

GENDER - CENSUS INFORMATION COMPARED WITH DUNDEE CITY COUNCIL

Gender	Census Information				2022		2020		2018		2016	
	Scotland	%	Dundee	%	Dundee City Council	%	Dundee City Council	%	Dundee City Council	%	Dundee City Council	%
Female	2727959	51.52	76562	51.99	5042	68.74	4901	69.15	5013	67.88	4942	66.67
Male	2567444	48.48	70706	48.01	2293	31.26	2187	30.85	2372	32.12	2471	33.33
Total	5295403		147268		7335		7088		7385		7413	

DISABILITY - CENSUS INFORMATION COMPARED WITH DUNDEE CITY COUNCIL

Disability	Census Information				2022		2020		2018		2016	
	Scotland	%	Dundee	%	Dundee City Council	%	Dundee City Council	%	Dundee City Council	%	Dundee City Council	%
Yes	1584727	29.93	46054	31.27	285	3.89	252	3.56	183	2.48	137	1.85
Yes - Hearing Impairment	350954	6.63	9864	6.70	<10	0.11	<10	0.08	<10	0.07	<10	0.07
Yes - Learning Disability or Cognitive Impairment	164215	3.10	5448	3.70	23	0.31	21	0.30	19	0.26	10	0.13
Yes - Longstanding Illness or Health Condition		0.00		0.00	99	1.35	85	1.20	37	0.50	16	0.22
Yes - Mental Health Condition	232943	4.40	7760	5.27	30	0.41	19	0.27	18	0.24	<10	0.07
Yes - Multiple Disabilities	-		-		0	0.00	0	0.00	0	0.00	0	0.00
Yes - Other	988430	18.67	28232	19.17	33	0.45	23	0.32	22	0.30	21	0.28
Yes - Physical Impairment	355182	6.71	10590	7.19	33	0.45	28	0.40	20	0.27	16	0.22
Yes - Sensory Impairment		0.00		0.00	17	0.23	25	0.35	12	0.16	<10	0.12
Yes - Visual Impairment	125660	2.37	3529	2.40	<10	0.07	<10	0.06	<10	0.05	<10	0.08
Yes - Unspecified		0.00		0.00	29	0.40	31	0.44	43	0.58	47	0.63
Yes - Prefer not to Answer		0.00		0.00	<10	0.11	10	0.14	<10	0.04	<10	0.03
No	3710676	70.07	101214	47.59	6446	87.88	6784	95.71	7191	97.37	7267	98.03
Prefer Not to Answer					604	8.23	14	0.20	0	0.00	<10	0.04
No Entry					0	0.00	38	0.54	11	0.15	<10	0.08
Total	5295403		147268		7335		7088		7385		7413	

ETHNIC BACKGROUND - CENSUS INFORMATION COMPARED WITH DUNDEE CITY COUNCIL

Ethnic Origin	Census Information				2022		2020		2018		2016	
	Scotland	%	Dundee	%	Dundee City Council	%	Dundee City Council	%	Dundee City Council	%	Dundee City Council	%
African - (Inc.Scottish/British)	29186	0.55	1163	0.79	<10	0.12	<10	0.13	<10	0.11	<10	0.08
African - Other	452	0.01	<10	0.00	0	0.00	0	0.00	0	0.00	0	0.00
Asian - Bangladeshi(Inc.Scottish/British)	3788	0.07	310	0.21	<10	0.10	<10	0.07	<10	0.03	<10	0.01
Asian - Chinese (Inc.Scottish/British)	33706	0.63	1274	0.86	<10	0.04	<10	0.04	<10	0.05	<10	0.04
Asian - Indian (Inc.Scottish/British)	32706	0.62	1417	0.96	16	0.22	16	0.23	15	0.20	13	0.18
Asian - Other (Inc.Scottish/British)	21097	0.40	790	0.54	12	0.16	10	0.14	11	0.15	11	0.15
Asian - Pakistani	49381	0.93	2047	1.39	18	0.25	16	0.23	12	0.16	12	0.16
Caribbean or Black - Black (Inc.Scottish/British)	2380	0.04	66	0.04	<10	0.03	<10	0.03	<10	0.01	<10	0.01
Caribbean or Black - Caribbean (Inc.Scottish/British)	3430	0.06	167	0.11	0	0.00	0	0.00	0	0.00	0	0.00
Caribbean or Black - Other	730	0.01	36	0.02	0	0.00	0	0.00	0	0.00	0	0.00
Gypsy/Traveller	4212	0.08	98	0.07	0	0.00	0	0.00	0	0.00	0	0.00
Mixed or Multiple Ethnic Group	19815	0.37	685	0.47	18	0.25	16	0.23	14	0.19	10	0.13
No Entry		0.00		0.00	496	6.76	106	1.50	75	1.02	49	0.66
Arab - Other (Inc.Scottish/British)	4959	0.09	153	0.10	<10	0.03	<10	0.03	0	0.00	<10	0.03
Arab - Arab (Inc.Scottish/British)	9366	0.18	693	0.47	0	0.00	0	0.00	<10	0.03	0	0.00
Other Ethnic Background	14325	0.27	-	-	10	0.14	<10	0.08	<10	0.07	<10	0.05
Prefer Not to Answer		0.00		0.00	555	7.57	689	9.72	824	11.16	968	13.06
White - Eastern European	61201	1.15	1990	1.35	31	0.42	22	0.31	20	0.27	14	0.19
White - Irish	54090	1.02	1369	0.93	40	0.55	43	0.61	37	0.50	36	0.49
White - Other British	417109	7.86	7783	5.28	298	4.06	313	4.42	368	4.98	382	5.15
White - Other White Ethnic Group	102117	1.92	3393	2.30	287	3.91	265	3.74	151	2.04	103	1.39
White - Scottish	4445678	83.73	123827	84.07	5531	75.41	5565	78.51	5836	79.03	5798	78.21
Total	5309728		147286		7335		7088		7385		7413	

Mainstreaming Equalities Report (Education) March 2023

Summary:

The Education Equality Outcomes identified for 2021-25 all arose from the improvement planning processes associated with the Dundee City Plan (Children & Families Service). In particular, the delivery groups with responsibility for Our Promise; Additional Support Needs; and Health & Wellbeing include priorities, actions and measures which aim to have a positive impact on protected characteristic groups. More detailed outcomes and actions which relate to nurseries and schools are contained within the 'Supporting Learners Policy Framework'. <http://www.dundee.gov.uk/publication/supporting-learners-policy-framework>

Overall, the Children and Families Service is making expected progress towards its Equality Outcomes which are all embedded within strategic priorities in the service plan. Examples of ongoing work throughout nursery and schools' communities are included in the progress towards outcomes as follows:

3.1 Our Children & Families Services will ensure children and young people's views and requirements are central to development and delivery of local services

3.1.1 Implement Phase 1 of Trauma Informed Practice Framework

Education: The majority of targeted provisions have now completed level 1 and 2 trauma training. 70% of Local Authority nurseries, 79% of primaries and 50% of secondary provisions have completed level 1. 10% of those provisions have completed level 2 training with the majority aiming to complete levels 1 and 2 by the end of the school session 2023-24. The Counselling in Schools Co-ordinator has confirmed that all counsellors working in schools are matched to the enhanced level of trauma training. Key themes from training include:

- Linking training (Nurture/Self-regulation/De-escalation/Restorative) and current guidance (Additional Support for Learning Review/UNCRC) to support approaches to relationship policy development.
- Supporting transitions
- Incorporating Young People's voice into decision making processes Including augmentative and alternative communication approaches.

Social Work: All Social Work teams (including fostering and adoption) are in the process of taking staff through level 1 and 2. Additionally, the Fostering team are exploring a cascade model where Social Workers will train their foster parent groups.

Children's Houses: All Children's Houses have completed level 1 and are working to complete level 2 (skilled) training. They have developed plans to link to service improvements and a summary of all the themes will be fed back to inform service level.

Level 3 (Enhanced) Training Development: A subgroup of the trauma strategy group has met a few times. The aim is to develop Level 3 (Enhanced) trauma training specific to the needs of the Children & Families Service. This group is made up of representatives from Education, Social Work, Health, and Learning & Organisational Development.

Data and tracking: All services are keeping track of those completing level 1 and have ownership of their service improvements. Learning & Organisation Development have liaised with NES (NHS Education Scotland) to allow us to have centralised access to level 2 data (as stored online in turas system). Level 3 tracking will be part of the proposals from the 'training group'.

Evaluation: We are working with the Council's steering group to look at implementing quality indicators which will help us to measure impact and align them to relevant outcome measures in the Children and Families Service Plan.

3.1.2 Implement Counselling in Schools (CiS) and Community Mental Health and Wellbeing Support Services.

Counselling in Schools is now in place in all school communities, with evaluations in the last 12 months indicating a positive impact on young people's capacity to understand and better manage their own mental health. Over 1000 children and young people have received counselling since January 2021. As a result, almost all children and young people who have received counselling report being better able to cope and understand their mental health. Common themes which young people address in counselling relate to anxiety; exam stress; relationships; and family issues.

The most predominant outcomes being worked towards in counselling were: be able to cope better; be more aware of feelings/behaviour; be more positive; have more confidence/self-esteem. Of those most predominant outcomes being worked towards, the % of young people who met those outcomes were:

- Be able to cope better – 71%
- Be more aware of feelings/behaviour – 75%
- Have more confidence/self-esteem – 64%
- Be more positive – 64%

Pilots with Kingspark School and a separate pilot within the Offsite Education Service are underway to provide bespoke interventions for children and young people with complex needs. Both have a focus on developing capacity for staff to support children, young people and their families.

Community mental health and wellbeing services continue to be at capacity and are well used by children, young people and families. We have seen a gradual increase in the number of males accessing services over the last 12 months. The services are balanced in terms of Scottish Index of Multiple Deprivation (SIMD) demographics with the community services being accessed by more families in those areas. As family relationships are a common predominant theme which providers tell us are being brought to them, these parent/family-based community services are essential. Over 1100 children and young people and over 400 families have been supported by services in the last 12 months.

The work of these services was recognised in the 2022 Outstanding Service and Commitment Awards (OSAs) for 'improved services through partnership working'.

In response to the recommendation from Joint Inspection of Services to Children and Young People at Risk of Harm published in January 2022, regarding families who experience barriers to accessing mental health supports, we have commissioned four of our current community mental health and wellbeing services to provide enhanced and

more accessible services. These include Young Carers; Parent-2-Parent; Tayside Council on Alcohol; and Speech and Language Company. In addition, we have a third sector provider to co-deliver a holistic programme of support for children and families with complex social and emotional needs in partnership with Longhaugh Support Group.

3.1.3 Implement Our Promise for Care Experienced Children, Young People and Care Leavers 2021-23.

In partnership with other services, the Council continues to implement Our Promise for Care Experienced Children and Young People. In addition to the new implementation of Fast Online Referral Tracking (FORT), a domestic abuse test of change, new kinship care team, Functional Family Therapy, new Young Person's House, additional bedrooms in Young Person's Houses and MRC Mentoring in schools, current projects being developed include WM2U in the 2 locality areas of Strathmartine and Lochee, a review of approaches towards older young people, implementation of the findings of an AFKA review of internal foster care and coordination of the deployment of Whole Family Wellbeing Funds. The last annual report in November 2022 highlighted progress in the stability of placements, attainment and positive destinations.

3.1.4 Coordinate health and social care provision within the new Community Custody Unit and work with partners across the system on Covid-19 recovery.

This Outcome is not specifically related to Education.

3.1.5 Support GIRFEC Delivery Group to Launch, Implement, and Review GIRFEC across the city and closely involve service areas/teams in strategic planning of Children & Families Services.

Implementation of GIRFEC has taken account of the CAR inspection (January 2022) which identified the following areas for improvement:

- Build on the work of ANEW (Addressing Neglect, Enhancing Wellbeing)
- Create more meaningful participation of young people and families who need our scaffolding
- Simpler and smarter Child's Plans
- Better analysis of risk (and resilience)
- Improve support for older young people/adolescents including their mental health and wellbeing

The main focus for GIRFEC implementation in the last two years has therefore been: Review and launch of the GIRFEC Guidance materials, in particular the GIRFEC Practice Profile; Professional Learning and Development Plans; Mapping of the GIRFEC landscape; Multi-agency Adolescent Service/Support; School Attendance; Mental Health and Wellbeing; and Child's Plan Audits.

GDG learning events in September 2021 identified the need to integrate learning/ training with coaching supports and self-evaluation which has been progressed at individual service level in the Children and Families Service in various ways including Head Teacher workshops; consultation with the Guidance Teachers Network; and a forthcoming learning event on ANEW (Addressing Neglect, Enhancing Wellbeing)

The following recommendations have been made for further improvement:

- An expectation of regular updates/standing item across the key strategic governance groups in Dundee to ensure robust connections and alignment between GIRFEC, CPC and revised Multi-agency Child Protection Guidelines, Our Promise, and the Alliance. This would facilitate improved data-sharing and analysis.
- An action plan which focuses on how the GIRFEC processes and structure are implemented through professional learning and quality assurance across key priority areas in the Dundee Children's Services Plan
- Quality Assurance of Assessment and Planning through reporting on audit activity across all services
- A brief review of the GIRFEC guidance documents to ensure that they reflect the national GIRFEC Guidance (September 2022) Getting it right for every child (GIRFEC) - gov.scot (www.gov.scot)

3.1.6 Work with partners, children and young people and parents/carers on co-designing Children and Families services which matter to local communities.

The Alliance Partnership is in the early stages of establishing an Integrated Family Support Hub model of services and organisations comprised of a Virtual Hub and 6-8 physical Community Hubs linked to school cluster groups. The vision being to simplify and streamline access to family support for all families, regardless of where they live, providing support that is flexible, responsive, relational and adaptable to the changing needs of children and families. The approach can benefit all families who have additional needs but is focused on those families with more complex needs and risks at community level (a targeted approach).

An online programme of support for children and families across Tayside whilst they wait to be seen by Child and Adolescent Mental Health Service (CAMHS) is being funded through the community mental health and wellbeing programme. The creation of an online one stop point of information and guidance will cover main areas of concern identified by families. The ND (Neuro-Developmental) Portal has arisen from analysis of CAMHS data which shows that some children, particularly those who present with behaviours that challenge and other influencing factors, are likely to function better with early interventions that guide and support parenting, family relationships and active skill building with children. Parents and carers have been included as valued partners in the co-creation of the resource.

From July 2023 a new opportunity for flexible family support will be tested in Dundee through the Children and Families Services working with CAMHS and The Mental Health Foundation to take forward actions from The Promise (accessing support at the right time from the right door with the right person). By inviting families to participate from feeder primary school communities across three cluster secondaries (Braeview, Baldragon and Craigie), the aim is to provide support for two distinct groups:

- Families who have a referral to CAMHS for a child and are awaiting consultation.
- Families who have no referral for a child yet, but for whom the school and/or family may have a concern with regards to neuro-development and mental health.

Primary school communities were identified by analysing data from CAMHS; Fast Online Referral Tracking (FORT); and the Additional Support Needs (ASN) Census.

By taking a preventative approach to supporting parents and families whose children's needs, one of the aims of the pilot is to reduce the need for formal measures of supervision/care.

4.1 - Children and young people will not experience discrimination, harassment, or victimisation in our education establishments

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

The Equality Mainstreaming progress report (April 2021) provided an analysis and baseline measure of bullying incidents which were perceived to be motivated by a protected characteristic. Use of this data, along with implementation of the service's Anti-Bullying Guidance, forms part of schools' self-evaluation and improvement planning under 'Equalities, Wellbeing & Inclusion' (HGIOS 4, QI 3.1).

The recorded number of bullying incidents has reduced slightly in the last 12 months across primary and secondary schools (from 183 to 162). Analysis of the incidents in relation to protected characteristics and themes shows that incidents related to racism/religion have reduced slightly from 47 to 37, as have those related to body image (20 to 13). Incidents related to sexism/gender are stable but relatively low (18 down to 17). Those related to family circumstances and disability are very low (less than 5 per year). 162 represents slightly less than 1 incident per 100 pupils (0.89 incidents per 100 pupils).

However, the Health and Wellbeing census asked P5-S3 pupils (a roll of 9,255 pupils, though not all would have completed the HWB census) "Have you been bullied in the last year?" 31% responded 'Yes'. Assuming this is a representative sample, that would represent 2,869 P5-S3 pupils experiencing bullying but who may not have reported it when correlated with the incidents recorded on Seemis.

Therefore, we need to address the variations and anomalies in the number and type of incidents across schools which is explained by the following factors:

- consistency in recording of incidents can be affected by changes in staff and familiarity of using the system
- interpretation by staff of the Anti-Bullying Guidance
- relationships within schools which can be affected particularly at times of transition and significant change

The data is shared with schools and discussed with their Education Officers in relation to school improvement planning to address these factors and any others which are specific to the wider school community.

4.1.2 Implement policy and practice which supports the development of friendships and support structures for young people including Nurture Approaches Framework for all nurseries and schools; Emotional Health and Wellbeing Strategy; AIM for Schools provision for young people experiencing anxiety.

The key areas in our Emotional Health and Wellbeing Strategy have all shown progress in the last 6 months, with over 1000 children and young people and over 400 families receiving support from counselling or community mental health and wellbeing services. The Health and Wellbeing Census baseline data shows that, overall, most children and young people reported feeling confident and liking who they are, while some reported feeling worried about things in their life. The mental health data requires further analysis in relation to other aspects of health and wellbeing in the census in order to ensure whole school approaches are targeted appropriately.

4.1.3 Raise awareness of the value of the diversity of difference – and specific needs – of pupils in our education establishments who have a protected characteristic.

All Children and Families staff received an annual briefing on Equalities in August 2022 which includes awareness-raising of protected characteristics reflected in the low numbers of bullying incidents. Alongside this, the Council's Equalities Events calendar has been shared with staff.

Our Accessibility and Inclusion Service work alongside staff and children in schools to promote the value of diversity including those with English as an Additional Language; Gypsy/Traveller children and young people; and those with Additional Support Needs including disability. There has been considerable work undertaken with our schools in relation to Transgender training which is reflected in the low incident rate of bullying.

4.1.4 Prevent and challenge discrimination through a planned progressive Personal Social Education/Health & Wellbeing Programme and Inter-Disciplinary Learning.

Discrimination of all types is highlighted within progression pathways which support the planning and delivery of Personal Social Education/Health & Wellbeing Programmes. The Heartstone pilot is underway, with schools taking part in 16 days of action in 2021, and training opportunities from Education Scotland are shared regularly to support staff knowledge in the delivery of learning.

Progression pathways complete and CLPL offered to schools to support planning around them. Increased focus on MVP as Tayside wide approach. Equalities prevention overview in development.

4.2 - Children and young people will experience equality of opportunity when accessing education

4.2.1 Remove barriers for children and young people who may be vulnerable and require reasonable adjustments to enable their full access to education, e.g., use of ICT and specialist equipment; inclusive pedagogy; more diverse senior phase pathways.

A Good Practice Standard is being used with all schools to support teachers in establishing inclusive classrooms which remove barriers to learning. These include using visuals; use of ICT; and lowering sensory demands (lighting; noise). The Assisted Technology Steering Group has created a pathway for assessment of children's needs to identify appropriate resources which are reasonable adjustments. All secondary schools have an annual verification process to ensure that reasonable adjustments are in place for SQA assessments. A Senior Phase Pathways group has oversight of progression for young people with more complex needs including third sector and Dundee & Angus College alongside adult health & social care services.

4.2.2 Deliver the aims of the National Improvement Framework across all nurseries and schools through Every Dundee Learner Matters, with regard to closing the equity gap for children and young people who experience inequalities, including those who are care experienced and those with complex needs.

We continue to develop ways to better benchmark and report the achievements of our young people with ASN, including the increasing numbers with complex ASN. We want to make sure that all young people achieve their full potential, even if this does not mean achieving national benchmarks. We will continue to gather data to help inform an aim for young people who are not expected to attain SCQF 4+, but for whom we want to have high expectations. This will be tested and developed over session 2022/23.

Our proposed measures are: 1 or more awards at SCQF Level 4 or better (Insight) – ASN Pupils with complex ASN achieving awards at SCQF Levels 1-3*

4.2.3 Provide an accessible environment in all schools to meet diverse learning and communication needs.

All primary and secondary schools are audited each year for the accessibility of their learning environment (physical; communication; curriculum). The majority of primary schools meet our accessibility requirements other than the Victorian buildings which are limited in physical accessibility. Almost all secondary schools are now fully accessible with the East End Community Campus (in 2025) replacing any current gaps in Craigie and Braeview. A recent audit sample of inclusive practice (which includes elements of accessibility) found that most primary schools met good standards. There is a need for more consistency in secondary schools across departments.

More primary schools have been identified for Enhanced Support Areas in 2023 which will further increase the accessibility of the learning environment for children with complex communication needs. Over 6000 children and young people in Dundee have Additional Support Needs, of which at least 1400 have communication support needs.

4.2.4 Implement a Transitions Strategy with ARC Scotland

A transition planning framework for schools and other destinations e.g., college, university and employment has been developed with ARC Scotland, the national organisation which leads on Transitions. Learning sessions have been facilitated with schools, transition managers and Health and Social Care Partnership in relation to the changes and supports for the post 16 transition process.

Webpages are in development on the DCC website, which will include a page on Post School transition and will allow parents, carers, young people and school staff to have the information they require all in one place.

Work continues with Dundee & Angus College to help improve the transition process and developing inclusive practice.

ARC Scotland have developed a web-based App called COMPASS which will be launched in Spring 2023 which supports the transition of young people and their families.

The integration of different workstreams within the strategy relating to employability pathways; through and after care; and complex needs/disability is a focus for improvement from 2023-25.

4.3 Children and young people will experience a sense of inclusion, belonging and participation

4.3.1 Increase the inclusion for disabled children in local community groups.

Two after school groups have been established within community schools to reduce isolation and include children with ASN in activities they have chosen at Baldragon and St Paul's Academies.

Community Learning Development are opening their groups to children with additional needs, and this is working well in Finmill Centre, mixing age groups in relation to children's needs.

The Alliance sub-group for Complex Needs/Disabilities is collaborating in the extension of out-of-school care provision for children and families with complex needs. The Summer of Play provision in 2022 established a number of very successful community-based opportunities for children, and planning is underway for 2023.

Dundee Sport and Leisure are extending their community-based provision for sport and leisure opportunities in collaboration with Disability Sport Scotland.

4.3.2 Enable families to access support through the Family Support Framework including support services for community mental health and wellbeing.

Community mental health and wellbeing services continue to be at capacity and are well used by children, young people and families. We have seen a gradual increase in the number of males accessing services over the last 12 months. The services are balanced in terms of Scottish Index of Multiple Deprivation (SIMD) demographics with the community services being accessed by more families in those areas. As family relationships are a common predominant theme which providers tell us are being brought to them, these parent/family-based community services are essential. Over 1100 children and young people and over 400 families have been supported by services in the last 12 months. The work of these services was recognised this year an Outstanding Service and Commitment Awards (OSCA's) award for 'improved services through partnership working'. The work of the Alliance sub-group for complex needs/disability has piloted summer play programmes between the third sector and schools for children and families which has identified factors for success for next year.

Our Equality Duty in regard of Education Staff

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

The Children and Families Service utilises a reporting system to monitor violent incidents involving members of staff. The system allows reports to be run which identify if the incident was motivated by a protected characteristic. Employment information, for Education staff, relating to protected characteristics, equal pay, recruitment, development and retention is provided within the main body of this report.

Consultation and Involvement

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

SUMMARY OF ALL EQUALITY OUTCOMES

Equality Outcome 1: Ensure that the equality and human rights of residents and employees from protected groups are safeguarded and promoted

Intermediate Equality Outcome	Action	Lead Service	Due Date	Progress %
1.1 The Council will have fuller and more accurate equality data relating to staff and service users	Consider implications of new Scottish Government guidance for public bodies on the collection and publication of data on sex, race and gender	Corporate Services	31-Dec-2022	100%
	Review and update data monitoring systems (Resourcelink) to record changes to equalities definitions ensuring they are consistent with Scottish Census information		31-Dec-2021	100%
	Undertake internal staff campaign to encourage data disclosure		31-Mar-2022	100%
1.2 Pay gaps relating to Gender, Disability and Race will be reduced	Review and update the Council's Flexible Working Policy to ensure inclusivity following the pandemic	Corporate Services	30-Jun-2022	100%
	Develop and adopt more hybrid approaches in the workplace		30-Jun-2022	100%
	Contribute to national benchmarking recording for gender, disability and race		31-Mar-2024	50%
	Adopt the Scottish Government toolkit for Race Equality in the Workplace		31-Mar-2024	10%
	Refresh the People Policy Framework to reflect Equality Outcomes		31-Mar-2024	50%
	Develop and implement employee engagement related to gender, disability and race		30-Sep-2022	100%
1.3 Recruitment and Retention practices will have increased diversity	Review application and advertisements/recruitment drives to ensure we attract diversity in recruitment	Corporate Services	31-Mar-2025	60%
	Review recruitment for Young People and support with Employability Skills/Assessment Centre methodology		31-Mar-2025	50%
1.4 Staff Training and Development	Council employees will be trained to level 3 in Trauma Informed practice	Corporate Services	31-Mar-2023 (Revised to 31-Mar-2025)	20%
	Implement targeted development programmes supporting women to apply for more senior roles		31-Dec-2023	10%

Intermediate Equality Outcome	Action	Lead Service	Due Date	Progress %
	Encourage more diverse uptake in leadership programmes by developing an information pack for managers		31-Dec-2023	90%
1.5 Residents will be supported to engage with our officers and services in a way that meets their needs	Seek to provide, where possible, all visiting Council officers with necessary equipment (tablet/smart mobile phones), to allow easy access to interpreting services (Language Line/BSL video interpreting)	Corporate Services	31-Mar-2025	25%
	Increase availability of information for BSL Users		31-Mar-2025	25%
1.6 Our staff and elected members will be supported to increase their knowledge and understanding of Equality & Human Rights issues and their duties as required by legislation	Develop and deliver a new Equalities & Human Rights eLearning module and training programme and framework for Elected Members	Chief Executive's Service	31-Dec-2021	100%
	Develop and deliver new Equalities & Human Rights based eLearning module and internal staff training programme		31-Mar-2022	100%
	Deliver Senior Leadership Equalities Training and Development		31-Mar-2023	100%
	Review and enhance equalities training for all staff		31-Mar-2025	70%
	Review and revise new Equalities & Human Rights eLearning module and training programme and Framework for Elected Members as appropriate		31-Mar-2025	70%
	Strengthen and promote the work of the Corporate Equality & Diversity Steering Group		31-Mar-2023	100%
	Participate and contribute to the work of Scottish Councils Equality Network		31-Mar-2025	80%
1.7 Our Impact Assessment Process is fit for purpose and meets our legal requirements	Carry out a review of current (IIA) process and complete a benchmarking exercise	Chief Executive's Service	31-Dec-2021	100%
	Create a new IIA Pre-Screening Tool and re-develop current Toolkit & Guidance based on findings		31-Mar-2022	100%
	Develop and deliver a training programme for relevant staff on how to use the tools and provision of support and guidance to officers and elected members as required		31-Mar-2023	100%

Intermediate Equality Outcome	Action	Lead Service	Due Date	Progress %
1.8 Those with protected characteristics and lived experience are involved in development and delivery of community planning work	Develop an ongoing engagement strategy and calendar of events to promote and facilitate engagement with community organisations	Chief Executive's Service	31-Mar-2025	70%
	Inclusion of targeted equality articles in Dundee Partnership Bulletin		31-Mar-2025	80%
1.9 The needs of our Gypsy/Travellers' community will be met through ensuring that our sites are well managed and meet standards set by the Scottish Government as well as through a programme of targeted engagement with the community	Undertake further consultation with Gypsy/Traveller communities to discuss site and other improvements	Neighbourhood Services	31-Mar-2025	25%
	Develop and carry out appropriate engagement activities with the Gypsy/Traveller community to ensure their needs are met through service provision		31-Mar-2025	25%
	Participate in Scottish Government and COSLA national and local Gypsy/Traveller policy and strategy, development initiatives and consultations		31-Mar-2025	25%
1.10 Provision of support to Refugee communities that meet their needs	Continue to support the work of the Humanitarian Protection Programme	Neighbourhood Services	31-Mar-2025	90%
	Community Learning & Development will support refugees and asylum seekers to gain language and other skills to enable them to build new lives in Dundee		31-Mar-2025	50%

Equality Outcome 2: Increase opportunities for protected groups to secure Fair Work

Intermediate Equality Outcome	Action Title	Service	Due Date	Progress %
2.1 Increase wage levels and Scottish Living Wage Accreditation for protected groups	Engage with local employers to promote 'Dundee as a Living Wage City' and highlight the benefits of them being an Accredited Living Wage Employer	Chief Executive's Service	31-Mar-2025	50%
	Increase Scottish Living Wage Accreditation across Dundee through promotional activities		31-Mar-2025	50%
	Strengthen the role and remit of the Dundee Living Wage Action Group with focus on hospitality, tech and social care industries		31-Mar-2022	100%

Intermediate Equality Outcome	Action Title	Service	Due Date	Progress %
2.2 Increase learning, skills and employment opportunities for people with protected characteristics	Work with Employability Service providers and employers to improve knowledge of protected groups, available support and best practice	City Development	31-Mar-2025	40%
	Deliver the Discover Work Employer Recruitment Incentive, creating inclusive employment opportunities for those furthest from the labour market		31-Mar-2023 (Revised to 31-Mar-2025)	75%
	Expand specialist employability services to support those with protected characteristics		31-Mar-2025	50%
2.3 Reduce persistent and rising levels of unemployment and underemployment for people from protected groups	Improve local employability services funded by the Parental Employment Support Fund	City Development	31-Mar-2023 (Revised to 31-Mar-2025)	75%
	Improve and simplify access to employability services through the emergence of No One Left Behind		31-Mar-2025	50%

Equality Outcome 3: Implement community justice services that increase access and protection for people from protected groups

Intermediate Equality Outcome	Action Title	Service	Due Date	Progress %
3.1 Our Children & Families Service will ensure children & young people's views and requirements are central to development and delivery of local services	Implement Phase 1 of Trauma informed Practice Framework	Children & Families Service	01-Jun-2021	100%
	Trauma-informed Workforce		01-Jun-2024	50%
	Implement counselling in schools and Community Mental Health and Wellbeing Support Services		31-Mar-2024	75%
	Implement Our Promise for Care Experienced Children, Young People and Care Leavers 2021-23		30-Jun-2022 (Revised to 31-Mar-2025)	75%
	Co-ordinate health and social care provision within the new Community Custody Unit and work with partners across the system on Covid-19 recovery		30-Jun-2022	100%
	Support GIRFEC Delivery Group to launch, implement and review GIRFEC across the city and closely involve service areas/teams in strategic planning of Children & Families services		31-Aug-2023	50%

Intermediate Equality Outcome	Action Title	Service	Due Date	Progress %
	Work with partners, children and young people and parents/carers on co-designing Children & Families services which matter to local communities		30-Jun-2023	70%
3.2 Promote the work of our Violence Against Women Partnership (VAWP) and implement learning into future service delivery and practice	<p>Produce communications materials to increase public understanding of the nature, causes and impact of violence against women</p> <p>Deliver/signpost high-quality professional development/learning/training on gender equality and VAWG; in particular, training that focuses on women facing multiple discrimination, including women living with income inequality, BME women and LBT women</p> <p>Review, support and resource sustainable local specialist VAWG services in order to allow those services to continue to engage in local strategic primary prevention work in a meaningful way</p> <p>Engage with the Gendered Services Project to ensure community justice approaches use a gendered lens that understands the connections between women's offending and their experiences of VAWG</p>	Dundee Health and Social Care Partnership	<p>31-Mar-2025</p> <p>31-Mar-2025</p> <p>31-Mar-2025</p> <p>31-Mar-2025</p>	<p>75%</p> <p>50%</p> <p>50%</p> <p>50%</p>
3.3 Regular review and monitoring of recently developed Domestic Abuse Policy	Ongoing review and updating of Domestic Abuse Policy and Procedures	Neighbourhood Services	31-Mar-2025	100%
3.4 Review and consult on current Housing Allocations Policy	Consult with key equality groups on current Housing Allocations Policy and report to Committee and agree next steps	Neighbourhood Services	31-Dec-2022	100%

Equality Outcome 4: Close the gap in educational attainment experienced by young people from protected groups

Intermediate Equality Outcome	Action Title	Service	Due Date	Progress %
4.1 Children and young people will not experience discrimination, harassment, or victimisation in our education establishments	Ensure there is a reduction in the number/rate of bullying incidents which are perceived to be motivated by a protected characteristic	Children & Families Service	31-Dec-2023	50%
	Implement policy and practice which supports the development of friendships and support structures for young people including Nurture Approaches Framework for all nurseries and schools; Emotional Health & Wellbeing Strategy; AIM for Schools provision for young people experiencing anxiety		31-Dec-2023	50%
	Raise awareness of the value of the diversity of difference – and specific needs – of pupils in our education establishments who have a protected characteristic		31-Dec-2022	100%
	Prevent and challenge discrimination through a planned progressive Personal Social Education/Health & Wellbeing Programme and Inter-Disciplinary Learning		31-Dec-2022	100%
4.2 Children and young people will experience equality of opportunity when accessing education	Remove barriers for children and young people who may be vulnerable and require reasonable adjustments to enable their full access to education, e.g. use of ICT and specialist equipment; inclusive pedagogy; more diverse senior phase pathways	Children & Families Service	31-Dec-2022	100%
	Deliver the aims of the National Improvement Framework across all nurseries and schools through Every Dundee Learner Matters, with regard to closing the equity gap for children and young people who experience inequalities, including those who are care experienced and those with complex needs	Children & Families Service	31-Mar-2024	65%
	Provide an accessible environment in all schools to meet diverse learning and communication needs		31-Dec-2023	40%
	Implement Transitions Strategy with Arc Scotland		31-Mar-2022	100%
	Implement Our Promise and Corporate Parenting Strategy Outcomes		31-Dec-2023	70%
	Increase the inclusion for disabled children in local community groups		31-Mar-2025	40%
				100%

Intermediate Equality Outcome	Action Title	Service	Due Date	Progress %
	Enable families to access support through the Family Support Framework including support services for community mental health and wellbeing		31-Dec-2022	
4.3 Children and young people will experience a sense of inclusion, belonging and participation	Focus Community Learning & Development Youth Work activities on the needs of the most vulnerable within communities	Neighbourhood Services	31-Mar-2025	75%
	Strengthen Community Learning & Development partners' collaborative approach to addressing agreed shared priorities, particularly around COVID recovery (mental health & wellbeing; Learning Loss; Transition Work and Young Carers)		31-Mar-2025	75%

Outcome 5 Equality Outcome 5: Improve access and transportation to places in Dundee

Intermediate Equality Outcome	Action Title	Service	Due Date	Progress %
5.1 Improve access, safety and experience for all visitors to Dundee City Council buildings	Move towards all public Council buildings using the 'Welcome' app by Neatebox	Corporate Services	31-Mar-2025	20%
	Make all public Council buildings a 'Safe Place', through implementation of the National 'Keep Safe Programme'		31-Mar-2025	20%
	Appropriate front-line staff will participate in disability awareness training through the Keep Safe Training Programme		31-Mar-2025	20%
5.2 Improve the availability of accessible information of Dundee venues	Work in Partnership with AccessAble to provide and promote detailed information to work out if a place is going to be accessible to someone based on their individual needs	Chief Executive's Service	31-Mar-2022	100%
	Strengthen relationship with local organisations who can provide additional support and guidance on accessibility issues (including Dundee Access Group and Deaf Links)		31-Mar-2025	70%

Intermediate Equality Outcome	Action Title	Service	Due Date	Progress %
5.3 Communities in the city, and in particular older people and adults with disabilities/restricted mobility, have accessible and sustainable transport solution	Re-focus the work of the Dundee Transport Forum and expand membership to include representation from equality groups	City Development	30-Jun-2022	100%
	Monitor and consult with equality group members on the impact of current and future transport provision through the Dundee Transport Forum		31-Mar-2025	30%
	Establish and participate in a new Bus Service Improvement Partnership for Dundee/Tayside		31-Mar-2023	100%

Equality Outcome 6: Improve health outcomes by promoting access and equality of service for people with protected characteristics

Intermediate Equality Outcome	Action Title	Service	Due Date	Progress %
6.1 We will support Dundee Health & Social Care Partnership to identify, monitor, review and implement their own Equality Outcomes	The Dundee Integration Joint Board has set equality outcomes and associated actions (Equality Outcomes Mainstreaming Framework 2019-2022) that include a focus on improving health outcomes by promoting access/equality of service for people with protected characteristics As a key partner in the Dundee Health and Social Care Partnership, Dundee City Council will make an active contribution to supporting the delivery of these outcomes and actions. The IJB will report on progress to implement these outcomes and actions at least every two years (in line with the requirements placed on them by the Equality Act 2010)	Dundee Health and Social Care Partnership	31-Dec-2022	100%
		Chief Executive's Service	31-Mar-2025	50%
6.2 Our Community Learning & Development Service will work at a local, service and strategic level to reduce the effects of inequality and disadvantage on health and wellbeing	Develop and implement engagement strategy and series of events with community groups representing those with protected characteristics Identify key priority areas with these groups and appropriate activities and implement actions through community learning and development plans	Neighbourhood Services	31-Mar-2025	50%
		Neighbourhood Services	31-Mar-2025	50%

Equality Outcome 7: Reduce the additional social inequalities experienced by people in poverty and in protected groups

Intermediate Equality Outcome	Action Title	Service	Due Date	Progress %
7.1 We will develop a targeted approach to support protected groups to tackle poverty and reduce social inequalities	Use SIMD data to target and prioritise partnership work	Neighbourhood Services	31-Mar-2025	80%
	Use the findings of Engage Dundee 2021 as well as other engagement work to target our work	Neighbourhood Services	31-Dec-2022	100%
	Target work to the most disadvantaged communities, including focused local fairness initiatives in Linlathen and Stobswell West	Neighbourhood Services	31-Mar-2023 (Revised to 31-Mar-2025)	80%
	Utilise data gathered by our Customer Services & IT service to identify priority target groups for future work relating to income maximisation	Corporate Services	31-Mar-2022	100%
	Adopt more effective and supportive ways of communicating with clients/tenants about money matters and debt	Corporate Services	31-Mar-2023	100%
7.2 Our staff and partners will be supported to increase their knowledge and understanding of poverty and other social inequalities and its unequal impact on equality groups	Build equality activities, impacts and actions into the delivery of the Fairness Action Plan and Child Poverty reporting	Chief Executive's Service	31-Mar-2025	30%
	Re-develop and deliver Poverty and Sensitivity training to relevant staff and partner organisations who support equalities mainstreaming work	Neighbourhood Services	31-Mar-2025	50%
7.3 Provision of Equality Grant Funding to Local Community Groups supporting those with protected characteristics	Re-focus and target Equality & Diversity Grant Funding to support local community groups; that can assist us to mainstream our equalities work	Chief Executive's Service	31-Dec-2021	100%

