to Answer	80	12.99	83	11.40
Total	-	100.00	-	100.00

The table shows that the proportion of leavers by religion remained consistent across the two years reported. Those reporting no religious affiliation and those not completing this question showed an increase across the 2021/22 period (25.25%-33.65% and 28.25%-33.65% respectively). These categories make up the largest proportion of employees. These categories also saw an increase in the overall employee population for the same period.

Leavers Information by Sexual Orientation

Sexual Orientation	2021		2022	
	Numbers	%	Numbers	%
Bisexual	7	1.14	12	1.65
Gay	Under 5	0.65	7	0.96
Heterosexual/Straight	350	56.82	409	56.10
Lesbian	Under 5	0.32	Under 5	0.41

Other	Under 5	0.32	Under 5	0.27
Not Completed	153	24.84	211	28.94
Prefer Not to Answer	98	15.91	85	11.66
Total	-	100.00	-	100.00

The table shows that the proportion of leavers by sexual orientation remained consistent across the two years reported. The largest group were heterosexual, making up 56.82% of leavers in 2021 and 56.10% of leavers in 2022. This is in line with the overall population findings, with this group representing 60.42% of the employee population in 2022.

Leavers Information by Gender Identity

It should be noted that Gender Identity figures are currently not available due to an identified inaccuracy with this data. This is in the process of being corrected alongside the full data improvement on our HR and Payroll system, CoreHR. This improvement will see a change to diversity questions and categories in line with the Scottish Government guidance on best-practice diversity data collection and analysis. Work is currently underway to implement this improvement.

**Leavers Information for the Education Authority for period 2021
(01/01/21 – 31/12/21) & 2022 (01/01/2022 – 31/12/2022)**

Education Authority: Leavers Information by Sex

Sex	2021		2022	
	Numbers	%	Numbers	%
Female	248	85.22	272	79.07
Male	43	14.78	72	20.93
Total	-	100.00	-	100.00

The data suggests that the proportion of female employees in Education who left the organisation in 2022 was less than the workforce demographic at 79.07% compared to 86.62% of the workforce. For males, the proportion leaving the organisation is slightly higher than the workforce demographic at 20.93% compared to 13.38% of the workforce.

Education Authority: Leavers Information by Age

Age	2021		2022	
	Numbers	%	Numbers	%
Under 20	0	0.00	0	0.00
20-29	66	22.68	77	22.38
30-39	75	25.77	78	22.67
40-49	36	12.37	62	18.02
50-59	38	13.06	53	15.41
60+	76	26.12	74	21.51
Total	-	100.00	-	100.00

The table shows that the proportion of leavers by age remained consistent across the two years reported for the Education workforce. In 2021, the group with the highest proportion of leavers were the 60+ category (at 26.12%). In 2022, the 30-39 group had the highest proportion of leavers at 22.67%.

Education Authority: [Leavers Information by Marital Status](#)

Marital Status	2021		2022	
	Numbers	%	Numbers	%
Divorced	13	4.47	12	3.49
Separated	Under 5	0.34	Under 5	0.87
Living with Partner	31	10.65	24	6.98
Married/Civil Partnership	108	37.11	139	40.41
Single	50	17.18	69	20.06
Widowed	0	0.00	0	0.00
Not Completed	3	1.03	Under 5	0.58
Prefer Not to Answer	80	27.49	91	26.45
Total	-	100.00	-	100.00

The table shows that the proportion of leavers by marital status remained consistent across the two years reported. Those that are Married/Civil Partnership make up the highest population of Education employees for the 2021 and 2022 periods, these groups also make up the highest proportion of leavers (at 37.11% and 40.41% for 2021, 2022 respectively).

Education Authority: [Leavers Information by Disability](#)

Disability	2021		2022	
	Numbers	%	Numbers	%
Yes	14	4.81	8	2.33
No	159	54.64	196	56.98
Not Completed	104	35.74	130	37.79
Prefer Not to Answer	14	4.81	10	2.91
Total	-	100.00	-	100.00

The table shows that the proportion of leavers by disability remained consistent across the two years reported for the Education workforce. Employees with a disability made up 2.92% of the employee population in 2022 and a corresponding 2.3% of the leaver's population for the same period.

Education Authority: [Leavers Information by Ethnicity](#)

Ethnicity	2021		2022	
	Numbers	%	Numbers	%
African	0	0.00	Under 5	0.29
African - Other	0	0.00	0	0.00
Other - Arab	Under 5	0.34	0	0.00
Asian -Bangladeshi	0	0.00	Under 5	0.29
Asian - Chinese	0	0.00	0	0.00
Asian - Indian	0	0.00	Under 5	0.58
Asian - Other	0	0.00	0	0.00
Asian - Pakistani	Under 5	0.34	Under 5	0.29
Black	Under 5	0.34	Under 5	0.58

Caribbean	0	0.00	0	0.00
Other Caribbean or Black	0	0.00	0	0.00
Mixed or Multiple	Under 5	1.37	0	0.00
Other	Under 5	0.69	Under 5	0.58
White - Polish	Under 5	1.03	0	0.00
White - Eastern European	0	0.00	Under 5	0.29
White - Gypsy/Traveller	0	0.00	0	0.00
White - Irish	6	2.06	Under 5	0.87
White -Other white ethnic group	17	5.84	12	3.49
White - Other British	67	23.02	88	25.58
White - Scottish	100	34.36	116	33.72
Not Completed	64	21.99	94	27.33
Prefer Not to Answer	25	8.59	20	5.81
Total	-	100.00	-	100.00

The table shows that the proportion of leavers by ethnicity across the Education workforce remained consistent across the two years reported. The highest proportion of leavers identified as White – Scottish (at 33.72% for the 2022 period), this group made up 38.08% of the employee population for the same period. Across the two reported years, a sharp increase was shown in those not completing the question, jumping from 21.99% of respondents to 27.33% from 2021 to 2022.

Education Authority: Leavers Information by Religion

Religion	2021		2022	
	Numbers	%	Numbers	%
Buddhist	Under 5	0.34	0	0.00
Other Christian	40	13.75	38	11.05
Church of Scotland	40	13.75	39	11.34
Roman Catholic	19	6.53	13	3.78
Hindu	0	0.00	Under 5	0.58
Humanist	Under 5	0.69	Under 5	0.58
Jewish	Under 5	0.34	0	0.00
Muslim	Under 5	0.34	Under 5	0.58
None	71	24.40	111	32.27
Other Religion or Belief	0	0.00	Under 5	0.29
Pagan	0	0.00	Under 5	0.29
Sikh	0	0.00	0	0.00
Not Completed	78	26.80	103	29.94
Prefer Not to Answer	36	12.37	32	9.30
Total	-	100.00	-	100.00

The table shows that the proportion of leavers by religion remained consistent across the two years reported. Those with no religious affiliation made up the largest proportion of Education employees for 2021 and 2022 at 34.25% and 35.88% respectively – this group also saw the highest proportion of leavers at 24.40% for 2021 and 32.27 for 2022.

Education Authority: [Leavers Information by Sexual Orientation](#)

Sexual Orientation	2021		2022	
	Numbers	%	Numbers	%
Bisexual	Under 5	0.34	5	1.45
Gay	Under 5	0.69	Under 5	0.58
Heterosexual/Straight	167	57.39	202	58.72
Lesbian	Under 5	0.34	Under 5	0.29
Other	Under 5	0.69	0	0.00
Not Completed	74	25.43	98	28.49
Prefer Not to Answer	44	15.12	36	10.47
Total	-	100.00	-	100.00

The table shows that the proportion of leavers by sexual orientation within the Education workforce remained consistent across the two years reported. The largest group were heterosexual, making up 57.39% of leavers in 2021 and 58.72% of leavers in 2022. This is in line with the overall population findings, with this group representing 60.56% of the employee population in 2022.

Education Authority: [Leavers Information by Gender Identity](#)

It should be noted that Gender Identity figures are currently not available due to an identified inaccuracy with this data. This is in the process of being corrected alongside the full data improvement on our HR and Payroll system, CoreHR. This improvement will see a change to diversity questions and categories in line with the Scottish Government guidance on best-practice diversity data collection and analysis. Work is currently underway to implement this improvement.

**Disciplinary Information for the Council as a whole for period 2021
(01/01/21 – 31/12/21) & 2022 (01/01/2022 – 31/12/2022)**

Disciplinary Information by Sex

Sex	2021		2022	
	Numbers	%	Numbers	%
Female	21	39.62%	34	40.48%
Male	32	60.38%	50	59.52%
Total	-	100.00	-	100.00

The table shows that the proportion of female employees involved in disciplinary processes in both 2021 and 2022 was less than the workforce demographic. Females made up 70.2% of the workforce in 2021 and 69.9% in 2022; whilst accounting for 39.2% and 40.48% of disciplinary cases for the two periods respectively.

Disciplinary Information by Age

Age	2021		2022	
	Numbers	%	Numbers	%
Under 20	0	0.00	Under 5	2.38
20-29	Under 5	5.66	12	14.29
30-39	20	37.74	23	27.38
40-49	8	15.09	18	21.43
50-59	14	26.42	14	16.67

60+	8	15.09	15	17.86
Total	-	100.00	-	100.00

The table shows that the group with the highest proportion of employees undergoing disciplinary cases were the 30-39 age category for both years, making up 37.74% in 2021 and 27.38% in 2022.

Disciplinary Information by Marital Status

Marital Status	2021		2022	
	Numbers	%	Numbers	%
Divorced	Under 5	1.89	Under 5	2.38
Separated	Under 5	3.77	Under 5	1.19
Living with Partner	Under 5	5.66	9	10.71
Married/Civil Partnership	16	30.19	28	33.33
Single	16	30.19	23	27.38
Widowed	0	0.00	0	0.00
Not Completed	15	28.30	20	23.81
Prefer Not to Answer	0	0.00	Under 5	1.19
Total	-	100.00	-	100.00

The group with the highest proportion of employees undergoing disciplinary cases in 2022 were those Single (27.38%) and Married/Civil Partnership (33.33%). The same is true of 2021, with employees in both Single and Married/Civil Partnerships each making up 30.19% of those undergoing a disciplinary case.

Disciplinary Information by Disability

Disability	2021		2022	
	Numbers	%	Numbers	%
Yes	5	9.43	Under 5	3.57
No	28	52.83	44	52.38
Not Completed	17	32.08	35	41.67
Prefer Not to Answer	Under 5	5.66	Under 5	2.38
Total	-	100.00	-	100.00

The table shows a consistency in the proportion of employees undergoing disciplinary processes by disability. Those with a disability made up 3.65% of the overall employee population in 2022, and 3.57% of disciplinary cases.

Disciplinary Information by Ethnicity

Ethnicity	2021		2022	
	Numbers	%	Numbers	%
African	Under 5	3.77	0	0.00
African - Other	0	0.00	0	0.00
Other - Arab	0	0.00	0	0.00
Asian -Bangladeshi	0	0.00	0	0.00
Asian - Chinese	0	0.00	0	0.00
Asian - Indian	0	0.00	0	0.00
Asian - Other	0	0.00	0	0.00
Asian - Pakistani	0	0.00	0	0.00
Black	0	0.00	0	0.00
Caribbean	0	0.0	0	0.00

Other Caribbean or Black	Under 5	1.89	0	0.00
Mixed or Multiple	Under 5	1.89	Under 5	2.38
Other	Under 5	1.89	Under 5	1.19
White - Polish	Under 5	1.89	Under 5	2.38
White - Eastern European	0	0.00	Under 5	1.19
White - Gypsy/Traveller	0	0.00	Under 5	
White - Irish	Under 5	3.77	Under 5	1.19
White -Other white ethnic group	Under 5	7.55	Under 5	2.38
White - Other British	11	20.75	12	14.29
White - Scottish	15	28.30	33	39.29
Not Completed	7	13.21	21	25.00
Prefer Not to Answer	8	15.09	9	10.71
Total	-	100.00	-	100.00

The table shows a consistency in the proportion of employees undergoing disciplinary processes by ethnicity. The group with the highest proportion of employees undergoing disciplinary cases were White - Scottish for both years, making up 28.30% in 2021 and 39.29% in 2022.

Disciplinary Information by Religion

Religion	2021		2022	
	Numbers	%	Numbers	%
Buddhist	0	0.00	0	0.00
Other Christian	6	11.32	11	13.10
Church of Scotland	6	11.32	Under 5	4.76
Roman Catholic	Under 5	7.55	5	5.95

Hindu	0	0.00	0	0.00
Humanist	Under 5	1.89	0	0.00
Jewish	0	0.00	0	0.00
Muslim	0	0.00	0	0.00
None	15	28.30	22	26.19
Other Religion or Belief	0	0.00	Under 5	2.38
Pagan	0	0.00	0	0.00
Sikh	0	0.00	0	0.00
Not Completed	8	15.09	24	28.57
Prefer Not to Answer	13	24.53	16	19.05
Total	-	100.00	-	100.00

The table shows a consistency in the proportion of employees undergoing disciplinary processes by religion. The group with the highest proportion of employees undergoing disciplinary cases in 2021 had no religious affiliation. The group with the highest proportion of employees undergoing disciplinary cases in 2022 did not complete the question.

Disciplinary Information by Sexual Orientation

Sexual Orientation	2021		2022	
	Numbers	%	Numbers	%
Bisexual	0	0.00	Under 5	1.19
Gay	0	0.00	0	0.00
Heterosexual/Straight	31	58.49	44	52.38
Lesbian	Under 5	1.89	Under 5	2.38
Other	0	0	0	0

Not Completed	8	15.09	21	25.00
Prefer Not to Answer	13	24.53	16	19.05
Total	-	100.00	-	100.00

The table shows a consistency across the two years in the proportion of employees undergoing disciplinary processes by sexual orientation. Heterosexual/Straight employees made up 60.42% of the overall employee population in 2022, and 52.38% of disciplinary cases.

Disciplinary Information by Gender Identity

It should be noted that Gender Identity figures are currently not available due to an identified inaccuracy with this data. This is in the process of being corrected alongside the full data improvement on our HR and Payroll system, CoreHR. This improvement will see a change to diversity questions and categories in line with the Scottish Government guidance on best-practice diversity data collection and analysis. Work is currently underway to implement this improvement.

**Disciplinary Information for the Education Authority for period 2021
(01/01/21 – 31/12/21) & 2022 (01/01/2022 – 31/12/2022)**

Education Authority: Disciplinary Information by Sex

Sex	2021		2022	
	Numbers	%	Numbers	%
Female	6	50.00	28	73.68
Male	6	50.00	10	26.32
Total	-	100.00	-	100.00

The table shows that the proportion of female employees involved in disciplinary processes in both 2021 and 2022 was less than the workforce demographic. Females made up 70.2% of the workforce in 2021 and 69.9% in 2022; whilst accounting for 39.2% and 40.48% of disciplinary cases for the two periods respectively.

Education Authority: Disciplinary Information by Age

Age	2021		2022	
	Numbers	%	Numbers	%
Under 20	0	0.00	Under 5	5.26
20-29	0	0.00	5	13.16
30-39	5	41.66	9	23.68
40-49	Under 5	25.00	5	13.16
50-59	Under 5	16.67	9	23.68
60+	Under 5	16.67	8	21.05
Total	-	100.00	-	100.00

The table shows disciplinary information by age for those in the Education Authority. Given the low number of disciplinary statistics spread across the protected characteristics, it's difficult to draw any useful insights or conclusions.

Education Authority: Disciplinary Information by Marital Status

Marital Status	2021		2022	
	Numbers	%	Numbers	%
Divorced	0	0.00	Under 5	5.26
Separated	Under 5	8.33	Under 5	2.63
Living with Partner	Under 5	8.33	Under 5	2.63
Married/Civil Partnership	6	50.00	16	42.11
Single	Under 5	25.00	8	21.05
Widowed	0	0.00	0	0.00
Not Completed	Under 5	8.33	10	26.32
Prefer Not to Answer	0	0.00	0	0.00
Total	-	100.00	-	100.00

The table shows disciplinary information by marital status for those in the Education Authority. Given the low number of disciplinary statistics spread across the protected characteristics, it's difficult to draw any useful insights or conclusions.

Education Authority: Disciplinary Information by Disability

Disability	2021		2022	
	Numbers	%	Numbers	%
Yes	0	0.00	Under 5	2.63
No	7	58.33	21	55.26
Not Completed	Under 5	25.00	15	39.47
Prefer Not to Answer	Under 5	16.67	Under 5	2.63
Total	-	100.00	-	100.00

The table shows disciplinary information by disability for those in the Education Authority. Given the low number of disciplinary statistics spread across the protected characteristics, it's difficult to draw any useful insights or conclusions.

Education Authority: Disciplinary Information by Ethnicity

Ethnicity	2021		2022	
	Numbers	%	Numbers	%
African	0	0.00	0	0.00
African - Other	0	0.00	0	0.00
Other - Arab	0	0.00	0	0.00
Asian -Bangladeshi	0	0.00	0	0.00
Asian - Chinese	0	0.00	0	0.00
Asian - Indian	0	0.00	0	0.00
Asian - Other	0	0.00	0	0.00
Asian - Pakistani	0	0.00	0	0.00
Black	0	0.00	0	0.00

Caribbean	0	0.00	0	0.00
Other Caribbean or Black	0	0.00	0	0.00
Mixed or Multiple	0	0.00	Under 5	5.26
Other	Under 5	8.33	Under 5	2.63
White - Polish	0	0.00	0	0.00
White - Eastern European	0	0.00	Under 5	2.63
White - Gypsy/Traveller	0	0.00	0	0.00
White - Irish	Under 5	8.33	Under 5	2.63
White -Other white ethnic group	0	0.00	Under 5	2.63
White - Other British	6	50.00	5	13.16
White - Scottish	Under 5	25.00	16	42.11
Not Completed	Under 5	8.33	11	28.95
Prefer Not to Answer	0	0.00	0	0.00
Total	-	100.00	-	100.00

The table shows disciplinary information by ethnicity for those in the Education Authority. Given the low number of disciplinary statistics spread across the protected characteristics, it's difficult to draw any useful insights or conclusions.

Education Authority: Disciplinary Information by Religion

Religion	2021		2022	
	Numbers	%	Numbers	%
Buddhist	0	0.00	0	0.00
Other Christian	0	0.00	9	23.68
Church of Scotland	Under 5	16.67	Under 5	2.63
Roman Catholic	Under 5	16.67	Under 5	2.63

Hindu	0	0.00	0	0.00
Humanist	Under 5	8.33	0	0.00
Jewish	0	0.00	0	0.00
Muslim	0	0.00	0	0.00
None	5	41.67	8	21.05
Other Religion or Belief	0	0.00	Under 5	2.63
Pagan	0	0.00	0	0.00
Sikh	0	0.00	0	0.00
Not Completed	Under 5	8.33	14	36.84
Prefer Not to Answer	Under 5	8.33	Under 5	10.53
Total	-	100.00	-	100.00

The table shows disciplinary information by religion for those in the Education Authority. Given the low number of disciplinary statistics spread across the protected characteristics, it's difficult to draw any useful insights or conclusions.

Education Authority: Disciplinary Information by Sexual Orientation

Sexual Orientation	2021		2022	
	Numbers	%	Numbers	%
Bisexual	0	0.00	0	0.00
Gay	0	0.00	0	0.00
Heterosexual/Straight	9	75.00	20	52.63
Lesbian	0	0.00	Under 5	5.26
Other	0	0.00	0	0.00
Not Completed	Under 5	16.67	12	31.58

Prefer Not to Answer	Under 5	8.33	Under 5	10.53
Total	-	100.00	-	100.00

The table shows disciplinary information by sexual orientation for those in the Education Authority. Given the low number of disciplinary statistics spread across the protected characteristics, it's difficult to draw any useful insights or conclusions.

Education Authority: Disciplinary Information by Gender Identity

It should be noted that Gender Identity figures are currently not available due to an identified inaccuracy with this data. This is in the process of being corrected alongside the full data improvement on our HR and Payroll system, CoreHR. This improvement will see a change to diversity questions and categories in line with the Scottish Government guidance on best-practice diversity data collection and analysis. Work is currently underway to implement this improvement.

**Grievance Information for the Council as a whole for period 2021
(01/01/21 – 31/12/21) & 2022 (01/01/2022 – 31/12/2022)**

Grievance Information by Sex

Sex	2021		2022	
	Numbers	%	Numbers	%
Female	5	45.45	8	57.14
Male	6	54.55	6	42.86
Total	-	100.00	-	100.00

The table shows that the proportion of female employees involved in grievance processes in both 2021 and 2022 was less than the workforce demographic. Females made up 70.2% of the workforce in 2021 and 69.9% in 2022; whilst accounting for 39.2% and 40.48% of grievance cases for the two periods respectively.

Grievance Information by Age

Age	2021		2022	
	Numbers	%	Numbers	%
Under 20	0	0.00	0	0.00
20-29	Under 5	9.09	Under 5	14.29
30-39	5	45.46	5	35.71
40-49	Under 5	18.18	Under 5	28.57
50-59	Under 5	9.09	Under 5	14.29
60+	Under 5	18.18	Under 5	7.14
Total	-	100.00	-	100.00

The table shows that those in the 30-39 age category make up the highest proportion of those undergoing grievance processes in 2021 (at 45.46%) and 2022 (at 35.71%).

Grievance Information by Marital Status

Marital Status	2021		2022	
	Numbers	%	Numbers	%
Divorced	0	0.00	0	0.00
Separated	0	0.00	0	0.00
Living with Partner	0	0.00	Under 5	14.29
Married/Civil Partnership	Under 5	27.27	5	35.71
Single	Under 5	36.36	Under 5	28.57
Widowed	0	0.00	0	0.0
Not Completed	Under 5	27.27	Under 5	14.29
Prefer Not to Answer	Under 5	9.09	Under 5	7.14
Total	-	100.00	-	100.00

The table shows that those that are Single and Married/Civil Partnership make up the highest proportion of those undergoing grievance processes in 2021 (at 36.36% and 27.27% respectively) and 2022 (at 28.57% and 35.71% respectively).

Grievance Information by Disability

Disability	2021		2022	
	Numbers	%	Numbers	%
Yes	Under 5	18.18	Under 5	7.14
No	5	45.45	5	35.71
Not Completed	Under 5	27.27	8	57.14
Prefer Not to Answer	Under 5	9.09	0	0.00
Total	-	100.00	-	100.00

The table shows that those with a disability made up 18.18% of those undergoing grievance procedures in 2021, and 7.14% in 2022. The population figure for this group remained much lower across the two years, at 3.7% and 3.65% respectively.

Grievance Information by Ethnicity

Ethnicity	2021		2022	
	Numbers	%	Numbers	%
African	0	0.00	0	0.00
African - Other	Under 5	9.09	0	0.00
Other - Arab	0	0.00	0	0.00
Asian -Bangladeshi	0	0.00	0	0.00
Asian - Chinese	0	0.00	0	0.00
Asian - Indian	0	0.00	0	0.00
Asian - Other	0	0.00	0	0.00
Asian - Pakistani	0	0.00	0	0.00
Black	0	0.00	0	0.00
Caribbean	0	0.00	0	0.00

Other Caribbean or Black	0	0.00	0	0.00
Mixed or Multiple	0	0.00	0	0.00
Other	0	0.00	0	0.00
White - Polish	0	0.00	0	0.00
White - Eastern European	0	0.00	0	0.00
White - Gypsy/Traveller	0	0.00	Under 5	7.14
White - Irish	0	0.00	0	0.00
White -Other white ethnic group	Under 5	9.09	Under 5	7.14
White - Other British	Under 5	9.09	Under 5	28.57
White - Scottish	Under 5	27.27	Under 5	7.14
Not Completed	Under 5	27.27	6	42.86
Prefer Not to Answer	Under 5	18.18	Under 5	7.14
Total	-	100.00	-	100.00

The table shows that those not completing the Ethnicity question made up the highest proportion of all those undergoing grievance processes; at 27.27% in 2021 and 42.86% in 2022.

Grievance Information by Religion

Religion	2021		2022	
	Numbers	%	Numbers	%
Buddhist	0	0.00	0	0.00
Other Christian	Under 5	9.09	Under 5	14.29
Church of Scotland	0	0.00	0	0.00
Roman Catholic	0	0.00	Under 5	7.14
Hindu	0	0.00	0	0.00

Humanist	0	0.00	0	0.00
Jewish	0	0.00	0	0.00
Muslim	0	0.00	0	0.00
None	Under 5	27.27	Under 5	21.43
Other Religion or Belief	0	0.00	0	0.00
Pagan	0	0.00	0	0.00
Sikh	0	0.00	0	0.00
Not Completed	Under 5	27.27	7	50.00
Prefer Not to Answer	Under 5	36.36	Under 5	7.14
Total	-	100.00	-	100.00

The table shows that those not completing the Religion question made up the highest proportion of all those undergoing grievance processes; at 27.27% in 2021 and 50% in 2022.

Grievance Information by Sexual Orientation

Sexual Orientation	2021		2022	
	Numbers	%	Numbers	%
Bisexual	0	0.00	Under 5	7.14
Gay	0	0.00	Under 5	7.14
Heterosexual/Straight	7	63.64	5	35.71
Lesbian	0	0.00	0	0.00
Other	0	0	0	0
Not Completed	Under 5	18.18	5	35.71
Prefer Not to Answer	Under 5	18.18	Under 5	14.29

Total	-	100.00	-	100.00
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The table shows that in both reported years, those identifying as Heterosexual made up the highest proportion of those undergoing grievance processes (at 63.64% in 2021 and 35.71% in 2022). This group accounted for 61.38% and 60.42% of all employees for the same periods respectively.

Grievance Information by Gender Identity

It should be noted that Gender Identity figures are currently not available due to an identified inaccuracy with this data. This is in the process of being corrected alongside the full data improvement on our HR and Payroll system, CoreHR. This improvement will see a change to diversity questions and categories in line with the Scottish Government guidance on best-practice diversity data collection and analysis. Work is currently underway to implement this improvement.

**Grievance Information for the Education Authority for period 2021
(01/01/21 – 31/12/21) & 2022 (01/01/2022 – 31/12/2022)**

Education Authority: Grievance Information by Sex

Sex	2021		2022	
	Numbers	%	Numbers	%
Female	Under 5	66.67	6	85.71
Male	Under 5	33.33	Under 5	14.29
Total	-	100.00	-	100.00

The table shows that the proportion of female employees involved in grievance processes in both 2021 and 2022 was proportionate to the composition of employees for the Education Authority. With females accounting for 86.41% of employees in 2021 and 66.67% of grievances; and 86.62% of the population in 2022 and 85.71% of grievances.

Education Authority: Grievance Information by Age

Age	2021		2022	
	Numbers	%	Numbers	%
Under 20	0	0.00	0	0.00
20-29	Under 5	33.33	Under 5	14.29
30-39	Under 5	33.33	Under 5	42.86
40-49	0	0.00	Under 5	42.86
50-59	0	0.00	0	0.00
60+	Under 5	33.33	0	0.00
Total	-	100.00	-	100.00

The table shows grievance information by age for those in the Education Authority. Given the low number of grievance statistics spread across the protected characteristics, it's difficult to draw any useful insights or conclusions.

Education Authority: Grievance Information by Marital Status

	2021		2022	
Marital Status	Numbers	%	Numbers	%
Divorced	0	0.00	0	0.00
Separated	0	0.00	0	0.00
Living with Partner	0	0.00	Under 5	14.29
Married/Civil Partnership	Under 5	33.33	Under 5	42.86
Single	Under 5	33.33	Under 5	14.29
Widowed	0	0.00	0	0.00
Not Completed	Under 5	33.33	Under 5	14.29
Prefer Not to Answer	0	0.00	Under 5	14.29
Total	-	100.00	-	100.00

The table shows grievance information by marital status for those in the Education Authority. Given the low number of grievance statistics spread across the protected characteristics, it's difficult to draw any useful insights or conclusions.

Education Authority: Grievance Information by Disability

Disability	2021		2022	
	Numbers	%	Numbers	%
Yes	0	0.00	0	0.00
No	Under 5	33.33	Under 5	28.57
Not Completed	Under 5	33.33	5	71.43
Prefer Not to Answer	Under 5	33.33	0	0.00
Total	-	100.00	-	100.00

The table shows grievance information by disability for those in the Education Authority. Given the low number of grievance statistics spread across the protected characteristics, it's difficult to draw any useful insights or conclusions.

Education Authority: Grievance Information by Ethnicity

Ethnicity	2021		2022	
	Numbers	%	Numbers	%
African	0	0.00	0	0.00
African - Other	0	0.00	0	0.00
Other - Arab	0	0.00	0	0.00
Asian -Bangladeshi	0	0.00	0	0.00
Asian - Chinese	0	0.00	0	0.00
Asian - Indian	0	0.00	0	0.00
Asian - Other	0	0.00	0	0.00
Asian - Pakistani	0	0.00	0	0.00
Black	0	0.00	0	0.00

Caribbean	0	0.00	0	0.00
Other Caribbean or Black	0	0.00	0	0.00
Mixed or Multiple	0	0.00	0	0.00
Other	0	0.00	0	0.00
White - Polish	0	0.00	0	0.00
White - Eastern European	0	0.00	0	0.00
White - Gypsy/Traveller	0	0.00	0	0.00
White - Irish	0	0.00	0	0.00
White -Other white ethnic group	0	0.00	Under 5	7.14
White - Other British	0	0.00	Under 5	28.57
White - Scottish	Under 5	33.33	0	0.00
Not Completed	0	0.00	Under 5	57.14
Prefer Not to Answer	Under 5	66.67	0	0.00
Total	-	100.00	-	100.00

The table shows grievance information by ethnicity for those in the Education Authority. Given the low number of grievance statistics spread across the protected characteristics, it's difficult to draw any useful insights or conclusions.

Education Authority: Grievance Information by Religion

Religion	2021		2022	
	Numbers	%	Numbers	%
Buddhist	0	0.00	0	0.00
Other Christian	0	0.00	Under 5	28.57
Church of Scotland	0	0.00	0	0.00
Roman Catholic	0	0.00	0	0.00

Hindu	0	0.00	0	0.00
Humanist	0	0.00	0	0.00
Jewish	0	0.00	0	0.00
Muslim	0	0.00	0	0.00
None	0	0.00	0	0.00
Other Religion or Belief	0	0.00	0	0.00
Pagan	0	0.00	0	0.00
Sikh	0	0.00	0	0.00
Not Completed	Under 5	33.33	5	71.43
Prefer Not to Answer	Under 5	66.67	0	0.00
Total	-	100.00	-	100.00

The table shows grievance information by religion for those in the Education Authority. Given the low number of grievance statistics spread across the protected characteristics, it's difficult to draw any useful insights or conclusions.

Education Authority: Grievance Information by Sexual Orientation

Sexual Orientation	2021		2022	
	Numbers	%	Numbers	%
Bisexual	0	0.00	0	0.00
Gay	0	0.00	0	0.00
Heterosexual/Straight	Under 5	33.33	Under 5	28.57
Lesbian	0	0.00	0	0.00
Other	0	0.00	0	0.00
Not Completed	Under 5	33.33	Under 5	57.14

Prefer Not to Answer	Under 5	33.33	Under 5	14.29
Total	-	100.00	-	100.00

The table shows grievance information by sexual orientation for those in the Education Authority. Given the low number of grievance statistics spread across the protected characteristics, it's difficult to draw any useful insights or conclusions.

Education Authority: Grievance Information by Gender Identity

It should be noted that Gender Identity figures are currently not available due to an identified inaccuracy with this data. This is in the process of being corrected alongside the full data improvement on our HR and Payroll system, CoreHR. This improvement will see a change to diversity questions and categories in line with the Scottish Government guidance on best-practice diversity data collection and analysis. Work is currently underway to implement this improvement.

Gender Pay Gap Information

The Council's gender pay gap information required under the Scottish Specific equality duties is shown below, with details for the Council as a whole and for the Education Authority.

Gender Pay Gap Information for the Council as a whole

The current gender pay gap information for the Council as a whole is based on the percentage difference, among our employees, between men's average hourly pay (excluding overtime) which is £17.79 per hour and women's average hourly pay (excluding overtime) which is £18.76 per hour.

The current gender pay gap for all Council employees is -5.5% (in favour of women). This is a negative figure as, on average, female employees are paid at a higher hourly rate than male employees across the Council (i.e. £0.97 per hour difference). This compares with a gender pay gap of -3.7% reported in the Mainstreaming Report of 2021 indicating a 1.8% increase in the gap (still in favour of women).

The current gender pay gap is still regarded as relatively modest and will continue to be monitored on an on-going basis.

Gender Pay Gap Information in Education Authority

The current gender pay gap information for the Education Authority (comprising employees in the Council's Education Service) is based on the percentage difference, among our employees, between men's average hourly pay (excluding overtime) which is £25.28 per hour and women's average hourly pay (excluding overtime) which is £20.49 per hour.

The current gender pay gap for Education employees in this council is 18.95% (in favour of men). There is a significant gender pay gap for this group with male employees being paid, on average, a higher hourly rate than females. This gender pay gap results from an under-representation of men in the lower pay bands, particularly in school administration and support roles. This compares with a gender pay gap of 18.65% reported in the Mainstreaming Report of 2021 (hence a moderate increase of 0.3%).

The gender pay gap of 18.95% remains significant. Senior management within the function/cluster will be made aware of the gap, with a view to identifying and implementing measures to aim to close it.

Gender Pay Gap – wider data set

The Council also compiles a wider set of gender pay gap information required for the Equally Safe at Work employer accreditation programme, which includes not just the mean figure but also a median figure and a breakdown by full-time and part-time employees. In addition, it involves compiling gender pay gap figures in relation to allowances and a gender breakdown by pay quartile. Details are shown below, along with an accompanying narrative.

In this section you will find:

- 1) Mean gender pay gap in hourly pay, including combined, full-time, and part-time figures;
- 2) Median gender pay gap in hourly pay, including combined, full-time and part-time figures;
- 3) Mean allowance gender gap, including combined, full-time and part-time figures;
- 4) Median allowance gender gap, including combined, full-time and part-time figures;
- 5) Proportion of men and women receiving a bonus payment;
- 6) Proportion of men and women in each pay quartile.

1) Mean Gender Pay Gap

1 a) Mean Gender Pay Gap in Hourly Pay - Combined		b) Mean Gender Pay Gap in Hourly Pay - Full Time		c) Mean Gender Pay Gap in Hourly Pay - Part Time	
Total Mean average	£18.46	Total Mean Full Time	£20.11	Total Mean Part Time	£15.94
Mean Average - Women	£18.76	Mean FT - Women	£21.42	Mean PT - Women	£15.99
Mean Average - Men	£17.79	Mean FT - Men	£18.25	Mean PT - Men	£15.63
Mean Gender Pay gap	-5.5%	Mean Gender Pay gap (full time)	-17.4%	Mean Gender Pay Gap (part time)	-2.3%

Calculating the mean average pay

The mean average is calculated by adding all individual employees' hourly rates of pay and dividing by the total number of employees.

$A = \text{mean hourly of male}$, $B = \text{mean hourly of females}$ = $(A-B)/A * 100$ (to calculate the mean gender pay gap).

2) Median Gender Pay Gap

2 a) Median Gender Pay Gap		b) Median Gender Pay Gap - Full Time		c) Median Gender Pay Gap - Part Time	
Median Pay	£16.91	Median FT Pay	£19.15	Median PT Pay	£13.61
Median Pay - Women	£16.91	Median FT - Women	£21.67	Median PT - Women	£13.61
Median Pay - Men	£14.96	Median FT Pay - Men	£14.97	Median PT - Men	£13.61
Median Gender Pay Gap	-13.0%	Median Gender Full Time	-45%	Median Gender Part-time	0.0%

Calculating the median average pay

The median average is calculated by listing all employees' hourly rates of pay and finding the midpoint. The median is not skewed by very low hourly rates of pay or very high hourly rates of pay. It gives a more accurate representation of the typical difference; however, because of this it can obscure gendered pay differences.

To calculate the median pay gap, use the following formula:

C = median hourly rate of pay of male employees
D = median hourly rate of pay of female employees
 $(C - D)/C * 100$

3) Mean Allowance Gender Gap

3 a) Mean Allowances Gender Gap		b) Mean Average Allowances - Full Time		c) Mean Allowances - Part Time	
Total Mean Allowances	148.42	Total Mean Allowances - FT	150.28	Total Mean Allowances - PT	146.4
Mean Allowances - women	138.76	Mean Allowances - FT - Women	139.88	Mean Allowances - PT - Women	137.94
Mean Allowances - men	158.44	Mean Allowances - FT - Men	155.46	Mean Allowances - PT - Men	171.59
Mean Gender Allowance Gap	12.4%	Mean Gender Allowance Gap FT	10.02%	Mean Gender Allowance Gap PT	19.6%

4) Median Allowance Gender Gap

4 a) Median Average Allowances Gender Gap		b) Median Average Allowances Gender Gap FT		c) Median Average Allowances Gender Gap PT	
Total Median Allowance	74.97	Total Median Allowance - FT	65.95	Total Median Allowance - PT	88.06
Median Allowance - women	73.71	Median Allowance - FT - Women	63.78	Median Allowance - PT - Women	79.395
Median Allowance - Men	75.64	Median Allowance - FT - Men	67.38	Median Allowance - PT - Men	118.8
Median Gender Allowance Gap	3%	Median Gender Allowance Gap FT	5.3%	Median Gender Allowance Gap PT	33.2%

Calculating Allowances

This is the average of the total allowance payments made to employees in a complete payroll year.

5) Proportion of men and women receiving a bonus payment

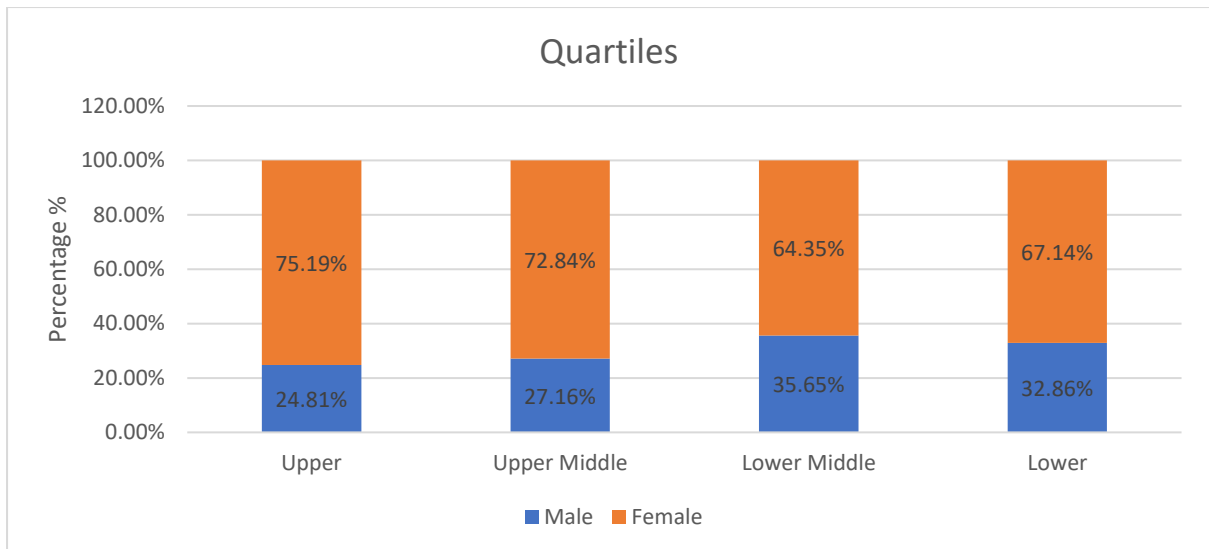
Not applicable as Aberdeen City Council does not pay bonuses.

6) Proportion of men and women in each pay quartile

Organisation's must calculate figures to show the proportion of male and female full-pay relevant employees in four pay bands.

To do this:

- rank the full-pay relevant employees from highest to lowest paid
- divide this into 4 equal parts ('quartiles')
- work out the percentage of men and women in each of the 4 parts



Calculating gender pay gap quartile figures

1. Divide into quartiles

Get a listing of the hourly pay rate of all your organisation's full-pay relevant employees in the pay period that covers the snapshot date.

Divide this list into 4 quartiles, with an equal number of employees in each section. From highest paid to lowest paid, these quartiles will be the:

- upper quartile
- upper middle quartile
- lower middle quartile
- lower quartile

If the number of employees isn't divisible by 4, distribute them as evenly as possible. For example, if you have 322 full-pay relevant employees an equal split would mean 80 employees in each quartile, with 2 employees left over.

To distribute the numbers as evenly as possible, you can add one employee to the lower quartile and one employee to the upper middle quartile.

This means there are 81 employees in the lower quartile, 80 employees in the lower middle quartile, 81 employees in the upper middle quartile, and 80 employees in the upper quartile.

2. Check the gender distribution of matching hourly rates

If there are employees on the same hourly rate of pay crossing between quartiles, make sure that males and females are split as evenly as possible across the quartiles.

For example, you have 322 full-pay relevant employees and have split the list into quartiles. 40 staff all have the same hourly rate of pay - 36 are female and 4 are male. Of them, 10 have fallen into the lower quartile, while 30 have fallen into the lower middle quartile.

To evenly distribute these staff by gender, you can see that for every 9 females listed, one male should be listed with them. You should list 9 female employees and one male employee in the lower quartile, and 27 female employees and 3 male employees in the lower middle quartile.

3. Work out the percentage of males and females in each quartile

For each quartile, you need to:

- divide the number of male full-pay relevant employees by the total number of full-pay relevant employees and multiply by 100 – this gives you the percentage of males in the quartile
- divide the number of female full-pay relevant employees by the total number of full-pay relevant employees and multiply by 100 – this gives you the percentage of females in the quartile

Narrative - Wider Set of Gender Pay Gap Data

The Council is part of an employer accreditation programme called Equally Safe at Work, concerned with gender equality and gender-based violence, and holds the bronze level of the accreditation.

As part of the programme there is a requirement to produce a wider set of gender pay gap data, which includes not just the mean figure but also a median figure and a breakdown by full time and part time employees. In addition, it involves compiling gender pay gap figures in relation to allowances and a gender breakdown by pay quartile.

Up-to-date figures have been run in the format they are required for the programme. An analysis was undertaken on the mean and median gender pay gap on hourly pay including combined, full-time, and part-time figures.

The result showed a gap in favour of women in the mean figures (-5.5% combined), with the largest gap in the full-time cohort (-17.4%), with the part-time figure being -2.3%. This compares with figures of -3.7% (combined), -17.0% (full-time) and -0.1 (part-time) in 2021, the last time the figures were produced.

Likewise, the median figures, showed a gap in favour of women (-13% combined and -45% for full time). The part-time median figure showed no pay gap. This compares with figures of -14.0% (combined), -23.0% (full time) and 4.8% (part-time) in 2021, the last time the figures were produced.

The underlying factors have yet to be fully understood in respect of this relatively new wider data set. It is anticipated, however, that the gaps in favour of women may

be due to a high percentage of women in teaching posts (82%), who also benefit from a longer pay-scale comprising six pay points. Teachers start at £28,113 pa and this can rise to £42,336 per annum over 5 years. Further, it is likely to be due to more women in Head, Depute Head and Principal Teacher posts (74%) and to more women in the supervisory, professional, and middle management grades G13 to G17 (68%). It should be noted that in terms of the 21 senior management posts the majority are held by males (67%).

A calculation was also made in relation to the mean and median allowance gender pay gap. The overall gap in allowances, both mean and median, is in favour of men at 12.4% and 3.0% respectively. This compares with figures of 11.8% and 1.0%, respectively in 2021, the last time the figures were produced. The analysis was in respect of a single month's allowances and will be repeated in future to fully understand any variances, for example whether they are seasonal.

Allowances in the analysis included the non-standard working week enhancement for working unsocial (between 8pm and 7 am) and weekend hours. This applies mainly to manual workers, most of whom are male, for example staff in Operations including the Roads service. Other employees who work unsocial hours include carers in children's homes, some social workers as well as the emergency response team. There are also standby allowances and call-out payments made to some groups of employees, for example Environmental Health Officers. One of the main allowances claimed is overtime, which is paid primarily to manual and craft workers, who tend to work more overtime and who are mainly male. Many office-based staff are female, with there being less of a requirement for overtime working in these roles. When overtime is worked it may be claimed as time-off in lieu.

The proportion of men and women in each pay quartile was also compiled. The % split in all four quartiles were in line with expectation, given the known 70:30 female to male split of the workforce, with the data similar to that produced in 2021:

	Male	Female
Upper	24.81%	75.19%
Upper Middle	27.16%	72.84%
Lower Middle	35.65%	64.35%
Lower	32.86%	67.14%

Production of this wider data set assists the Council to drill down further, looking in behind its mean gender pay gap figure to identify any specific issues that may not have been previously apparent. It will continue to be produced going forward so that year on year comparisons can be made with the data to be used to inform the Council's equality, diversity, and inclusion action plan.

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Case Study Appendix: H

Title of your project, event or initiative
LGBT Charter Programme-Bronze and Silver Award
Summary or background of the project, event or initiative in relation to equality, diversity and inclusion.
<p>Our charter journey was actually started by two senior pupils. They were part of our (very small) Alliance group and felt much more needed to be done to make the school a more inclusive and safer place for all pupils. They approached me to ask if I would be the teacher lead for the Charter. We applied to the council small grants fund for the fee, and we were away.</p> <p>We met with LGBT Youth Scotland and realised we already had quite a bit in place in the school that met the Bronze benchmarks so decided to skip straight to silver.</p>
What were you trying to achieve?
<p>We wanted to send a positive message, with confidence, that our school is a champion of LGBT inclusion where LGBT staff, parents and learners will be safe, supported and included.</p> <p>The LGBT Charter makes a clear statement that equality and diversity is at the heart of our school</p> <p>Working towards achieving the Charter ensures that we are an inclusive school community.</p>
What were the results?
<p>Below is a list of some of the actions taken (it is not exhaustive...);</p> <ul style="list-style-type: none">• assemblies to pupils, given by Alliance pupils.• input from pupils at staff meetings• activities and form lessons for LGBT History month and pride month• flag signing event.• displays for LGBT history month.• surveys with staff and pupils• audit of LGBT+ inclusive learning taking place in the school - encouraged departments to look at where they could make changes.• changes to school policies to make them more inclusive (uniform, social dance, relationships, anti-bullying)• creation of new policy for supporting trans pupils• LGBT+ inclusive library book displays• Pride picnic• Pride mural outside the school• termly newsletter• rainbow lanyards and posters for classrooms to help identify "safe" spaces/people.• LGBT Youth Scotland staff training• staff discussion regarding gender neutral language• Whole staff meetings facilitated by Champions group.
If you faced any barriers / challenges, how did you overcome them?
<p>My advice for school looking to take this on is to do it! LGBT Youth Scotland are there for support and very helpful if you have questions.</p>

The charter is straightforward to work through but does require a lot of work from staff and pupils, so you need to make sure you have a committed group of champions to take it on. It is by no means easy, but it is well worth it.

Who was a part of this project?

Pupils, Staff, Parents

Please give a high-level summary of your project highlighting any key learning points and outcomes.

Next steps and key learning points

We will continue to consolidate and develop the actions which we have taken. Ensure that the inclusive approaches are embedded and that these are reviewed. Further surveys to gather feedback and act upon this information. Organise Staff Professional Learning.

Additional information

None

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Case Study **Appendix: I**

Title of your project, event or initiative

Danestone Primary School: Respectme Anti-Bullying Accreditation

Summary or background of the project, event or initiative in relation to equality, diversity and inclusion.

Creating and Developing a Child friendly Anti-bullying policy.

What were you trying to achieve?

We used the Respectme accreditation to review our existing policies and anti-bullying work in the school.
We wanted to have a policy which embedded Children’s Rights within the UNCR.
For example: Respect for Children’s views
The policy also reflected the school values.

What were the results?

We used the Respect Me site to support our creation of a Child friendly Promotion [Positive Behaviour Thinglink- Child Friendly Anti Bullying Policy](#)
We also use the Children’s parliament resources to focus on [Dignity](#)

