

West Dunbartonshire Council
Equality Outcomes and Mainstreaming
Update Report 2021-2023



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Executive summary

In the foreword to our [Equality Outcomes Report for 2021-2025](#) in April 2021 we noted that:

‘In the current environment, ensuring equality and protecting human rights and fairness is more important than ever. The COVID 19 pandemic has brought into sharper focus pre-existing and persistent inequalities especially for younger people, black minority ethnic people, severely disabled people, and women.’

Since that time we have also faced a cost of living crisis that has impacted heavily on the same groups, and additional funding and resources constraints on public services, including the Council’s at a time of increased demands.

Within this context we have set out the progress made on Council, Education and Licensing Board Equality Outcomes, on equality mainstreaming, and equality work by West Dunbartonshire Leisure Trust. We also highlight progress on areas relevant to our British Sign Language action plan for 2018-2024.

The extra challenges since 2020 have highlighted the need for ever improving understanding of how factors interact to affect people and communities, which is an ‘intersectional’ appreciation taking into account multiple discrimination and disadvantage, for instance around Child Poverty. This have been reflected by increased information sharing, and increased activity in relation to equality impact assessment as a tool for fairness and allocating resources efficiently. There is growing recognition that services need to change and adapt for todays and tomorrows challenges.

Whilst setting out progress over the last two years in the body of the report, we also note the challenges that remain for the final two years of the plan, in terms of mainstreaming equalities and achieving our equality outcomes.

We are aware that the Public Sector Equality Duty in Scotland is likely to be revised by 2025, and that some United Nations Conventions may be directly incorporated into Scottish Law before then; these changes will impose new duties on us, and we are working to develop our practice to reflect this.

Cllr. June McKay, Chair of Equality and Diversity Working Group



West Dunbartonshire Council Equality Statement 2021-25

The Council is committed to fulfilling the three key elements of the general equality duty as defined in the Equality Act 2010:-

- Eliminating discrimination, harassment and victimisation
- Advancing equality of opportunity between people who share a protected characteristic and those who do not
- Fostering good relations between people who share a protected characteristic and those who do not, this include tackling prejudice and building understanding.

The protected characteristics are –

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race, this includes ethnicity, colour and national origin
- Religion or belief
- Sex
- Sexual orientation
- Marriage/civil partnership (for which only the first duty applies)

Everyone has ‘protected characteristics’, but it is the treatment individuals and groups receive, the level of autonomy they have, and the positive or negative outcomes for them, that are our focus. Therefore we will:

- Remove or minimise disadvantages experienced by people due to their protected characteristics
- Meet the needs of people from protected groups where these are different from the needs of other people
- Encourage people with protected characteristics to participate in public life or in other activities where their participation is disproportionately low.

As well as being legal requirements, these steps contribute to fairer, more efficient and more effective services and improved outcomes for all. Therefore we will:-

- Take effective action on equality
- Make the right decisions, first time around
- Develop better policies and practices, based on evidence
- Be transparent, accessible and accountable

Council Equality Outcomes and Mainstreaming

Equality Mainstreaming at the Council

Leadership

Our Elected Members and senior management team have responsibility for championing and promoting equality and diversity within the Council and externally. They engage and listen to the views of our local communities, allowing them to take a more collective approach to addressing inequalities. Following Local Government elections in May 2022, we provided an induction session on Equality and Human rights for members, covering historical and emerging issues, as well as the importance of Equality impact Assessment.

West Dunbartonshire Council Strategic Plan 22-27

The new [Strategic Plan](#) was informed by our 2021-2025 Equality report, placing equality and at the core of what we do as a Council, is a commitment to 'Support our Communities to Thrive'.

The strategic priorities we have adopted are focused on improving the lives of the people of West Dunbartonshire, by promoting equality for all.

Co-ordination and scrutiny - Equality and Diversity Working Group

The Council's Equality and Diversity Working Group (EDWG), chaired by an Elected Member, incorporates elected members and Council officers from across services, and colleagues from West Dunbartonshire Leisure Trust and West Dunbartonshire Health and Social Care Partnership. The EDWG meets quarterly and is a key vehicle for ensuring strategic implementation and coordination of plans and work. The group monitors delivery of the Equality Outcomes, and mainstreaming.

Accessible information

We continue to update our organisational 'Communicating Effectively' guidance regularly, most recently in June 2022 to reflect changing circumstances and learning, for example on web based communication. The guidance is wide ranging covering interpreting, translation, use of plain English, planning accessible meetings and events and related considerations.

Training and development

All new staff are required to complete foundational equalities training when they join the council. This covers both the Public Sector Equality Duty (PSED) and the Human Rights Act.

All relevant offices are also required to complete training on equality impact assessment (EIA), which in line with our approach covers the PSED, Human Rights, Health and Socio-economic impacts including those covered by the Fairer Scotland Duty.

To address gender-based violence, we participated in the Equally Safe in Practice training pilot with Scottish Women's Aid that comprised three e-learning modules; Together for Gender Equality, Understanding Domestic Abuse and Understanding Sexual Violence. We will be rolling out two of the sessions, Together for Gender Equality and Understanding Domestic Violence, across the Council in due course and will continue to address this with our Community Planning partners.

During 2021-22 training continued to be delivered via E learning modules, webinars, and in 2022-223 we reintroduced in person sessions in line with Covid-19 guidance.

We continue to ensure E learning courses are regularly updated; this was done during 2022 and will be done again in 2023. Webinars and face to face sessions are continuously developed.

Number of participants on Equality and Diversity training:

2020/21	2021/22	2022/23
596	742	404

Feedback from participants has been overwhelmingly positive, noting that content and delivery meets the aims set, as well as being interesting and engaging.

We also provide a specific E-Learning module on LGBT equality; over the last two years, more than 600 people completed this module. Employees and staff can also access an external E-learning course on Deaf awareness, which has been promoted widely, and access a course created by West Dunbartonshire Leisure Trust.

Equality Impact Assessment (EIA)

We continuously develop our approach to equality impact assessment, ensuring training materials, briefings and guidance are up to date, for example on the new Statutory Guidance publish on the Fairer Scotland Duty in October 2021. We have explored how Equalities and Human rights legislation, and the interplay of United Nations Convention on the Rights of the Child (UNCRC) either incorporated into Scots Law or otherwise interact and can inform practice and we have worked to ensure that assessments inform all relevant decisions including on budget options.

An equalities informed approach to supporting communities during the COVID-19 pandemic

During the vaccination phase we proactively produced translated materials to be used at vaccination centres and made sure staff were aware of the Language line service. We also:

- Produced a BSL video that could be run at centres, and displayed posters with a QR code that people could scan to see the video.
- Worked with through our housing team to provide information to Gypsy/Travellers on our Dennystoun Forge site.
- Pushed information out on testing and vaccination through the West Dunbartonshire Equality Forum.
- Ensured Impact Assessments were carried out during lockdown and as part of planning for restarting face to face services.

Period poverty

In line with the Period Products (Free Provision) (Scotland) Act 2021, West Dunbartonshire Council is committed to end the stigma around period poverty; over the last two years we have prepared our Statement of provision and developed a PickUpMyPeriod Locator App which contains information on the availability of products throughout the community.

West Dunbartonshire Leisure Trust (WDLT)

WDLT provides a wide range of services on behalf of the Council, it is not required to have its own equality outcomes as it is covered by public sector equality duty. Over the last two years the WDLT have been proactive in advancing access to sport for all.

Access (orientation) Videos

As part of the WDC's British Sign Language Action Plan and to support the efforts to make services accessible for the local community the WDLT produced Access Videos for all three major leisure centres. The WDLT worked with the local community to produce videos to provide all user groups with a visual guide how to access and use the leisure centre facilities/services. The visual image (video) is supported by English spoken voice over, subtitles and British Sign Language interpreter. The Access Videos were launch in West Dunbartonshire Leisure Trust webpage on July 2022. View the videos at [Accessibility - Leisure for all | West Dunbartonshire Council \(west-dunbarton.gov.uk\)](#)

Disability Sports Finder website

The WDLT has worked hard over the years with local disability community to improve access to local services provided by WDLT or the third sector organisations. One of the initiatives to support this work has been the creation of the Disability Sports Finder website [Disability Sports Finder](#). The website is a user friendly platform developed in partnership with East Dunbartonshire and Inverclyde Councils, where the local disability community can easily access information regarding physical activity sessions in the community, allowing those with a disability the opportunity to be involved in physical activity designed specifically for their needs. The website also provides a platform for the organisations involved to improve partnership working and volunteer recruitment. Analysis shows that the website has been well used.

Equal Pay Statement, Employee data and pay gap information

We have a dedicated web page that is updated with [annual employment data](#) when it is has been updated and audited as well as information on the [Council's Equal Pay Statement](#).

Adult Learning

Members of Working4U's adult learning class have been taking sign language classes. The group learned over 40 signs including; basic conversation, numbers, food, drink and animals – and now hope to use their skills to help people in the community who are hearing impaired. The classes were run in partnership with Unity Empowerment West, which provides day services to adults with additional support needs. A short video showcasing the work of the group and featuring some of the useful signs they learned can be viewed at shorturl.at/JPSTW.

Neighbourhood Network meetings make tenants' voices heard

Tenant participation staff work with volunteers from Neighbourhood Networks to help improve services for people with additional support needs. Neighbourhood Networks support people to live active, healthy lives and be fully involved in their local community. Meetings began in September 2022 and take place three times a year, discussions have taken place on how best to make improvements including the ease

of using the repairs service, knowing who to contact for housing-related issues and reviewing the tenant handbook to ensure information is easy to read and understand. The meetings allow the Council to gather more diverse views while giving a space for Neighbourhood Network members to make their voices heard.

Council Equality Outcomes

Outcome 1. Increasing participation of BAME people, disabled people and young people in Community Empowerment and Capacity Building, and Community Budgeting in West Dunbartonshire

Children and young people

School Meals

In 2022 we carried out a high school food survey with S1 to S6 pupils, with over 440 results disaggregated by protected group. We have used this information to inform meal planning and service design.

This followed a similar survey in 2021 of primary school pupils and their parents, with over 2000 responses.

Planet Youth

Clydebank High School is participating in the [innovative positive lifestyle project](#). Young people are at the heart of this approach. As well as inviting them to share their experiences and opinions in the surveys, the partnership will ensure that young people's voices are heard loud and clear in the design and development of any proposed solutions, which may include:

- Helping young people get involved in positive, confidence-building activities, like sport, music and art.
- Stopping or delaying them taking part in 'risky' behaviours like drinking alcohol or smoking.
- Helping families to spend more time together – having meals, talking and doing activities and
- Bringing children and their families closer together with their school and the wider community.

Digital Inclusion

To tackle digital exclusion for care experienced young people, the Through Care and After Care team have been providing devices and phones to young people, and more recently have secured three Connecting Scotland Grant awards to provide devices and Wi-Fi access to care experienced young people.

We continue to provide community based training to aid digital training through our Library and Adult learning Services, which is open to all ages.

BAME people and Disabled people

Review of Community Councils Scheme of establishment

We reviewed the scheme during 2021-22, and took the opportunity to expand involvement in Community Councils and community anchor organisations. We set up a Stronger Voices group, with representatives groups and forums including West Dunbartonshire Equality Forum, the Community Alliance, and the Community Councils forum to coproduce the finalised scheme.

We support groups to share and pool information and experience.

Equality groups overall

During lockdown, contact through the West Dunbartonshire Equality Form, facilitated by the Council and involving equality groups across West Dunbartonshire, was key to maintaining relationships and sharing information.

BSL users

There has been considerable progress in terms of increasing information provision via [BSL video content on the Council's services](#) on our website and promoting this directly to BSL users, and through British Deaf Association Scotland.

We added information on COVID- 19, and actively promote this content to BSL users. We also encouraged BSL users to suggest content they would like to see.

During 2023-2025 we will expand the width and depth of information available in BSL video.

Health and well being

Improving and sustaining health and wellbeing is a strategic priority of the Council. During the last two years we have closely worked with the West Dunbartonshire Alcohol and Drugs Partnership, Substance Use Prevention Group to support to ensure a cross cutting equalities perspective, on long standing issues, alcohol, drugs and smoking and emerging issues, such as vaping which especially impact on young people. Vaping has been identified as a focus area for prevention and cessation work in future.

Outcome 2. Better meeting the accommodation needs of Gypsy /Travellers travelling through and staying in West Dunbartonshire

Satisfaction with the Council as landlord at the site continues to be high at 92%. We continue to engage positively with the Dennystoun Forge residents, including discussions on forming a Tenants and Residents Organisation (TRO) for the site.

We have worked with the community of Dennystoun Forge on developing proposals to the Scottish Government accommodation fund, in the hope that funding will be made available for investment and development of the site.

Outcome 3. The Council aims to attract more diverse talent by reviewing our policies and practices to ensure that there are no barriers to entering employment for these groups.

Gathering and using workforce profile data

Our HR records are fully populated for age and sex due to the simplicity of gathering this information however a significant number of employees do not or choose not to provide information on other protected characteristics.

A campaign was launched at the end of 2021 to encourage employees to supply equalities data and this campaign reached most of our computer users.

A further verification exercise began in January 2023 and early indications are positive. Joint communication with the Trade Unions, utilising the 'What's it got to do with you?!' leaflet from Stonewall aims to increase the number of employees disclosing protected characteristics.

Information reporting and progress

We produce an equalities and employment report annually which is used to track progress on increasing diversity.

Appendix 1, Table 1 highlights data from an analysis exercise carried out on recruitment and selection. It shows the number of applicants in each grouping, along with the proportion of those successful in securing a post:

Ethnicity

The number of BAME applicants has decreased by 23% from 2020/21 and although the success rate of that group has increased by 1.57% white candidates are still twice as likely in securing a role as BAME applicants. We are committed to increasing representation from BAME groups.

We are aware that driving change effectively requires understanding, for example Close the Gap highlighted that migrant BAME women have fewer informal networks such as friends and family who can help with childcare. Our commitment to flexible working from day one of employment supports to attracting and retain employees from these groups.

The workforce profile shows an under representation of Black Asian and Minority Ethnic employees in comparison to the Council working age demographic which is currently 1.6%. In formulating this outcome we have taken into account the Race Equality, Employment and Skills: Making Progress? Report from the Scottish Parliament Equality and Human Rights Committee.

Disability

The number of applications from disabled individuals remains low and has decreased by 115 on the 2020/21 year. However, the percentage of applicants who identify as disabled and are successful in securing a post has increased. The Council continues to support disabled applicants into employment through its commitment to guarantee interviews for disabled applicants who meet the essential criteria for the role applied for and the use of reasonable adjustments both at the application stage and once appointed to a post. The Council's commitment to flexible working has also removed some barriers for applicants.

A full recruitment audit will be carried out later in 2023, information will be collated on the numbers of candidates and their success rate at each stage of the recruitment process i.e. shortlisting for interview and a statement will be published, as part of our People First Strategy looking at the whole employment cycle.

Outcome 4. Reducing occupational segregation within predominantly male/female roles

The Council identifies from its current Equalities annual report, and from horizontal and vertical segregation analysis, that there are roles that are predominantly occupied by either males or females.

Progress

Appendix 1, Tables 2 & 3 highlights data from an analysis exercise carried out on both vertical and horizontal occupational segregation based on the sex profile of the workforce.

The split by sex across each grade is generally reflective of the workforce profile. Any significant changes to percentage are as a result of changes concerning a small number of employees in each group which has a greater impact on the percentage difference. The most significant change to note is at Local Government Grade 10 which shows an increase of 6% in female employees. Employees on teaching grades remain predominantly female and those on the lower Local Government grades remain predominantly female. This is consistent with national trends.

The sex profile of apprentices continues to be predominantly male with a decrease of 3% in 2021/22 in female apprentices. Female apprentices are congregated in mostly Early Years roles while male apprentices occupy Greenspace and Trades/Craft roles. As part of the Council's commitment to reduce occupational segregation, work continues in schools and through the Working 4U team to encourage young people into all types of roles. Appendix 1, Table 2 highlights Horizontal Occupational Segregation by Sex

The sex profile across each strategic area remains fairly static across both years.

The gender split across the occupations is reflective of national trends with females occupying a higher number of teaching, Early Years, administrative, cleaning, catering and care roles.

A gendered approach

We are working to achieve the Equally Safe at Work accreditation: This is an employer programme developed by 'Close the Gap', Scotland's national policy and advocacy body working on women's labour market equality, to address gender inequality and violence against women. Accreditation involves publication of an Equal Pay statement including horizontal and vertical occupational segregation information. The statement will contain a strategy and actions to help reduce occupational segregation.

Anticipated challenges are budget savings resulting in a reduced workforce which could impact on progress of diversification within certain occupations as vacancies become more limited. These constraints may impact on the resources available to undertake key aspects of this work.

Outcome 5. Reducing the Disability Pay Gap

The table shows data from an analysis exercise carried out on disability pay gaps for our workforce.

2020/21			2021/22		
Identified as disabled Hourly rate	Identified as not disabled Hourly Rate	Pay Gap	Identified as disabled Hourly rate	Identified as not disabled Hourly Rate	Pay Gap
£15.17	£16.15	-6.06 %	£15.74	£14.84	+6.06%

The disability pay gap has moved from a negative to a positive. Disabled people are represented across the majority of grades and this suggests that there are no significant barriers to disabled individuals accessing professional level roles. However, only 1.48% of employees disclosed a disability. This decrease in disclosure rates will have influenced this figure. A reduction in the 'not known' rates would provide more meaningful data.

As part of the Employee Wellbeing Group, guidance has been developed to support managers support disabled people to enter and remain in employment. The use of disability passports is promoted.

The Council will continue to develop its practice, and we remain a disability confident employer.

As part on the 4 Year People and Technologies Equalities Plan, we aim to implement a Neurodiversity Policy in 2024.

Education Equality Outcomes and Mainstreaming

Education Mainstreaming – Developing Inclusiveness of our schools

School improvement visits, standards and quality reports and professional dialogue inform that almost all establishments are delivering a range of Rights Based learning approaches. These include: Single Steps Learning, Visible Learning, Improving our Classrooms and CIRCLE approaches. In addition a range of pupil forums across settings and the service, such as Young Ambassadors, Young Leaders of Learning and Pupil Councils ensure the voices of children and young people are at the heart of our work. In addition, all schools are developing approaches to Pupil Voice, Getting it Right for Every Child (GIRFEC) planning and individualisation and choice.

Mentors in Violence Prevention (MVP) peer education programme gives young people the chance to explore and challenge the attitudes, beliefs and cultural norms that underpin gender-based violence, bullying behaviour and other forms of violence. It focuses on developing a positive and inclusive culture to proactively prevent and challenge all types of bullying and abusive behaviour. It also supports the national drivers of Curriculum for Excellence (CfE), GIRFEC and Equally Safe. Following COVID- 19, MVP school Mentor Support Teams have been re-established in all five mainstream high schools and staff have participated in MVP training led by Education Scotland.

Primary and secondary schools are teaching about Black History and celebrating diversity. Similarly our school libraries promote both Black History Month and LGBT History month through book displays and activities.

Education Equality Outcomes

Outcome 1. Young women, disabled and black and minority ethnic young people are supported and leave school with positive destinations.

Schools are at the heart of post-16 transition planning, we facilitate the process to help young people make and take up effective post-16 learning choices.

This involves a range of partners and agreed approaches, building on existing good practice and established relationships. Local practice highlights the significant benefits of having a dedicated team in school, with key partners actively supporting individual young people to achieve positive destinations through weekly Joint Action Team Meetings, outreach service and targeted personal development programme and 121 coaching.

All Head Teachers have undertaken professional learning related to these outcomes and the tracking, monitoring and targeted interventions required to improve transitions to positive destinations.

Specialist and mainstream transition guidance and good practice had been developed and shared, and is being implemented in Early 2023.

School based projects support Science Technology Engineering and Mathematics (STEM) as part of the curriculum offered.

Positive destinations data from School Leaver Destination Report

Initial Positive Destination	2020/21	2021/22
Overall	91%	95.1%
ASN	87.8%	92.3%
Non ASN	93.5%	98%
Female	93%	97%
Male	89%	93.4%
White Ethnic Groups	91%	95%
BAME Groups	93.6%	100%

Outcome 2. Raise Attainment in Male pupils in Literacy and Numeracy

In general, females perform better than males in literacy, while male performance is similar to, or better than, females in numeracy. Plans for the coming session will continue to address issues raised. There has been some progress on narrowing the gap between female and male attainment in numeracy and literacy.

Literacy

Since 2018 pupil % Achievement of Curriculum for Excellence (CfE) Levels (ACEL) literacy attainment average has increased for females by 3% and for males by 6% percentage points (pp) which means the gap between males and females has decreased by 3 % to 9 percentage points (pp) in 2022.

Sex	2018	2021	2022
Females	76%	69%	79%
Males	64%	56%	70%

There was a drop of 7% between 2018 and 2021 for females, and this drop was reflected for males (8% drop in 2021) and is a result of the impact of Covid-19 on achievement. In 2022 compared to 2021, there was a 10% increase in ACEL achievement for female pupils, however the increase was greater for male pupils at 14%.

Numeracy

There was a 3% increase in female pupils' numeracy attainment between 2018 and 2022 and 7% for males.

Sex	2018	2021	2022
Females	77%	73%	80%
Males	75%	71%	82%

Male and female pupils' results dropped by 4% from 2018 to 2021 however a 7% increase was recorded in 2022 for females and an 11% increase from 2021 to 2022 for males.

* No ACEL attainment was taken in 2020 due to Covid-19 school closures

Outcome 3. Raise Attainment in BAME pupils in Literacy and Numeracy

Literacy

Since 2018 BAME pupil % ACEL literacy attainment average has fallen by 6% This compares to an increase of 5% (White - Scottish / British) and 4 % (White – other).

BAME ACEL Attainment

	2018	2021	2022
All BAME pupils	71%	61%	65%.

There was a drop of 10% between 2018 and 2021 for BAME, however, this drop is reflected in all ethnic groups and is a result of the impact of Covid-19 on achievement.

In 2022 compared to 2021, there was a 4% increase in ACEL achievement for BAME pupils, however the increase was greater for other ethnic groups at 12% (White - Scottish / British) and 15% (White - Other).

Numeracy

There has been no change to BAME pupil numeracy attainment between 2018 and 2022.

Ethnicities	2018	2021	2022
BAME	78%	68%	78%
White Scottish/British	76%	72%	81%
White Other	71%	63%	80%

BAME pupils' results dropped by 10% from 2018 to 2021 however a 10% increase was recorded in 2022.

We have had a significant increase in enrolment of pupils where English is an Additional Language (EAL). This will have an impact on attainment and we are addressing this with the expansion of our EAL service and suite of professional learning for staff.

* No ACEL attainment was taken in 2020 due to Covid-19 school closures

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Licensing Equality Outcomes and Mainstreaming

Licensing Equality Mainstreaming - Consultation and information sharing

During 2021-23, consultations were undertaken on licensing of Sexual Entertainment Venues, and alcohol licensing, and ensured targeting of all stakeholders, including equality groups through the West Dunbartonshire Equality Forum. We have contributed to joint working and information sharing across related agendas, for example substance use and harm reduction, and have close contact with the Alcohol and Drugs Partnership.

Licensing Equality Outcomes

Outcome 1. Working with licence holders, partners and other Council services, to ensure inclusive and safety behaviour and environments on and around licenced premises, supporting community safety priorities.

Licensing Standards Officers have worked with Police and members of the licensed trade to either restart or support the continuation of the Pubwatch scheme across West Dunbartonshire.

Further, Licensing Standard Officers have carried out pro-active visits to off-sales type premises to make sure that these premises comply with the terms of their licence.

Outcome 2. Widening participation in shaping services among under-represented groups

The Licensing Forum's membership includes young people that are members of the Scottish Youth Parliament. Officers are working to facilitate their attendance at meetings. Further work will be carried out to increase the participation of a wider audience when the licensing board is consulting on its new policy.

Appendix 1.

Table 1. Employment Application success rates by protected group

Protected group	2020/21			2021/22		
	No. of applicants in groups 20/21	No of applicants successful in gaining employment in group 20/21	Success rate of groups 20/21	No. of applicants in groups 21/22	No of applicants successful in gaining employment in group 21/22	Success rate of groups 21/22
Female	7372	394	5.34%	5369	540	10.05%
Male	1986	103	5.19%	1351	135	9.99%
BAME	498	13	2.61%	382	16	4.18%

	2020/21			2021/22		
White	8693	479	5.51%	6237	614	9.84%
LGB	404	19	4.7%	293	26	8.87%
Heterosexual	8572	456	5.32%	6160	584	4.61%
Disabled	469	21	4.48%	354	29	8.19%
Non-disabled	8843	474	5.36%	6279	593	9.44%
Other faiths	351	12	3.42%	340	11	3.23%
Christian faiths	4151	221	5.32%	4273	294	6.88%

Table 2. Horizontal Occupational Segregation – Sex

Strategic Teams	2020/21		2021/22	
	% Female	% Male	% Female	% Male
Chief Executive incl. Chief Officers	54	46	55	45
Council Employees (excl. teaching and HSCP)	64	36	66	34
Teaching	81	19	81	19
Health and Social Care Partnership	86	14	86	14

Table 3. Vertical Occupational Segregation – Sex

Grade	2020/21		2021/22	
	% Female	% Male	% Female	% Male
Chief Officer	54	46	54	46
Principal Educational Psychologist	100	0	100	0
Education Support Officer	78	22	87.5	12.5
Educational Psychologist	88	13	83	17
Head /Depute Head Teacher	80	20	82	18
Music Instructor	32	68	32	68
Senior Educational Psychologist	78	22	67	33
Principal Teacher	73	27	77	23
Education Officer	67	33	71	29
Teacher Main Grade	83	17	79	21
Apprentice	21	79	18	82
Grade 1	89	11	89	11
Grade 2	74	26	82	18

Grade 3	84	16	83	17
Grade 4	72	28	67	33
Grade 5	53	47	52	48
Grade 6	69	31	63	37
Grade 7	60	40	58	42
Grade 8	72	28	72	28
Grade 9	58	42	55	45
Grade 10	45	55	51	49
Grade 11	25	75	33	67
Grade 12	50	50	43	57

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This document can be made available electronically, in large print, Braille, audiotape, and in a variety of community languages. Please contact Corporate Communications on 01389 737524 Email Communications@west-dunbarton.gov.uk

Arabic

هذه الوثيقة متاحة أيضا بلغات أخرى والأحرف الطباعية الكبيرة وبطريقة سمعية عند الطلب.

Hindi

अनुरोध पर यह दस्तावेज़ अन्य भाषाओं में, बड़े अक्षरों की छपाई और सुनने वाले माध्यम पर भी उपलब्ध है

Punjabi

ਇਹ ਦਸਤਾਵੇਜ਼ ਹੋਰ ਭਾਸ਼ਾਵਾਂ ਵਿਚ, ਵੱਡੇ ਅੱਖਰਾਂ ਵਿਚ ਅਤੇ ਆਡੀਓ ਟੇਪ 'ਤੇ ਰਿਕਾਰਡ ਹੋਇਆ ਵੀ ਮੰਗ ਕੇ ਲਿਆ ਜਾ ਸਕਦਾ ਹੈ।

Urdu

درخواست پر یہ دستاویز دیگر زبانوں میں، بڑے حروف کی چھپائی اور سننے والے ذرائع پر بھی میسر ہے۔

Chinese (Cantonese)

本文件也可應要求，製作成其他語文或特大字體版本，也可製作成錄音帶。

Polish

Dokument ten jest na życzenie udostępniany także w innych wersjach językowych, w dużym druku lub w formacie audio.

British Sign Language

BSL users can contact us via contactSCOTLAND-BSL, the on-line British Sign Language interpreting service.

Find out more on the [contactSCOTLAND](http://www.contactSCOTLAND.gov.uk) website

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